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Tracing the Correlation Between Learners' Attitude to Writing and Quality of Essay

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**“TRACING THE CORRELATION BETWEEN LEARNERS’ ATTITUDE TO WRITING
AND QUALITY OF ESSAY”**

A THESIS

Presented to

**The Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila**

**In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
in
ENGLISH LANGUAGE TEACHING**

JOSEPHINE V. CABULONG

April 2020

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ABSTRACT

Name : Josephine Vidal Cabulong

Title : TRACING THE CORRELATION BETWEEN LEARNERS' ATTITUDE TO WRITING AND QUALITY OF ESSAY

Key Concepts : Attitude Toward Writing
Essay Quality

Degree : Master of Arts in Education
Major in English Language Teaching

Adviser : Cecilia F. Genuino, Ph.D.

This study aimed to trace the relationship between the learners' attitude toward writing and the quality of their essays. Specifically, it sought to determine the attitude of Grade 9 ESL learners towards writing in terms of feelings, beliefs, and behavior and the essay's quality in terms of content, organization, grammar, and overall quality. The researcher employed quantitative method by administering a writing attitude survey and essay writing tasks among 120 Grade 9 students of Luis Palad Integrated High School. The respondents showed moderately favorable attitude toward writing and their evaluated essays revealed that the learners can create an essay and observe the aspects that developed their outputs' quality. Lastly, attitude in terms of feelings, beliefs, and behavior has significant relationship with quality of the essays in terms of content, grammar, and organization.

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

With English as its second language, the Philippines is recognized globally as one of the largest English-speaking nations. Fluency in the language is considered a vital skill in the workforce (Cabigon, 2015). Empowering the teaching and learning of English has been viewed of vital importance to the economy, thus, the educational sector has been tapped to spearhead the entire process.

In language teaching, writing as one of the macro skills in language learning is an integral part of English language communication arts to which Filipino ESL learners are exposed to. In fact, the K-12 curriculum guide has “Writing and Composition” among the general categories of learning competencies the students are prescribed to master in English. As a whole, the curriculum’s framework is anchored on the major goal of learning the language holistically. The Department of Education even mandates implementation of programs in communication arts (English and Filipino), which entails training and exposure to writing.

With the goal of developing writing skills through activities aiming to address this competency, learners display various attitude and performance in terms of the quality of their written outputs. Faced with a writing task, their reactions range from eagerness, indifference, avoidance, and even apprehension. Not everyone in the class would exhibit enthusiasm in writing activities or inclination to the writing tasks. While some may find it enjoyable, the mere prospect of writing “as an art of giving shape to an idea that forces one to compose thoughts...” (Roldan, 2010, p.79), seems to be viewed as rather a laborious or even a threatening task to others.

Their outputs also show variation, some exhibit observable progress in the skill, while others remain poor or below the standard. In several instances, especially for take home written tasks, a number of learners would fail to submit on time or would not comply at all. Lastly, majority fail to satisfy the standards the outputs are expected to meet.

These scenarios urged the researcher to investigate on the learners' attitudes towards writing as one of the possible factors behind varied performances in terms of the quality of their outputs. Writing involves the interplay of cognitive, psychomotor, and even the affective state of every individual. Several studies have already investigated the relationship between the affective factors attributed to writing in English (e.g. attitudes, beliefs, motivation) and the quality of writing, which the authorities have used as basis for performance, achievement, and progress among ESL/EFL learners (Clark, 2012; Erkan & Saban, 2011; Graham, Berninger, & Fan, 2007; Rushidi, 2012), most of which yielded results suggesting that such a relationship exists.

The current study attempted to trace the correlation of learners' attitude towards writing and the quality of their writing based on their essays. Moreover, it specifically explored if the attitude in terms of its components namely feelings, beliefs, and behavior affects not just the overall quality but also the specific aspects of the written outputs: grammar, content, and organization. By considering factors attributed to the actuation of the writing skill and identifying to which aspect/s of the output attitude is most relevant, it would identify which requires attention and to what extent. Hence, when designing lessons in writing, specifically on writing an essay, each aspect may be given specialized treatment during instruction. Furthermore, how the attitude may be improved alongside the technical skill related to the aspect/s in which correlation was found to exist will be given more consideration and priority. Ultimately, after careful deliberation of the results yielded

in the correlational analysis, the researcher did further exploration of writing instruction with respect to attitude and the writing quality in terms of grammar, content, and organization to gain insights on strategies and techniques that may be used during writing instruction with the ultimate aim of improving students' writing skills.

The study would benefit the locale in which it was conducted. Secondary school teachers may derive insights that they can apply in teaching to address learning competencies in writing. The information will be made readily available and the results may also be particularly significant to existing academic program in the school that caters to students inclined in writing, especially the Special Program in Journalism and the Special Program in the Arts (Creative Writing). Teachers handling electives in writing may find the results of the study useful and applicable to the additional writing subjects they are teaching. Likewise, the findings of the study would also be relayed to the respondents. By doing so, they are provided an opportunity to reflect on their perceptions through self-evaluation and their performance in the writing tasks. Educators, students, and members of the community will be benefited by obtaining a better understanding of the relationship between the learner's attitude in writing and the quality of their written outputs.

Literature Review

ESL Writing

Along with reading, speaking, and listening, writing is among the skills central to language learning. This, however, entails complex processes and involves various components. Writing requires ability to perform various skills, carrying out cognitive processes, and involvement of affective elements (Garcia-Sanchez & de Caso-Fuertes, 2005), as multifaceted just like the other

foundational skills in learning a language (Hidi & Boscolo, 2006 as cited in Clark, 2012). To second language learning, the complexity of writing as a skill necessary to acquire is most often branded challenging and even difficult (Challob, Bakar, & Latif, 2016; Graham, Berninger & Fan, 2007; Graham & Perin, 2007; Han & Hiver, 2018; Hayes, 2000; Pajares, 2003). In addition, “second language (L2) writing is a complex, time-consuming activity which requires concentration, effort, and persistence” (Han & Hiver, 2018, p.44).

Writing is a challenging subject matter, both to learners and instructors. It is a complicated skill that requires a lot of effort from students and teachers alike. To ESL learners, much attention is given to this area along with the other skills through formal instruction to engage in language learning. It is only natural for a writing class to be composed of diverse learners with different treatments to writing tasks, varied degrees of attainment or level of achievement in writing, and non-identical opinions, insights, and perceptions towards the subject. The skill is complicated for it entails various processes and address the uniqueness of the learners in terms of cognitive, psychomotor, and affective domains, all of which are involved to demonstrate such ability.

In the learner’s educative years, writing is emphasized, for it is considered significant to academic success (Bustamante & Eom, 2017; Hammann, 2005; Paker & Erarslan, 2015). Eventually, attaining proficiency in this skill is a plus factor in the professional arena. For ESL learners, to be globally competent means to possess ability to write, speak, read, and listen for a variety of purposes. That is why in both second- and foreign- language education and research, writing instruction is given greater attention in the current global community (Weigle, 2002). Williamson (2008) underscored the importance of writing to high school students, his claim supported by Manzo (2006) stated in his article that learning the skill is not optional, but rather

necessary because it will spell out success in academics and functionality in the global economy and civic life a learner faces after schooling. To Badrasawi, Zubairi, and Idrus (2016), “writing skill is a cornerstone of university students’ success in both academic and career life”. (p. 134) Later on, Tunks (2010) stressed that the society expects learners to possess this skill when they step out of school. Without the understanding of writing taking an increasingly important role in an individual’s academic and professional careers, it becomes a neglected life skill (Harder, 2006 as cited in Rushidi, 2012).

In every field or profession, writing is always involved to a particular extent. The society at present is a report-oriented one. Milestones, breakthroughs, and activities have to be documented for reference. In view of this, part of an individual’s academic life is allotted to honing skills in writing. Their being competent workers or professionals in the future requires them to be well-rounded and adept not just on their technical, but communicative skills as well. It is not unusual though for learners of all ages to find the skill hard to acquire, especially without their understanding of its necessity in their chosen careers. That is why it is important that the teaching and learning of writing also stress the advantages of gaining proficiency in this area in the latter educative years. Moreover, learners facing particular difficulties should be aided initially by tracing the root cause of the problem and helping them overcome the challenges.

Learners’ Attitude toward Writing

Several areas in writing have been explored by numerous studies that seek for factors where difficulties are arising from, how they can be addressed, and how particular aspects may be tapped to improve or lead learners to the attainment of the skill. One construct commonly investigated in various studies is the attitude towards writing. Some studies simply identified and detailed

learners' attitudes (Bustamante & Eom, 2017; Scott, 2012; Setyowati & Qibtiyah, 2017), while others further traced the relationship of attitude in writing to the learners' performance (Erkan & Saban, 2011; Rushidi, 2012), achievement (Graham, Berninger, & Fan, 2007; Paker & Erarslan, 2015; Williams, 2012), writing outcomes (Kotula, Tivnan, & Aguilar, 2014), progress and development (Clark, 2012; Petric, 2002), and behavior or along other affective constructs (DeMent, 2008; Ni'mah, Kadarisman, & Suryati, 2016; Sarkhoush, 2013).

In the study of Rushidi (2012), attitude was gauged in terms of students' beliefs on their needs in writing and their priorities, specifically in academic writing in English. The study focused on "beliefs" and "dispositions" towards the significance of writing compared to other skills as major components of attitude. This approach allowed the researcher to gain insight on the participants' awareness of their needs in the area and to what extent they value learning this particular skill.

Attitude falls under motivation, the presence of which drives an individual to engage and be encouraged to perform well in a particular task. Attitude influences motivation to learn thus leading learners to particular ways and manner in which they approach a writing task (Clark, 2012). Either they exhibit initiative in accomplishing the written task if the attitude is desirable or they try to avoid it otherwise.

To Williams (2012), writing attitude is one of the motivational factors propelling a learner to engage and perform satisfactorily in writing. It is a component of motivation along with others like interest, goals, self-efficacy beliefs, and goal orientations (Troia, Harbaugh, Shankland, Wolbers, & Lawrence, 2012). Cited in Williams's (2012) paper are Sainsbury and Schagen, (2004) who strongly suggested that interest is related to attitude which in turn affects performance. Moreover, interest plays a key role in influencing writing attitude whereas it may channel a learner's

persistence and attention to a writing task which may affect the quality of writing (Bruning & Horn, 2000; Ismail & Albakri, 2012). Therefore, interest and motivation are two key constructs that are usually connected when attitude is considered as a variable. When a learner is highly motivated and interested in the act of writing, the output they produce are more likely to be of good quality.

Also in view of attitude as an affective component of motivation, Graham, Berninger, and Fan (2007) defined attitude as “an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy” (p. 516). This particular conceptualization of attitude is anchored to attitude branded by Anderman and Wolters (2006) as an “affective motivational state”. Moreover, with “affective construct” (Ho, 2015) label being highlighted, Erkan and Saban (2011) in their study referred to attitude as primarily denoting a learner’s feeling towards his/her writing and evaluation of their written products thereafter. In line with these, attitude is viewed as something that relies on an individual’s feelings or emotions. Furthermore, it is manifested through making judgment or evaluation based on those feelings and emotions.

If attitude is indicated within the range from happy to unhappy (Graham, Berninger, & Fan, 2007), it is a degree of favour or disfavour to which an individual evaluates a particular entity according to Eagly and Chaiken (2007). In the same manner though, these researchers along with others such as Kotula, Tivnan, and Aguilar (2014) set attitude as being constituted by one’s outlook on a particular construct expressed through a continuum of positive and negative extremes. Therefore, attitude is a matter of evaluating between two opposite poles within a range of emotions or beliefs and to what extent. It is a question of how pleased or displeased an individual is or whether an individual is in favour or not of something to a particular degree. Additionally, attitude

may be positive, negative, or neutral (Walley et al., 2009). Hence, an individual's attitude may be favourable, undesirable, or indifferent.

Eagly and Chaiken's (2007) definition of attitude conforms to that of Fazio and Olson (2003) claiming that attitude is psychological in nature and to that of Schwarz (2007) specifying that attitude entails an individual to express evaluative judgment towards something. Considering this nature, latter two authors as cited in Kotula, Tivnan, and Aguilar (2014) put forward that attitudes, in their contemporary definition of the construct, are "not necessarily permanent traits" (p. 3). In other words, they may change, modify, or shift.

To some researchers though, attitude encompasses a larger scope. It means interplay of several domains, the components of which are usually three compliant to a tripartite model. To Hogg and Vaughan (2005), attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (p. 150). Bearing resemblance, Bustamante and Eom (2017) posited that attitude consists of affect, behavior, and cognition. In a nutshell, affect refers to feelings or emotions, behavior to observable actions and intentions, and cognition to beliefs, perceptions, and value systems. This tripartite configuration of attitude has been commonly used as a framework in various other studies and manuscripts, such as those of Banaji and Heiphetz (2015) and Jain (2014).

Attitude involves feelings or emotions which eventually leads to overt indicators such as a learner's actions. In the study of Lopez and Aguilar (2013), emotions impact motivation. Whether positive or negative, they are contributory to the language learning process. To the language learners subjected in the study, the negative emotions enhances rather than impedes their motivation to learn. Emotional experiences are viewed to play a role in language learning.

Likewise, emotions' significance in learning and education was underscored by Pishghadam, Zabetipour, and Aminzadeh (2016). They further stressed that emotional state is indispensable in the process of language learning and that desirable feelings lead to higher engagement in learning tasks. Specifically, students' emotional disposition towards the macro skills were identified through the use of a scale. Writing was associated with unpleasant feelings of boredom, hopelessness, and anger with leading factors such as being unable to find value in the task and failure to meet the expected positive outcome. With all these, the researchers recommended giving careful attention to regulation and management of emotions in a language classroom.

Belief is a cognitive component of attitude. It may pertain to a person's thoughts, opinions, values, or ideas (iEduNote, 2017). It is also termed informational component which is an element forming one's attitude towards an object, a situation, or a task (Sinha, n.d.). Being aware of one's system of beliefs proves to be beneficial. Reflecting on one's general thoughts and ideas helps enhance critical thinking, decision making, and knowledge building (Anderson-Meger, 2014).

Behavior as component of attitude reflects how one acts in a particular way. It is measured through overt actions or statements reflecting behavioral intentions or tendencies (UK Essays, 2018). Behavior being not solely indicated by obvious actions is supported by Gupta and Moradi (2015) who stressed that an individual's desire to act in a particular way is also considered behavior.

Moreover, behavior cannot be separated from learning for it comes with a purpose and it serves as a way to meet particular needs generally related to attaining an activity or object that one desires or avoiding an unwanted task or activity (Ministry of Education, n.d.). Learner behaviors occur when triggered with stimuli particularly from factors such as past experiences considered

developmental, immediate environment, surrounding people, and various other aspects to which a child is exposed. In a classroom, the teacher's behavior impact the learner's behavior. If change in behavior is being targeted, there should also be change in the behavior of the adults and the context surrounding the child.

Other factors that influence learner behavior are culture and language as well as teacher-learner relationship (Advisory Group on Conduct Problems, 2009). Considering these factors and the fact that teachers play an important role in shaping behavior, several ways are suggested on how to impact behavior positively. First, teachers should provide culturally responsive activities that will draw on learners' identity and those that promote culture awareness, knowledge, and skills. This enhances learner engagement and achievement. Second, classroom should be managed well and caring relationships should be fostered. Third, individual differences should be addressed. It promotes a supportive environment addressing learners' uniqueness. To achieve the three, there are strategies that should be employed: promoting collective ownership, inculcating shared values, recognizing elders' authority, and promoting positive values.

Environment and peer relationships also shape behavior (Fergusson, Boden, & Hayne, 2011). During adolescence, connections built with peers are important to a learner. When behavioral problems arise, school environment should be supportive instead of maligning and consistent corrective measures should be taken rather than aiming for punishment.

The following add emphasis to the behavioral component in the equation of defining attitude in the tripartite model. Attitudes are "affective responses" that determine behavior and is considered significant in the learning process (Petric, 2002). It is believed to be directly influenced by attitude. In psychology, behavior refers to actions and conduct that a human or an organism

manifests or demonstrates as responses when triggered by stimuli or situations. As underscored by Jain (2014), “an attitude is not passive, but rather exerts a dynamic influence on behaviour” (p. 2). The behavioral element of this so called evaluative summary towards an object or thought (Malhotra, 2005 as cited in Jain, 2014) is the “conative component” in the attitude model that Schiffman and Kanuk (2004) constructed.

The cited authors and works aforementioned have set various parameters to which attitude may be explored. Nonetheless, specifically in writing, this variable is investigated for it is believed to play a significant role in the learning process and influences how and to what extent the skill is learned, applied, and exhibited.

Graham, Berninger, and Fan (2007) studied the relationship between the writing attitude of first and third grade students to their writing achievement. In order to do that, they have used three different models. Their first model conformed to the proposition that writing attitude affects performance anchored to Graham (2006). This is behind the hypothesis that when attitude is positive, the performance will be good and when attitude is negative, performance will be poor. Contradictorily, their second model depicted that writing performance influences writing attitude instead in line with Kear, Coffman, McKenna, and Ambrosio (2000). This is according to the assumption that positive or negative attitude towards writing depends on how well learners can write. The third model presented that attitude influences performance and vice versa based from the model of Mathewson (1994). While the two models implied a direct path from attitude to performance for the first while performance to attitude for the second, the third model projected bi-directional relationship. The data fit the first model among the three projecting a direct path from attitude to achievement. Thus, attitude towards writing significantly influences writing

performance. The instrument they used in the study to determine the respondents' attitude towards writing was a survey. Furthermore, another objective of their study was to find if there was a difference in the attitudes of the two groups of learners in different grade levels. The findings revealed no significant difference, thus, deviating from the assumption that attitude towards writing improves with schooling.

In addition to this, Kotula, Tivnan, and Aguilar (2014) traced the relationship between the attitudes and writing outcomes of fourth and fifth graders. In their study, the attitude was gauged in terms of the learners' self-efficacy, self-concept, and their perceive value of writing. A paper-and-pencil survey was administered to the respondents for data gathering for attitude towards writing. A "small but consistent correlations" were traced between the result of the students' writing assessments and each of the components of attitude.

Also, one among Sarkhoush's (2013) conclusions in his study among Iranian EFL learners is that those with positive attitude performed better than those with negative attitudes and those with high apprehension exhibited weak performance in the writing task. Furthermore, it was also concluded that attitude towards writing was positively correlated with self-efficacy and negatively correlated to writing apprehension. This suggests that learners with high self-efficacy beliefs tend to have positive attitudes towards writing. As part of data gathering, the participants were asked to complete three sets of questionnaires including one on attitude towards writing (WAQ).

Attitude-success relationship in writing among preparatory class students was explored by Paker and Erarslan (2015) in their study. Their findings indicated a positive relationship between the participants' attitude towards writing and their academic success in writing. For data gathering, a questionnaire was completed by the students to reflect their attitude towards writing. A

proficiency exam was then administered from where their scores were obtained and their level of success was calculated.

In some studies, gender is another variable commonly explored along with attitude. As in the study of Scott (2012), she aimed to identify the factors influencing the negative perception of writing among boys. Moreover, she intended to find out how perception affects the quality of the boys' writing. The learners subjected to the study were boys with observable negative attitudes towards writing as recommended by their classroom teachers. The results indicated that the boys' negative attitude towards writing is due to three factors. First, the boys' active nature gives them the notion that writing is stagnant and time consuming, thus requiring too much concentration. Second, topics in writing are usually school-based and less relevant to the learners' interests and experiences. Third, the boys see themselves incompetent in some aspects of writing, negatively perceiving themselves in terms of the ability to perform the skill. These factors attributed to negative attitude towards writing among boys negatively affect their performance in writing.

Various methods were undertaken by the researcher for data gathering. She initially conducted interviews among the participants. Then, a survey on writing attitude was administered, specifically entitled Garfield Elementary Writing Attitude Survey (Kear et al., 2000), a commonly used tool for elementary learners. In the writing tasks, the students were observed while performing them with the researcher making field notes. Teachers' participation was also requested through accomplishing a short survey questionnaire of their observations on the learners' attitudes and perceptions in writing.

Likewise, with elementary students as respondents, Clark (2012) studied how the students' attitudes towards writing affect their writing progress. The same writing attitude survey of Scott

(2012) was used in this study. Anecdotal records and observations sheets were worked on by the researcher while the learners were doing their written tasks. One student out of her three respondents had shown that attitude positively affected her progress in writing.

Common among these cited studies is, first, the correlation found between attitude towards writing and their performance, specifically, their writing achievement and outcomes. Salient findings support the notion that attitude towards writing influences their ability to perform the skill. Favorable attitude meant better performance as indicated by test results and written compositions and negative attitude equated to low performance. Second, data gathering instruments in the study were self-report survey questionnaires to determine attitude towards writing and written compositions the learners were asked to produce as basis for their performance. The written outputs were assigned scores through the use of rubrics. Some of the studies made use of additional structured or standardized tests coupled with observation, conferences, and interviews.

The next studies to be discussed primarily aimed to simply describe attitudes of the participants towards writing and from there, elaborate on the existence of such attitudes and make conclusions contributing to how those may be addressed.

The study of Petric (2002) aimed to explore on the attitude of non-native English speakers towards the different aspects of writing specifically on their perceptions of their writing processes. His investigation highlighted the learners' experience and what it has to do with their attitudes. Interviews were carried out among the respondents who differ in linguistic background and experiences to solicit details on their attitude towards strategies in writing. The data obtained shed light to information on different aspects of attitude. First, instruction to which learners have been

exposed is formative in nature as it had been affirmed that the experiences students gained during writing instruction are related to how learners form or shape their attitudes. Second, attitudes are subject to change because when students are exposed to new experiences, there is a tendency to form new attitudes or to question previous attitudes and decide whether to adopt the new one or stick to the previous one. Third, attitude in terms of indicated perception and demonstrated behavior may not jive with such as in cases when a learner sees a particular writing strategy as helpful, but does not practice it or s/he uses a particular strategy, but does not necessarily evaluate it positively. Fourth, attitude is a case-to-case basis due to individual differences. Two individuals do not respond to same experience in exactly the same manner so while a particular experience may cause a change in some learners' attitude, it is not the case for everyone since underlying beliefs may persist. Fifth, students with more experience in writing are more expressive in talking about their attitude towards writing and the strategies they use.

In another perspective, the primary objective of Bustamante and Eom's (2017) study was to examine the attitude towards different domains in English writing among adult learners with varied linguistic backgrounds. They further investigated if the English-dominant and Spanish-dominant learners' language backgrounds have to do with their attitude towards writing in English. Basically, the respondents' attitude toward general academic writing compared to writing in specific academic subjects was explored. It turned out that respondents declared more favourable attitude towards general writing compared to specific academic writing. The factors attributed to the said attitude towards specific academic writing are the highly technical or structured nature of writing under this domain and the standardized testing students face when in these classes. Hence, the researchers underscored the importance of making classroom instruction a venue for positive

experiences because it allows the learners to develop positive attitude towards writing which motivates them to improve. Accordingly, the real-world application of writing for communication should always be stressed. Authentic writing tasks should be designed. Inclusion of low-stakes, informal writing activities and subjecting students to writing about real-world topics may encourage learners to be more expressive about their thoughts.

In addition, Setyowatih and Qibtiyah (2017) indicated a moderately positive attitude towards writing among EFL junior high school learners. They are confident on their skill and that writing for them is a fun and enjoyable experience. Despite this, the learners still expressed their major concerns when writing, which were basically linguistic and psychological in nature. First, they are conscious about grammatical aspects when writing. Second, they feel less confident when faced with the prospect of having their written work being published and evaluated by others. They are worried of receiving negative feedback and criticisms regarding their work.

As investigation of attitude has taken various directions in the field of language learning research, there exist studies with extended scope wherein attitude is studied with other affective constructs. In fact, attitude towards writing along with writing apprehension and self-efficacy and their relationship to the learners' performance in writing were investigated by Erkan and Saban (2011). One of the widely used definitions of writing apprehension still used recently is that of Daly (1979) as cited in Badrasawi, Zubairi, and Idrus (2016) referring to writing apprehension as "the general avoidance of writing and situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing" (p. 37). It is considered an impediment to the learner's ability to demonstrate the skill. On the other hand, self-efficacy may simply be defined as "students' beliefs in their ability to perform written English task

successfully” (Hashemnejad, Zoghi, & Amini, 2014, p. 1046). Results indicated a positive correlation between writing attitude and writing apprehension. Between the other constructs, a negative correlation was determined between writing apprehension and writing performance as well as between writing apprehension and writing self-efficacy.

On the other hand, the conclusion of Singh and Rajalingam (2012) in their study concurs with the aforementioned that higher level of writing apprehension meant lower self-efficacy beliefs. On the contrary though, they also concluded that higher apprehension level meant higher proficiency in writing. Apprehension was evident in terms of avoidance of the task, fear in having their outputs evaluated, the feeling and manifestations of nervousness when writing and doubts when submitting the output. Accordingly, the more apprehensive learners are in writing, the less confident they are in doing written tasks. Nonetheless, higher level of apprehension did not negatively affect their performance in writing. In fact, more apprehensive students demonstrated better writing performance. Contrary to the common notion that apprehension leads to avoidance or inability to perform satisfactorily in writing, the study purported that the presence of anxiety may also bear positive effects on the learner. The learner’s consciousness on what s/he lacks in terms of the skill also denotes a sense of awareness on what s/he needs to work on in the process. As a result, a learner tends to work on his/her weaknesses.

Attitude in terms of beliefs about writing was the focus of Sanders-Reio, Alexander, Reio, and Newman’s (2014) study. They explored the relationship and contributions of the respondents’ beliefs towards writing to their self-efficacy, apprehension, and performance. Affirmatively, their participants’ beliefs had to do with their self-efficacy, apprehension, and performance.

As writing apprehension has remained to be an affective construct commonly investigated in the field of language learning research, some researchers worked on determining the possible factors that cause learners to be apprehensive towards writing. Abdel Latif (2015), for instance, expounded the sources of apprehension towards English writing among Egyptian university students based from qualitative and quantitative data derived from his study. The following were identified as the sources: 1) learners' lack of confidence on their English language competence; 2) low level of self-efficacy beliefs on their English writing abilities; 3) instructional practices that tend to focus more on theoretical concepts than actual practice of the skill, lack of adequate feedback towards learners' output, and overuse of criticisms, especially when done orally; 4) fear of being criticized by teachers and peers; 5) low language skill proficiency; and 6) low writing performance levels. From the identified sources detailed in the study, writing apprehension may be coming from various factors. It is important to identify what triggers apprehension towards writing.

As Ho (2015) posited in her research, writing anxiety of master's and doctorate students towards research writing in particular stemmed from a number of sources. First, their self-perceptions of their proficiency in writing in English tend to be low as they consider themselves lacking with the ability required to do so. Second, they have primary concern on the time frame given to complete a paper making them feel apprehensive about their ability to meet such deadline. Third, they find difficulty in expressing their ideas and writing them down in a structured and technical format. Finally, they are afraid of receiving negative criticisms regarding their works. Even in higher educational levels, learners may still suffer from having apprehension towards writing.

In a qualitative study, Badrasawi, Zubairi, and Idrus (2016) likewise, identified the contributing factors to writing apprehension from a student and a teacher, who both believe that writing apprehension influences writing performance negatively. The factors fall under three categories: the learners, the teachers, and the teaching-learning environment. Moreover, the researchers suggested strategies, which may reduce writing apprehension, such as developing good and open communication between teacher and students to collaborate in various stages of the writing process and giving the students a sense of autonomy in choosing topics they would want to write about, and carefully planning and implementing written tasks.

As some of the studies mentioned above had established a relationship between writing apprehension and writing performance, Challob, Bakar, and Latif (2016) among others underscored the importance of decreasing learners' writing apprehension towards improving their writing performance. Exposing the learners in a collaborative blended learning writing environment proved to have lessened the respondents' apprehension towards writing and improve their performance for various reasons, such as it provided opportunities to work in group, communicate, and practice the skill in a faster and more convenient manner through a combination of online and face-to-face interaction.

The previously cited studies covered writing apprehension, an affective construct commonly investigated alongside attitude towards writing and other constructs, such as self-efficacy. As some researchers have concluded writing apprehension and attitude as correlates, it is possible to tap the following scopes in investigating attitudes of learners towards writing: tracing from which writing apprehension are rooted, exploring ways with which writing apprehension may be addressed, and verifying if correlation exists between attitude and other affective constructs.

Generally, the studies and authors expounded above placed emphasis on the role that attitude plays in the performance of writing. With such premise, the authors of the following researches designed, devised, or implemented intervention primarily to aim for a positive shift in attitude towards writing. The studies have explored techniques, strategies, and approaches that could positively tap the learners' attitudinal aspect.

To find out the relationship between using self-evaluation strategies and students' attitudes towards writing was one of DeMent's (2000) research objectives in her study among gifted Grade 7 students in a language arts class. Such objective was grounded on the notion that the students' ability to assess themselves, evaluate their capability, and be aware of their performance may lead to a more desirable attitude towards writing. The researcher made use of an experimental approach that subjected the respondents to an explicit instruction of self-evaluation strategies. A writing attitude survey (WAS) was administered before and after the exposure to the treatment. Eventually, the learners in the experimental group demonstrated a more positive attitude towards writing in terms of their feelings about writing, rating of their writing, and their confidence in writing. Hence, a significant relationship between self-evaluation and attitude towards writing had been identified.

Still within the notion that learners' autonomy in the process of writing may improve their attitude towards writing, Hutchison (2007) conducted a study on the impact of students' self-perceptions of efficacy to their level of engagement in writing tasks. Two adolescent-student respondents were involved in a process of demystification that allowed them to obtain knowledge of their particular strengths and weaknesses in writing. The attitude construct primarily referred to their interest in given writing tasks. Both students believed that the knowledge of their strengths and weaknesses in learning had not affected their interest levels at all. Furthermore, their level of

effort, persistence, and performance of the writing task were also evaluated in which findings indicated improvement on both of them.

Moreover, exploring the students' writing performance, self-efficacy beliefs, and attitudes towards writing and if these three constructs interplay was the main purpose of Williams (2012) in his study. She designed an intervention consisting of five sessions composed of lessons on self-efficacy explicitly taught and writing sessions thereafter. The correlational nature of the study confirmed a relationship between self-efficacy and attitude only while its experimental nature led to no significant effects of the intervention on the students' self-efficacy beliefs, writing attitudes, and performance.

Williamson (2008) utilized formulaic writing among his students and identified its impact to their performance and attitudes towards writing. The study featured a standardized and highly structured writing approach as it prescribes a model to be followed in producing written outputs. The teaching of formulaic writing proved to be promising in improving student performance with lower achieving students benefiting more from it. In terms of attitudes, the higher achieving students found the predictability and repetitiveness of the approach hampering their freedom of expression and exploration of the skill. To lower achieving students though, they found themselves more engaged in the process and its attainment somehow had become concrete and within their grasp.

Tahriri (2016) capitalized on the social nature of language in his study as he looked into EFL learners' attitudes toward CLA-based writing instruction. Critical language awareness (CLA) focused on instruction that goes beyond the understanding of a language's structure and technical nature, such as its grammar and vocabulary. Rather, it raises awareness and analysis on language

ideologies, discourse communities, and intercultural language competence. Results derived from the study indicated an overall positive attitude towards CLA-based writing. Thus, its inclusion in syllabus designing for writing courses was highly recommended.

On the other hand, emphasis was placed on the assessment and evaluation part of writing instruction in the study of Rushidi (2012), which underscored the potential of providing peer-feedback and conducting conferences in improving the students' attitudes towards writing. Initially, the students' attitudes were determined in terms of their needs and the value they place on writing compared to other macro skills. Furthermore, they were asked their perception of their writing performance. From there, the mentioned strategies were incorporated whenever students were asked to produce outputs in their courses, Academic and Advanced Academic English. The most salient finding in the study was the positive shift in the students' attitude towards writing by the end of their course.

Learning also takes place beyond the four corners of the classroom. More so, extending learning beyond school may help enhance students' learning of a particular skill or may aid him/her in overcoming difficulties encountered. In her study, Palacio (2010) determined students' attitudes towards writing before and after they attended a high school writing center wherein writing tutors met the respondents twice a week for one hour after school. Visits to the writing center led to an observable improvement on the attitudes of the students. The students expressed positive feedbacks regarding the center's impact on them. In fact, they were initially apathetic towards writing, but eventually found writing enjoyable.

Probing into the effect of a collaborative approach in learning writing to the attitudes of the learners, Krawczyk (2005) in his experimental study subjected a group of students to a

“Community of Learners” project. Research writing tasks primarily related to their major were given to the students. The writing assignments were to be accomplished in groups. Compared to the students in the control group, the learners involved in the project demonstrated a more positive attitude towards writing.

Ismail and Albakri (2012), on the other hand, devised a treatment so called SOWLR (Selected Online Writing Links and Resources) to heighten students’ interest and improve their attitudes towards writing. With writing tasks to be accomplished online, the students were required to engage themselves in the site for particular number of hours during and beyond the class hours. The students’ attitude apparently changed positively towards writing essays in particular as indicated in the significant increase on their overall scores.

Results yielded from the above cited studies were suggestive of the following notions. First, teaching the skill and the process of assessing and evaluating how much is learned is not one-size-fits-all. While some approaches, methods, or interventions may work with others, to some it could be otherwise. Second, it is important that all parts of writing instruction be given particular attention as each stage plays an important part and contributes to the success or failure in accomplishing the given tasks. The delivery of a writing lesson should be planned including the before, during, and after stages of writing. Lastly, a writing instructor should be innovative and exposed to a wide array of writing strategies and approaches. If writing is a skill that is quite difficult to learn, it is as much a challenging one to teach.

Essay Quality

The ability to write is a crucial part of language production. However, language learners, such as those in the ESL contexts face many challenges in writing as it requires the ability to compose, construct, and organize units in the target language. In most cases, a learner's ability to write an essay is one of the common measures of this skill.

Essay is defined as a piece of writing consisting of several paragraphs based from a writer's point of view (UKEssays, 2013). There are different kinds of essay, such as expository, narrative, descriptive, argumentative, and persuasive. Students are basically taught to form essays following this structure: introduction, body, and conclusion.

Considering an essay a quality one depends on a number of features. Hurn (2009) considers content, structure, and mechanics as elements that make up a good essay. Accordingly, the content focuses on how a writer is able to convey his/her write-up's message through thorough discussion of the main points. Second, structure is the organization of ideas in the essay. There should be an introduction, which should be interesting, the body that elaborates details in a series of paragraphs, and a conclusion that gives the readers a "sense of closure" (para. 3). Moreover, smooth flow of ideas should be achieved through the use of transitional devices. Then, under mechanics are grammar, word usage, spelling, and punctuation.

Content is an important aspect of an essay. Content is the form (Schoolworkhelper, 2017). It is the manner by which an argument is presented. To EssayEdge (2010), however, content is different from style. Instead of the manner by which the argument is presented, it refers to the information being conveyed, which gives the readers insights. Bebawi (2011) thoroughly discussed the content of the essay. Initially, a purpose has to be set when writing an essay. The content should establish that purpose by making generalizations and providing adequate details

and evidences to support them. These details should strengthen the essay so irrelevant ones should not be included.

Content of an essay elaborates on addressing the “what”, “how”, and “why” (Inksplare, 2019). It attempts to have the readers view the topic on the writer’s perspective and it clarifies why they should try considering the points which should flow and establish connection with the readers. Plagiarized and boring content is among the common factors that affect the quality of an essay. Therefore, it should be a writer’s major goal to write a content that is interesting and original.

The website Essay-Writing-Tips.com (2019) cited content mistakes in essay writing and what should be done in order not to compromise the totality of the essay. Accordingly, one should focus on writing the content that reflects and develops the real topic. This means more than mentioning the topic several times throughout the text. Before beginning to write, one should understand the prompt, distinguish the important concepts through the key words, and explain in detail what one will be writing about. Another thing to avoid when writing an essay with respect to its content is mentioning ideas without supporting examples. Any idea in the essay should be clarified and given proof through citing appropriate examples. Otherwise, the essay may be perceived falling short of in-depth treatment and understanding of the topic. With the same premise, included in a study guide on writing essays by the University of Leicester (2010) are questions to ask in reviewing and revising an essay in terms of content. Some of them refer to using appropriate and sound examples.

When critiquing an essay, content is analyzed as to appropriateness and clear focus, as well as development of the topic through argument, scope, and examples (Goshen College, n.d.). Along with content, organization is one among the criteria being accounted for the quality of an essay.

Organization is the manner in which ideas, evidences, and details are arranged perceptibly in an essay (Nordquist, 2019). The classic pattern of an essay's organization is a five-paragraph structure: a paragraph for introduction, three paragraphs for the body, and a paragraph for the conclusion (Brown, 2018; Rambo, 2015). The introduction's basic purpose is to catch the attention of the readers enough to keep them reading the text until the end. The thesis statement allows a preview of the essay's main points and establishes the argument in which the discussion will revolve. The paragraphs for the body, each containing a topic sentence, are allotted for the discussion of the evidences that support its thesis. Lastly, the paragraph for the conclusion summarizes the points and ends the essay cohesively (The VCG, 2018).

The website Examples.com (n.d.) provided an explanation on the characteristics of the three major parts of the essay: introduction, body, and conclusion. The introduction should primarily be interesting and should move from general to specific. It commonly ends with a thesis statement – the main proposition or the summary of the author's argument (The Writing Center, 2019). The body contains the supporting details, sets the order of ideas which should be logical, and presents relevant data and information on the topic of the essay. Then, the conclusion is the key message of the essay, summary of the points, and restatement of the main arguments. A conclusion should leave the readers contemplating on the main point of the essay, evidence that they have been involved in what they read.

Organization of an essay facilitates understanding among the readers as it establishes logic and coherently connects various parts of the essay (Kies, 2017). More importantly, obvious organization in writing is essential (Hertzberg, 2018). The organizational method of an essay one will use, according to Nordquist (2019), depends on the information to be conveyed by the author.

There are many schemes, patterns, and formats one may choose from. He suggested that outlining may help establish the smooth flow of ideas in an essay.

Fleming (2019) discussed common essay organization patterns that help set a framework, namely chronological, logical, functional, and spatial. When describing events that happened over time such as historical events and biographies, chronological organization is used. Logical organization is used when there are evidences used to establish a point or a position such as essays that are argumentative. Then, functional organization is used in how-to and step-by-step essays. Finally, spatial organization is used when describing physical location such as when giving directions.

Sosnowski (2019) enumerated formats in organizing an essay to guarantee that an argument is communicated to the readers clearly. One is order of importance, wherein details are arranged from least to most significant, used in division and classification essays. Compare and contrast essays may use either block format or point-to-point format. In a block format, each paragraph discusses only one of the entities being compared and contrasted. On the other hand, point-to-point format discusses one trait in each paragraph instead and mentions both entities being compared relative to that trait. Cause and effect essays follow a three sections format: 1) discussion of the cause in context; 2) specific information and examples of the effect; and 3) analysis of the cause-and-effect relationship.

Morgan (2019) underscored the importance of skill in organizing an essay. She also gave tips on how to organize an essay. First is to make an outline of the points to be discussed and to determine the order in which the points will be discussed. By referring to the thesis statement, the line of development will be determined. Second is to avoid copying the structure of the source

from which information are drawn. The references should not dictate the flow one's essay is taking. Third is to provide a topic sentence for each paragraph, which offers an overview of the discussion. All paragraphs with corresponding topic sentences should be connected to the main argument. Fourth is to use transitional devices, which may be a word, phrase, or even a sentence. The use of transitions helps connect ideas creating a smooth flow and aiding readers to better understanding. Last is to effectively end an essay with a conclusion. Conclusion is the restatement, but paraphrased version of the thesis or summary of the points, offering implications or points of further investigation.

Organizing an essay should be done on the pre-writing phase, part of the planning stage. It allows a writer to save time (Lorenz, 2011). Good organization makes it easy for the readers to follow the arguments the writer discussed in the essay. Lorenz (2011) suggested tools to organize information based on the kind of learners. For visual learners, there is flow chart. The use of symbols in order to see how the ideas fit together helps. Tactile-oriented learners may use index cards. The technique is to write important points in an index card, one point per card, then re-arranging all the cards once completed, thus, organizing the information and eventually serving as the outline. Lastly, there is the computer, which is paper-less and less time consuming than physically jotting down. Moreover, it is easier to move text when one is already in the process of arranging them into an outline.

On the contrary, the organization of an essay may be counter-checked once the draft is done through reverse outlining. The Board of Regents of the University of Wisconsin System (2019) pointed out that a reverse outline provides a “bullet-point view” (para. 1) of the write-up's structure by listing down the main points (topic sentence in each paragraph) discussed from the finished

draft. Accordingly, it helps the writer determine if the objective of the paper has been met and identify the areas needing revision or adjustments. With reverse outline, one can assure if all paragraphs are relevant and if there is redundancy. Also, it will help identify which parts of the paper the readers may find difficult to follow the order of ideas, as well as which paragraphs discuss many topics at a time and may still be divided.

Cayley (2011) on her blog on academic writing detailed the steps on creating reverse outlines, which according to her is a revision strategy that requires one to create an outline from a text instead of doing a text from an outline. There are seven steps. First is assigning numbers to paragraphs, instead of focusing on sentences. The next step is identifying the topic of each paragraph. It also helps determine if each paragraph has a topic sentence. Then, listing the identified topics into an outline overlooks the details and considers the essential structure. These preliminary steps are said to be diagnostic, to just observe, and the corrective measures comes later on. The fourth step is analyzing the outline concentrating on two important aspects of the write-up: logic and proportionality. Logic refers to the relationship of ideas in the text and proportionality is the balance in the allotment of discussion of each point in the text. This step serves as the link from the diagnostic phase to the corrective phase. Creating a revised outline comes next. Identifying areas of improvement in the write-up leads to the creation of a better outline and from there, the text may be reorganized. This step allows the transformation of the text or the actual revision. The final step is checking the topic sentences and cohesion after the revision was done on the previous step.

In evaluating the organization of an essay, Lorcher (2012) shared evaluative questions that may be used. One should probe if the argument is structured in a logical manner, if proper

organizational technique and transitions are used, and if evidences are analyzed and well-explained through relevant information. Moreover, introduction should capture the readers' attention, thesis statement should be stated correctly, and conclusion should provide closure.

There are several ways to organize the content of an essay. Whichever scheme, tool, or technique used depends on the writer's preference or the paper's requirement. There is no one best way to do it.

Grammar is also an important component of an essay. It covers morphology and syntax. Morphology refers to the forms and structure of words and how they are arranged in sentences falls under syntax (Macmillan, 2017). The basic building blocks of grammar are the parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. Nouns are naming words referring to person, animal, place, thing, event, or idea, which may be replaced by pronouns. Adjectives describe nouns and pronouns while adverbs describe verbs, adjectives, or other adverbs. Prepositions and conjunctions are linking units, pronouns connecting nouns, pronouns, and other words to other parts of the sentence and the latter connecting words, phrase, and clauses. Lastly, interjections indicate emotion commonly accompanied by an exclamation point.

Good grammar plays a significant role in essay writing. It demonstrates the learner's structural knowledge of the language, which covers subject and verb agreement, parts of speech, etc. Correct grammar is attributed to the clear communication of meaning (Chin, 2000), as accuracy allows the message to be communicated effectively (Nadaraja, 2015). Furthermore, good grammar skills contribute to an author's credibility (Kraus, 2018).

On the contrary, faulty grammar makes an essay ambiguous and gets in the way of understanding the message it tends to convey. Flack (2018) said an essay must be clear. Likewise, Murphy (2018) mentioned three reasons why poor grammar is a disadvantage. First, it creates a poor impression on the education and professionalism of the writer. Also, inability to communicate clearly the subject matter if an essay falls short of accuracy and precision makes the author's understanding on the topic questionable. Third, an essay appears unorganized and lacking logic with presence of erroneous constructions.

In the study of Fareed, Ashraf, and Bilal (2016), one of the identified problems in ESL writing was insufficient language proficiency, which includes command of the language through grammar, syntax, and vocabulary. The website EssayMasters (2019) cited common grammar mistakes in English essay writing. Among them are erroneous subject-verb agreement, run-on sentences, sentence fragments, squinting modifier, which is a type of misplaced modifier, adjective/adverb confusion, pronoun confusion, using double negative, and dangling construction. On another website, Unilearning (2000), common grammar mistakes mentioned are sentence fragments, run-ons, and faulty noun-verb agreement. Accordingly, the presence of such errors reflects carelessness, lack of proofreading, and limited knowledge on written English grammar.

Teaching of grammar is part of writing instruction. Chin (2000) underscored the role of grammar in improving students' writing. Primarily, learners should not just aim being effective speakers of English, but also effective writers by being able to convert knowledge of grammatical concepts from oral to written language. Teaching grammar and writing are complementary. Students' written output may be a springboard in teaching grammar lessons inasmuch as teaching a grammar lesson may be done first then requiring the learners to write an output applying the

rules. However, instead of the latter, incorporating grammar lessons by pointing out grammar mistakes from students' write-ups, then, using them as examples gives emphasis on the relevance of grammar in writing. According to her, teachers should prioritize grammatical concepts that have the most bearing on the students' effective writing ability instead of struggling to teach all grammatical elements. She went on suggesting strategies teachers can use to teach grammar in the concept of writing. One of them is to do reading aloud of sentences by pair, then critiquing and revising after discussion. Group dynamics are also encouraged. Peer editing may be done by assigning each member of a group to look out for particular kind of error assigned to him/her.

It is important to note that grammar may be improved, specifically in writing. Pan (2018) suggested several ways to improve one's grammar skills. First is through explicit instruction by taking classes and receiving direct instruction on grammatical concepts. Studying grammar books is also recommended. There are also accessible websites with grammar lessons. Reading a lot also helps even if the material is not directly about grammar. While the aforementioned ways are mostly self-directed, the following strategies may also be utilized in classroom instruction. One is the sentence combining strategy. The drill is to give pairs of sentences and asking the students to combine them into one. This exposes learners to variety of sentence structures and allows application of various grammar rules. Another is reading aloud one's writing. This will allow the listener and even the writer himself to point out grammar errors, which might have been missed when reading or proofreading silently. Finally, giving writing assignments allows extended practice and application of grammar rules.

Aspects of grammar, content, and organization are commonly looked into when evaluating an essay. There are many language learning researches that probed into the learners' writing ability

in which their written outputs in form of essays were assessed and evaluated. For instance, Graham, Berninger, and Fan (2007) gauged the learners' writing achievement through administering a structured test with five sections namely: Alphabet Writing, Word Fluency, Sentence, Paragraph, and Essay from where scores were obtained. Learners were also asked to write a composition about an experience they had in school. The outputs were evaluated in terms of vocabulary, word, sequence, and overall quality.

Moreover, Kotula, Tivnan, and Aguilar (2014) for the writing outcomes assessment of their subjects had used the state test as a basis, which consisted of various question formats, such as open-ended ones and included prompts for students to write about. The outputs were generally rated based on Topic/Idea Development and Standard English Conventions.

In the study of Sarkhoush (2013) among EFL learners, the learners were asked to compose an argumentative essay. The written compositions were graded through the IELTS Writing Band Descriptors indicating task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy.

As part of the data gathering in the study of Scott (2012), two written outputs were required of the students, one on a social studies topic and the other on a creative and personal writing topic. The 6+1 Writing Traits Rubric (Education Northwest, 2010) was used to score the outputs, specifically in terms of ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. The same rubric was used to evaluate the respondents' outputs in the study of Clark (2012), which aimed to track the learners' writing progress.

Teaching how to write essays aims for quality productions from the learners. Various practitioners, specialists, and writing instructors have suggested steps and strategies on how to teach ESL students essay writing. Taylor (2019) discussed methods on how to teach essay writing beginning with the steps that entails the selection of genre and topic. The first step is choosing the essay genre and discussing its key features. Then, example of the essay, well-structured and interesting, should be provided. Then, the class may be divided into groups and allow them to brainstorm in analyzing the model essay provided. Getting to what they will be writing about, they may be asked to choose a topic that is interesting to them. The second set of steps goes to explaining the various parts of an essay. The teacher should begin by providing students with examples of strong introductions and elaborate what makes them catchy. One should not skip teaching how to write an effective thesis statement. Then, the construction of topic sentence to establish the major points in the essay should be discussed, too. Finally, samples of conclusion should also be shown so the students deviate from constructing hasty and awkward ending to their essay.

He further provided suggestions if the essay is a long term project the students can work on: providing a timeline the students should follow to emphasize writing as a complex process having several stages one must undergo; discussing the how brainstorming may help them in the process of writing; instructing students on the different ways of organizing their ideas; designing exercises during class hours for the development of ideas; creating online discussion groups and requiring students to respond and post to particular prompts or questions; giving homework in line with the essay they are developing; and holding in-class revision sessions where they do the task during class time. Peer evaluation workshops may also be done guided by organizers and rubrics.

Essay writing is an avenue for ESL learners to do research work, form sound arguments, and organize information in a complex form of writing. Carter (2018) presented steps to teach essay writing to ESL learners. Accordingly, the teacher should begin first with the fundamentals of sentence constructions. It is important that they get familiar with the different types of sentence according to structure: simple, compound, and complex. Along the course of teaching this, they should be taught how to use various types of conjunctions, prepositions, and sentence connectors to practice sequencing skills. The next step is choosing the topic, which should be interesting enough. It is advisable to have students select the topic, but if they are having a hard time, the teacher should help them pick or narrow down if the selected topic is general. Once the topic is established, the students may already be instructed to construct their thesis statement and an outline afterwards. Then, writing the content of the essay comes after, wherein three important parts should be discussed: an introduction, which may be a humorous statement, a relevant quotation, or an interesting fact; the body, which consists of three explanatory paragraphs, with each discussing a particular point; and a conclusion to wrap up the points and leave a message to the readers.

Some suggestions mentioned are also points discussed by Donnchaidh (2019) on her blog post about things ESL teachers should teach students about essay writing. Initially, she emphasized the importance of an essay being driven by a central question or topic, which should be kept in mind in prewriting, writing, and rewriting stages. Other than reiterating on the use of the traditional five-paragraph essay format, she also stressed that each paragraph should contain three elements: the point or argument, the explanation or elaboration of the claim, and the evidences supporting the claim. Moreover, the essay as a whole should be treated a circle, with introduction as the starting

point and a conclusion that completes and closes the essay to a full circle of meaning. Thus, it is a must to reaffirm their position on the closing paragraph by revisiting the points they have given an overview in the introduction.

Carter (2018) and Donnchaidh (2019) had a common ground in their discussion on teaching essay writing among ESL writing: their so called “rule of three”. They both abide by the principle that readers remember better when there is repetition thrice. Accordingly, the points an essay is trying to highlight should be stated in the introduction, explained in the body, and reiterated in the conclusion.

To King (2019), writing of good essays begins with introducing to the learners the five stages of the writing process namely: pre-writing, drafting, revising, editing, and publishing. Pre-writing is when the students do brainstorming and organizing of information about the topic. The second stage, drafting, is when the students get to write sentences and paragraphs anchored on the ideas obtained in the previous stage. Third is revision, which the author differentiated from editing. Revision is the stage when the writer may delete or add elements to strengthen the paragraphs, whereas editing concerns the mechanics including correction of aspects like punctuation, capitalization, and sentence structure. The final stage is publishing. This is the point when the essay is rewritten observing the corrections noted on the two previous stages. After all these stages are discussed, the teacher may already proceed to identifying the topic and readying the students to begin writing.

On the other hand, Walton (2016) recommended activities to be done in class when teaching essay writing. She noted the importance of giving examples of good essays in class and more importantly, pointing out what made the samples are good or effective by analysis and discussion.

Another is giving students simple writing exercises, such as asking them to write short passages for practice. Having students work in pair could also be a good practice by partnering advanced students with less proficient ones. Finally, she reminded that students take time in mastering the skill of writing in English and teachers have to be patient.

Synthesis

This review of related literature and studies served as a compendium from which the framework of the current study had been based. Initially, notions of writing being challenging and complex had been discussed specifically to learners with English as second or foreign language. The prospect though of learning the skill poses significance and importance to both academic and professional undertakings. Thus, this area has garnered popularity in the field of language learning research. In view of a learner's affective aspect, attitude is a construct commonly explored in a number of studies. Attitude had been defined in the light of different facets, applications, and contexts. Nonetheless, there is an overlapping premise that attitude affects performance because the affective state of a learner is involved when acquiring a particular skill. Methodologies used in the enumerated studies showed resemblance in terms of using a self-evaluating questionnaire to gauge attitude. Furthermore, data were triangulated through use of other sources, such as observations and interviews. On the other hand, the ability to perform the skill is manifested in the quality of the written output the learners were asked to produce. The researches ranged from qualitative to quantitative in nature, most used mixed methods and utilized descriptive, correlational, and experimental approaches. All these led to the conceptualization of the present study tracing the correlation between the learners' attitude towards writing and the quality of their written outputs.

Theoretical Framework

Writing has gained its reputation of being a skill complicated to be learned and challenging to be taught, especially among ESL learners. Performing the skill involves various aspects of a learner including the individual's affective domain to which attitude belongs.

The attitude that belongs to the effect and motivation of a learner occupies an important portion to the writing framework of Hayes (2000) modified from Hayes-Flower model (1980). To Hayes (2000), cognitive, affective, social, and physical conditions need to be appropriately combined for successful writing to take place. Accordingly, writing is “a generative activity requiring motivation” (p.5), so this is where the affective dimension comes in. He stressed in the model that motivation and affect pose significant bearing in the writing process. He also claimed that writing is primarily goal-oriented. Nonetheless, the goal does not necessarily lead a writer to action. The individual has to be driven and he will not be without being motivated to achieve those goals. As he puts it, “motivation shapes the course of action” (p. 10). Furthermore, presented in his model is the inclusion of beliefs and attitudes under the umbrella of motivation and affect. It is further supported by Gardner (2007), who characterized a motivated individual as someone who demonstrates a favorable attitude toward the language learning situation. Hence, motivation and favorable attitude may possibly yield better performance from learners.

Authorities now and then have considered the central role the concept of evaluation plays in the definition of attitude. The likes of Eagly and Chaiken (1993) and Banaji and Heiphetz (2015) expounded that attitude is an expression of a favorable or unfavorable evaluation towards an entity or along a good-bad continuum. Furthermore, attitudes are “evaluative judgments that integrate and summarize... cognitive/affective reactions” (Crano & Prislin, 2006, p.347).

Defining attitude requires specifying its components as exhibited by the models posited by experts in the field. Spooner (1992), as cited in Jain (2014) was the leading proponent of the so called Tripartite Model. At the very core of the model is the attitude, which when triggered with stimuli is demonstrated through an individual's feelings, beliefs, and behavior. Feelings are comprised of emotions, beliefs of cognitive responses, and behavior of overt actions.

Bearing resemblance to the previously mentioned model, Schiffman and Kanuk (2004) proposed Cognitive-Affective-Conative Model, with the same three components but with which they have given other term for each. Feelings fall under the "affective" component, beliefs fall under "cognitive" component, and behavior falls under "conative" component.

With these, it has been generally accepted that attitude consists of the affective component, behavioral component, and cognitive component. Emotional responses belong to the affective component, primarily determining a certain degree of like or dislike towards a particular object, thought, or activity. The behavioral component covers the observable responses, which may either be favorable or unfavorable actions towards doing something. Finally, the cognitive component refers to opinions or the individual's belief or disbelief towards an attitude object. Overall, these three constitute the whole picture when attitude comes into play.

Several researches have sought to trace the relationship between the learners' attitude and performance in writing. Graham, Berninger, and Fan (2007) in their study on the structural relationship of writing attitude and writing achievement of first and third grade students proposed a model showing a direct path from writing attitude to writing achievement suggestive of the direct influence writing attitude has to writing performance, the measure of which had been the quality of the respondents' writing.

Performance in writing can primarily be gauged in the quality of outputs the learners can produce, thus, taking the direction of a product approach to writing. This approach is product-centered, taking into account the written output, rather than the process that led to its production. Sakoda (2007) elaborated to which aspects the modern product-oriented is focused: 1) grammar, mechanics, and spelling; 2) presentation of ideas in a clear and convincing manner; and 3) organization of sentences and paragraphs to form a coherent unit. With this notion, the overall quality of a written output from such an approach may be evaluated based on its grammar, content, and organization. Moreover, tracing the relationship of each aspect to attitude towards writing may give particular insights that may prove significant to writing instruction in ESL classes.

Conceptual Framework

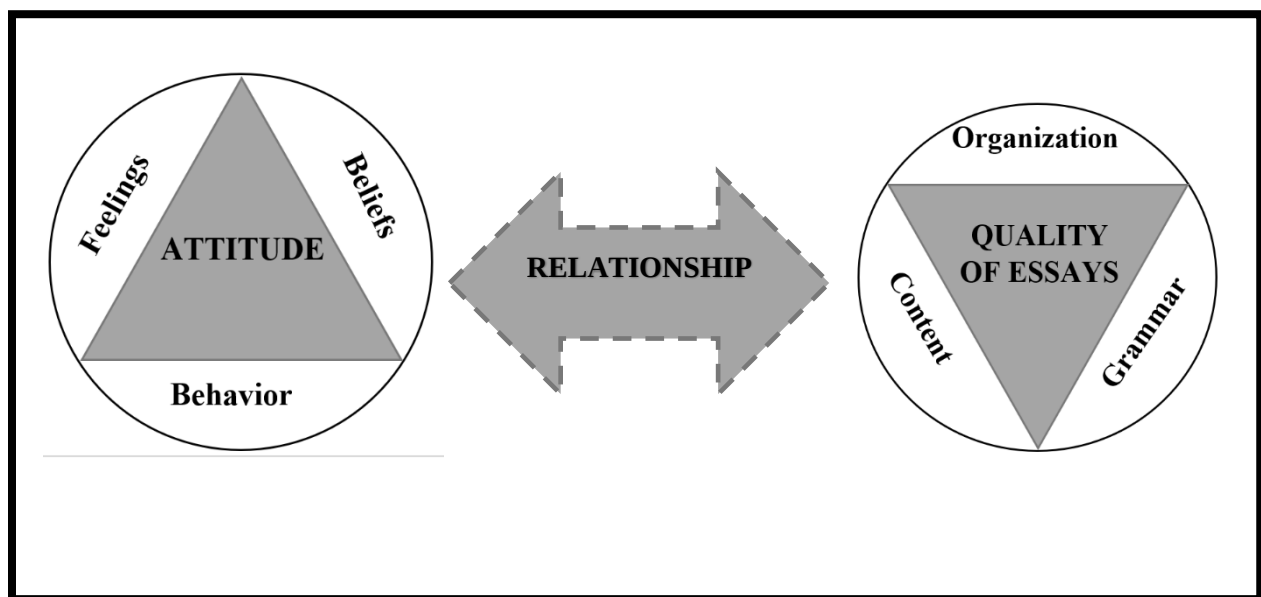


Fig. 1 Conceptual Framework on Tracing the Correlation between Learners' Attitude to Writing and Quality of Essay

Figure 1 illustrates the conceptual framework of the study. In the current research, the mentioned premise by Hayes (2000) and Gardner (2007) are among the underlying concepts being

explored. An individual with a positive attitude towards writing may indicate a level of motivation that could help them perform the skill successfully.

The manner in which attitude was determined in the current study is parallel with Eagly and Chaiken (1993), Banaji and Heiphetz (2015), and Crano and Prislin (2006). The respondents were asked to make judgments towards the act and process of writing through a self-report measure. The parameters through which attitude was measured in this study coincides with Eastern and Western notions that attitude follows a three-way configuration. Attitude is primarily comprised of thoughts, feelings, and action which are treated holistically.

With these components explored, a major direction the current study took was to find out if there is a relationship between the learner's attitude and the quality of their written outputs. This is in some aspects consistent with the model of Graham, Berninger, and Fan (2007). Through a product-oriented approach, the quality of the essays was evaluated in terms of content, grammar, and organization. Moreover, in comparison with the pool of studies expounded on the review of literature, which focused solely on the overall quality, the current study traced the correlation of attitude not just to overall quality, but to each aspect namely content, grammar, and organization.

Thus, the current study was premised on these underlying concepts: 1) A favorable attitude towards the skill could mean a higher level of motivation among the learners, which may positively influence their performance; 2) A self-report measure will allow the learners to reflect their treatment of the skill; 3) The learners' attitude towards writing will be determined in terms of their feelings, beliefs, and behavior, which will be reflected in the statements in the survey questionnaire they were asked to answer; and 4) Learners with positive attitude towards writing may tend to perform better in the written tasks where they were required to produce a written output.

Research Problems

The study aimed to find out if there is a relationship between learners' attitude towards writing and the quality of their written outputs.

Specifically, it sought to answer the following questions:

1. What is the attitude of Grade 9 ESL learners towards writing?
2. What is the quality of the Grade 9 learners' essays about topics of their choice in terms of:
 - a. content?
 - b. organization?
 - c. grammar?
 - d. overall quality?
3. What is the quality of the Grade 9 learners' essays with writing prompt in terms of:
 - a. content?
 - b. organization?
 - c. grammar?
 - d. overall quality?
4. Is there a significant difference between the quality of the learners' essays about topics of their choice and essays with given prompt?

5. Is there a significant correlation between learners' attitude towards writing in terms of feelings, beliefs, and behavior and the quality of their written essays in terms of content, organization, grammar, and overall quality?

Definition of Terms

To facilitate the understanding of this study, the following terms are operationally defined:

Attitude refers to the students' feelings or emotions, behavior, and beliefs towards the act and process of writing.

Behavior is a component of attitude explored in this study which refers to how learners act or behave in relation to writing.

Beliefs refer to a component of attitude explored in this study pertaining to learners' thoughts, ideas, and values towards writing.

Content is a criterion used to evaluate a learner's written output, which refers to whether the student has addressed in the essay the topic given or the prompt has been dealt with adequately.

Essay is a written work that the learners are required to produce to be evaluated in terms of quality as a measure of their performance in writing.

Feelings, a component of attitude explored in this study, are indicative of emotions that learners associate with writing.

Grammar is a criterion used to evaluate a learner's written output, which refers to particular aspects exhibiting the learner's grammatical control, such as correct subject and verb agreement and proper combination of the different parts of speech to form sentences.

Organization is a criterion used to evaluate a learner's written output, which refers to the good development of ideas leading to a coherent and logical write-up.

Quality of essay in this study indicates the performance of the students of the writing skill through the essays they were asked to write, which were evaluated in terms of grammar, content, and organization.

Chapter 2

METHODS

Research Design

This is a correlational study employing quantitative method. A correlational research involves measuring and understanding statistical relationship between two variables (Bhat, 2020) without the researcher's manipulation (McCombes, 2019) while quantitative method is employed through systematic investigation of numerical data analyzed using mathematical methods (SkillsYouNeed.com, 2020). Furthermore, testing the hypothesis in a correlational study is commonly done through statistical analysis of quantitative data including survey as a usual data collection method. In this study, the variables explored were the learners' attitude toward writing which is the independent variable and the quality of their written outputs as the dependent variable. A survey was administered in this study among ESL learners to determine their writing attitude. The learners' scores on their essays were numerical data which served as the basis to determine the quality of their written outputs.

Sampling and Participants

Respondents were Grade 9 students of Luis Palad Integrated High School. Luis Palad Integrated High School is the largest secondary school in the Division. Regardless of gender and standing in the class, 120 students were randomly chosen as respondents of the study. Nonetheless, the respondents, aged 15-16 years old, were composed of 46 male and 74 female students.

Instruments

To determine the attitude of the students towards writing, an adapted and modified Likert-scale type self-evaluation questionnaire of Li, Chu, and Ki's (2014) "Writing Attitude Pretest" was used. The instrument was validated by three (3) language critics. As attitude was determined in terms of feelings, behavior, and beliefs, specific statements reflect each of the mentioned components. Six statements reflect "feelings" (7, 8, 9, 12, 14, and 15). The sentences begin with "I like..." and "I feel..." indicating how positively or negatively learners feel about writing. Four statements starting with "I think..." refer to "beliefs" (1, 4, 5, and 16) indicating their opinions on writing-related experiences, significance of writing, and their capabilities. Beginning with the expressions "I think..." and "I will...", six statements fall under "behavior" (2, 3, 6, 10, 11, and 13) which are indicative of their actions and tendencies when faced with writing tasks. There was a total of 16 statements in the survey questionnaire which were mixed altogether and randomly arranged but data derived were eventually analyzed by component.

To rate the quality of the written essays, an adapted and modified rubric (DeMent, 2008) was used by two (2) raters who are both MA language graduates. The criteria in the rubric are Organization, Content, and Grammar. For "Content", the following were evaluated as indicated in the rubric: consistent focus on the essay's topic and purpose; development of controlling idea; elaboration and relevance of supporting ideas; and provision of information through genre-appropriate development of ideas. Indicators under "Organization" include observation of organizing strategy in communicating the writer's ideas; logical and appropriate sequencing of ideas; establishment of the introduction and conclusion; logical grouping of ideas; and use of transitional elements. Lastly, aspects of "Grammar" analyzed as specified in the rubric were

appropriate use of various sentence structures through proper subordination and coordination strategies; correct usage in terms of subject-verb agreement, word forms, and pronoun-antecedent agreement; and presence of grammatical errors.

Pilot Try-Out

The Likert-scale type self-evaluation questionnaire on attitude towards writing was pilot-tested to 30 randomly selected Grade 9 students of Luis Palad Integrated High School. Johanson and Brooks (2010), in their paper “Initial Scale Development: Sample Size for Pilot Studies” strongly suggested that in a pilot study for preliminary survey or scale development, there should be a minimum recommendation of 30 representative participants. After the initial respondents answered the survey questionnaire, they were interviewed in group to ask for particular parts in the questionnaire that had been vague or confusing to them. As there were no comments, no further revisions were made. With a Cronbach’s alpha of .859 indicative of good internal consistency, the questionnaire was then administered to the final respondents.

Data Gathering Procedure

Survey of Learners’ Attitude

The respondents were gathered in a classroom to answer the questionnaire on their attitude towards writing administered by the researcher. They were given instructions on how to answer the Likert scale type survey. Afterwards, they handed in the accomplished questionnaire to the researcher. They answered the survey form for 20 minutes.

Essay Writing

Afterwards, the students were asked to write two (2) essays, one primarily argumentative in nature and the other is any topic of their choice. On the first day, the respondents freely chose the topic to write about in the essay. The next day, they were given a prompt on a topic that is quite popular to the millennials at present: “*Are social media platforms bane or boon?*” The researcher further elaborated the question, discussed briefly the structure of an essay, showed an example, and presented how their essays would be evaluated based from the rubrics. One (1) hour was given to accomplish each essay, one written output per day. Once done, they submitted their essays to the researcher.

Data Analysis

Learner’s Attitude Towards Writing

To find out the learners’ attitudes towards writing based on the responses on the questionnaire, weighted mean was used. The following scale was also used.

Point Score	Scale Range	Descriptive Interpretation
4	3.26 – 4.00	Strongly Agree (SA)
3	2.51 – 3.25	Agree (A)
2	1.76 – 2.50	Disagree (D)
1	1.00 – 1.75	Strongly Disagree (SD)

Essay Quality

To determine the quality of the essays from the rubric-based scores, weighted mean was used. The scores of the respondents on the essays were averaged, as well as specific ratings in terms of grammar, content, and organization. The following scale was also used.

Point Score	Scale	Descriptive Interpretation
5	4.50 - 5.00	Exceptional
4	3.50 – 4.49	Proficient
3	2.50 – 3.49	Capable
2	1.50 – 2.49	Developing
1	1.00 - 1.49	Inadequate

Significant Difference on the Two Sets of Essay

Shapiro-Wilk was used to test the normality of data. To find out if there is a significant difference on the quality of the essays, non-parametric test was used specifically the Wilcoxon Signed Ranks Test since the distributions of data were not normal. As the obtained scores have corresponding categorical descriptions of “Exceptional”, “Proficient”, “Capable”, “Developing”, and “Inadequate”, they were considered ordinal.

Correlation Between Learner’s Attitude and Essay Quality

To determine if there is a significant correlation between the learners’ attitude towards writing in terms of feelings, beliefs, and behavior and the content, grammar, organization, and overall quality of their written essays, multiple regression analysis was used.

Ethical Considerations

To the respondents subjected to the study, they were fully informed of the purpose of the study and asked for their willingness to participate. Parents' consent was secured for the students are still minors. Patterned from DeMent (2008), the Consent Form (for the parents) and the Assent Form (for the students) signed by the parents, the child, and the researcher to indicate agreement on all parties were obtained to ensure that the respondents were not forced to participate in the study. It was detailed in the forms how data gathering would take place, the extent of the respondent's involvement, and other significant information that concern the students subjected in the study. The forms were distributed and returned the week before the conduct so as to give them enough time to decide.

One objective of the study was to determine the attitude of the students towards writing, wherein the respondents were asked to write a survey questionnaire. The confidentiality of their responses was given utmost consideration since answering the questionnaire meant self-disclosure. Naming their outputs and the questionnaire was optional. Furthermore, the preliminary part of the questionnaire reiterated the purpose of the study, how the results will be used, the participation of the student being voluntary in nature, and the manner of submission and collection of the questionnaire.

Another objective of the study was to determine the quality of the learner's essays in terms of grammar, content, and organization. To achieve this, the learners were asked to write two essays. This task was carried out in their classrooms, which is considered conducive enough so as to avoid or minimize nuances that might get in the way of accomplishing the task. Also, conducting the study within the school premises ensured their safety. The writing tasks were done within school

hours during English time. The respondents did not render extra hours beyond school time. Also, to avoid mental stress that might possibly be brought about by two writing tasks done consecutively, one writing task only was accomplished for a day. Thus, two days was allotted for carrying out the essay writing tasks. All of these were also detailed in the Consent Form.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the results derived from the data gathering and the discussion thereafter. Data are presented in tables addressing each of the research questions. Included in the discussion are citations from related literature to support the findings.

Attitude of ESL Learners Towards Writing

Table 1

Attitude of Grade 9 ESL Learners Towards Writing in terms of Feelings

Statements	WM	DR
7. I like to learn writing-related knowledge and skill.	3.28	SA
9. I like doing assignments related to writing.	2.68	A
12. I would like to share my writing with my classmates.	2.85	A
14. I feel that my writing is not bad.	2.92	A
15. I feel that learning to write a good essay is necessary.	3.22	A
<i>Average Weighted Mean</i>	2.97	A

Table 1 presents the attitude of Grade 9 ESL learners towards writing in terms of feelings. The first statement indicating that the learners like learning knowledge and skill related to writing obtained the highest weighted mean of 3.28 which falls under the descriptive rating “Strongly Agree”. On the other hand, the lowest weighted mean was obtained by the second statement with 2.68 weighted mean indicating that the learners like doing writing-related assignments which falls under the descriptive rating “Agree”. The rest of the statements show agreement on the part of the learners. Therefore, they find sharing their writing to their classmates a good idea. They also feel that their writing is good and that learning how to write an essay is important. With an average weighted mean of 2.97 under the descriptive rating “Agree”, it shows that learners show moderately positive attitude towards writing in terms of feelings.

Abdel Latif (2015) found out that fear of criticism is among the sources of English writing apprehension. Young learners, even adult, feel uneasy with the prospect of having their work critiqued and being given negative comments (Ho, 2015). In this study, the respondents expressed willingness to share their writing among their peers whether because they are proud to have their work shown or they have a sense of openness to accept corrections and opinions from others regarding their work.

Commonly, the task of writing seems intimidating to most learners due to its complexity, thus making them anxious (Rushidi, 2012). Contradicting this notion as well as the findings of Pishghadam, Zabetipour, and Aminzadeh (2016) in their study with learners associating feelings of boredom, hopelessness, and anger towards writing, the current respondents demonstrated pleasant feelings about writing-related tasks, their ability to write, and the experiences associated with it.

Table 2

Attitude of Grade 9 ESL Learners Towards Writing in terms of Beliefs

Statements	WM	DR
1. I think that writing is a fun thing to do.	3.19	A
4. I think it is not difficult to finish an essay.	2.67	A
5. I think that I can write very well as long as I put heart in it.	3.41	SA
16. I think that learning to write well is also helpful for learning other subjects.	3.56	SA
<i>Average Weighted Mean</i>	3.21	A

Table 2 shows the attitude of the learners towards writing in terms of beliefs. Two statements were strongly agreed upon by the respondents, one of which indicates that they think being able to write well is helpful in learning other subjects which also obtained the highest weighted mean of 3.56. The other one indicates their belief that they can do well once they put energy and exert sincere effort when writing. The lowest weighted mean of 2.67 goes to the statements expressing the respondents' belief that it is not hard to finish an essay. Falling under the describing rating "Agree" with 3.19 weighted mean, the respondents think writing is fun. The average weighted mean is 3.21 under the descriptive rating "Agree" showing moderately positive attitude towards writing.

In the study of Rushidi (2012), the respondents likewise regarded writing as important, ranking it second among the other macro skills. The above mentioned findings are also in conformity with Setyowatih and Qibtiyah (2017), wherein a moderately positive attitude towards writing was likewise observed among ESL learners in their study. The respondents demonstrated being confident of their skill and consider writing as a positive experience.

One's beliefs about his/her skills towards certain tasks have to do with self-efficacy. As the current respondents demonstrated positive beliefs, it may most possibly indicate positive self-efficacy leading to higher engagement in writing activities as posited by Clark (2012) because they consider writing tasks as fun, value writing as a skill necessary for learning, and indicate optimism in handling the task.

Table 3

Attitude of Grade 9 ESL Learners Towards Writing in terms of Behavior

Statements	WM	DR
2. I am willing to spend more time to write an essay.	2.59	A
3. Even if I face a very strange topic, I will still try to write it out.	3.00	A
6. I can complete a written paragraph very well.	2.68	A
10. I can get praise from teachers when I write well.	2.68	A
11. I can get praise other students when I write well.	2.67	A
13. If given longer time, I will try to write more words expressing my ideas.	3.27	SA
<i>Average Weighted Mean</i>	2.81	A

Table 3 presents the attitude of the learners towards writing in terms of behavior. Out of the six statements describing respondents' behavior, the last one with the highest weighted mean of 3.27 shows strong agreement on their willingness to write and express more ideas if given a longer time frame. The rest of the statements obtained weighted means falling under the descriptive rating "Agree" with the lowest weighted mean of 2.59 on the first statement indicating that the learners are willing to allot their time in writing essay. The other statements indicate that the learners still try to write even if given an unusual topic. They can also come up with a well-written paragraph and they get compliments from teachers and students when writing well. In general, the statements' average weighted mean of 2.81, falling under the descriptive rating "Agree", indicates a moderately positive attitude towards writing.

Behavior does not just cover overt actions. The statements in the questionnaire are indicative of behavioral intentions or tendencies (Gupta & Moradi, 2015; UK Essays, 2018). The statements to which the respondents agreed stressed their desire and ability to construct a paragraph, to spend time writing an essay, to still write even if the topic is something unfamiliar or the time frame is too short, and to be complimented when a written task is accomplished satisfactorily. Reflected in the statements to which the respondents agreed are indicators of positive behavior similar to Graham, Berninger, and Fan's (2007) descriptions in their studies such as investing great effort when writing. Otherwise, tendencies would be to avoid the writing task (Clark, 2012).

Essay Quality

Table 4

Quality of Grade 9 ESL Learners' Essays about Topics of Their Choice in terms of Content, Organization, Grammar, and Overall Quality

Essay's Quality	Mean	Standard Deviation	Description
Content	2.82	0.68	Capable
Organization	2.44	0.68	Developing
Grammar	2.50	0.65	Capable
Overall Quality	2.59	0.63	Capable

Note. $N=120$ for all analyses.

Table 5 shows the quality of Grade 9 ESL learners' essays in terms of content, organization, grammar, and overall quality. All aspects except Organization obtained weighted means equivalent to "Capable". With 2.82 mean, the highest goes to Content. On the other hand, Grammar and Overall Quality have weighted means of 2.50 and 2.59, respectively. Meanwhile, Organization with a weighted mean of 2.44 falls under the descriptive rating "Developing".

In terms of content, the following aspects were observed in the essays: a consistent focus on the topic and the purpose of their write-up and a controlling idea in line with the task they were given. Adequate information were also provided to support the topic apparent in the ideas that were elaborated and supported with enough details. There was consistency in their chosen genre, with some parts well developed and others only partially developed.

In line with Hurn (2009) and Bebawi's (2011) elaboration on content as an aspect of essay, establishing the topic and the main points are important as much as being able to provide enough supporting details to strengthen them. A focus on the topic is an indicator of a good content as much as a provision of a thesis statement.

Showing indicators at the "Developing" category, the organization of the essays was observed to be formulaic or limited and not applicable to their chosen genre as they were free to choose a topic to write about. As the outputs lacked transition, sequencing was observed to be minimal. The learners failed to arrange their ideas meaningfully and provide an effective introduction or conclusion.

All other aspects obtained ratings on the "Capable" level except organization which shows it is left behind in terms of quality. As cited in Boonpattanaporn's (2007) paper, organization was also identified an aspect among EFL/ESL learners' written outputs in the study of Mbaye (2011) as well as Bacha (2002) due to inadequate use of linking ideas and cohesive devices in a lengthy text and Park (2004) due to failure in logically sequencing the sentences. Also, in the study of Quintero (2018), difficulties on coherence and cohesion were observed due to the absence of local or global thematic sequencing in the essays of the learners. Likewise, Pablo and Lasaten (2018) presented the same findings in their study among senior high school students' academic essays in which evident was poor sense of organization due to lack of connectives, effective introduction and conclusion, and fluent expressions that were supposed to make the composition easy to follow or understand.

Organization is observed when there is a logical arrangement of ideas, evidences, and details in an essay (Kies, 2017; Nordquist, 2019) with a pattern depending on the topic and genre. The use of transitional devices helps establish a write-up's organizational aspect with a structure made apparent when introduction, body, and conclusion are present and unified.

Scores obtained in grammar aspect indicate the use of correct grammar and usage in general. There were only few errors observed in subject-verb agreement, word forms, pronoun-antecedent agreement, verb tense, commonly confused homonyms, and sentences beyond the simple form leading to sentence fragments, run-ons, and awkward sentences. These few errors led to slight confusion on meaning.

Grammar is a common problematic area in writing. The same was proven in the study of Fareed, Ashraf, and Bilal (2016) and Lalam (2018). One of the most usual pitfalls in grammar is faulty subject-verb agreement. As grammar deals with the complex structure of the language, it has remained a challenging aspect to learn about and apply in writing.

The overall quality shows that the learners are capable enough to write an essay. Their outputs are indicative of such ability. They were able to meet the expectations particularly regarding the aspects that make their output appropriate to their level. However, their ability on various aspects may still be maximized as they did not receive ratings under the highest range.

Table 5

Quality of Grade 9 ESL Learners' Essays about Given Prompt in terms of Content, Organization, Grammar, and Overall Quality

Essay's Quality	Mean	Standard Deviation	Description
Content	2.52	0.73	Capable
Organization	2.22	0.67	Developing
Grammar	2.25	0.71	Developing
Overall Quality	2.33	0.66	Developing

Note. N=120 for all analyses.

Table 5 shows the quality of Grade 9 ESL learners' essays in terms of content, organization, grammar, and overall quality. Among all four aspects, Content obtained the mean of 2.52, with a standard deviation of 0.73, falling under the descriptive rating of "Capable". With a mean of 2.22, Organization obtained a descriptive rating of "Developing". Likewise, Grammar obtained 2.25 mean and 0.71 standard deviation, falling under "Developing". As per Overall Quality, mean and standard deviation of 2.33 and 0.66, respectively, equate to "Developing".

From the scores obtained in the essays graded, the quality of the essays in terms of content indicates that first, a generally consistent focus on the assigned topic and purpose was observed. Then, a controlling idea was developed to address the assigned writing task. Also, elaboration and most supporting ideas developed with some examples and details are relevant to the writer's topic and assigned genre of writing. Nonetheless, while some parts of the paper are well developed,

other parts of the paper are only partially developed. Learners' response contains sufficient information to address the topic and some reader concerns and perspectives.

The indicators are in line with Hurn (2009) and Bebawi's (2011) discussion on essay content mentioning the establishment of the essay's goal and topic, as well as the provision of sufficient evidences to support the writer's important points. The content of an essay should stay focused on the topic. It should be driven by a prompt or a question with a thesis statement explicitly presenting the central idea. Moreover, it is important to support the points with enough evidences to strengthen the arguments presented.

In terms of organization, the outputs were considered to be in the developing stage with criteria observed, but to a limited degree. At this stage, organizing strategy tends to be formulaic and/or inappropriate to the assigned genre and there is minimal evidence of sequencing. Also, the outputs included an introduction and a conclusion but considered not effective. Ideas within paragraphs are not arranged in a meaningful order and use of transitions is observed although limited. Same with the results obtained on the essays about topics chosen by the respondents, organization obtained the lowest mean.

In accordance with Nordquist (2019) and Kies's (2017) notion, organization covers the logical arrangement of ideas, evidences, and details in an essay. The choice of organizational pattern depends on the genre. Essays should be composed with the following structure: introduction that gives an overview on the content of the essay, body that elaborates the points through supporting details, and conclusion that wraps up and reiterates the major idea of the essay. Under this component, sequencing of ideas is a major consideration. Transitional devices should be effectively used to achieve a smooth flow throughout the write-up.

For grammar, the outputs were observed to contain few sentences that are incorrectly constructed. There are some errors in complex and compound sentences, and occasional sentence fragments and run-ons. There is partially correct usage, but there are many errors in subject-verb agreement, word forms, pronoun-antecedent agreement, verb tense, and commonly confused homonyms. Finally, some errors interfere with meaning.

Similar to the findings of Fareed, Ashraf, and Bilal (2016) in their study, grammar is one of the identified problems in ESL writing. Commonly, difficulties in this aspect are observed specifically in subject-verb agreement. Also, forming run-on and fragments are usually committed. Although the prioritization of grammar in instruction is debatable, this aspect is always a part of essay evaluation tools. Thus, it established an important role in achieving quality essay.

With the aspects combined namely content, organization, and grammar, the overall quality was considered developing. The learners had shown considerable capacity in writing an essay, yet many areas must be improved. The complexity of writing making it commonly branded as challenging and difficult may be accounted for such performance in writing in line with the claims of Challob, Bakar, and Latif (2016); Graham, Berninger, and Fan (2007); Graham and Perin (2007); Han and River (2018); Hayes (2000); and Pajares (2003).

Table 6

Comparison between the Essays on Topic of Their Choice and Essays with Given Prompt

	Mean	Standard Deviation
Essays about Topic of Their Choice	2.5877	.62710
Essays about Given Prompt	2.3302	.65618

Note. N=120

Table 6 presents the quality of the two sets of essays indicated by their average weighted means equivalent to their overall quality. It shows that the essays about topics of their choice obtained ratings in different aspects indicating better quality with a mean of 2.5877 and standard deviation of .62710. This is particularly higher compared to the weighted mean and standard deviation of the essays about given prompt with 2.3302 and .65618, respectively.

Experts suggest giving opportunities for learners to freely choose a topic they will write about (Carter, 2018; Taylor, 2019) as it elicits higher level of engagement in writing. With the aforementioned result, the learners may have found writing an essay with their own topic particularly easier as they were able to write about something familiar to them. With a topic that is highly contextualized on the part of the learners, writing about the details in a meaningful manner was achieved.

On the contrary, Clark (2012) on his study observed that respondents performed better on the outputs with prompts given. Accordingly, the prompts served as a guide for the learners to establish focus in their write-ups. Yet opposing this are Coker and Lewis (2008) as cited in

Sanders-Reio et al. (2014). According to them, writing assessments which are somehow controlled in nature are inflexible, restraining to students' choice of writing strategies, and discriminatory against learners who are unfamiliar with the topic.

Table 7

Significant Difference on the Quality of Essays about Topic of Their Choice and Essays about Given Prompt

	Essay about Topics of Their Choice - Essay about a Given Prompt
Z	-5.883 ^b
Asymp. Sig. (2-tailed)	.000

Note. a. Wilcoxon Signed Ranks Test b. Based on positive ranks

Table 7 shows the significant difference on the quality of essays about topic of their choice and about a given prompt. Before determining the result of the Wilcoxon Signed Ranks Test, Shapiro-Wilk was used to test the normality of data. Data derived indicated that the distributions of data are not normal. Thus, non-parametric test was used specifically the Wilcoxon Signed Ranks Test. Since the p-value is .000 which is less than 0.05, there is a significant difference between the quality of the learners' essays. With such result, the topics they were asked to write about, one which was prescribed and the other of their choice, resulted to a difference on quality. This may be suggestive of Smith, Campbell, and Brooker's (2006) notion that improving learners' ability to produce quality essay entails consideration of their understanding of content or topic. Since there is a significant difference, the two sets of essays were analyzed separately in finding out the relationship between different components of attitude and the various aspects of the essay quality.

Relationship between Attitude Towards Writing and Essay Quality

Table 8

Correlation Between Learners' Attitude Towards Writing and Quality of Written Essays about Topics of Their Choice

		Content	Analysis	Organization	Analysis	Grammar	Analysis	Overall Quality	Analysis
Feelings	Correlation Coefficient	.065	Not	.066	Not	-.026	Not	.030	Not
	Sig. (2-tailed)	.478	Significant	.474	Significant	.782	Significant	.747	Significant
Beliefs	Correlation Coefficient	.166	Not	.230*	Significant	.203*	Significant	.211*	Significant
	Sig. (2-tailed)	.070	Significant	.011		.026		.021	
Behavior	Correlation Coefficient	.129	Not	.182*	Significant	.047	Not	.121	Not
	Sig. (2-tailed)	.160	Significant	.047		.614	Significant	.190	Significant
Overall Attitude	Correlation Coefficient	.151	Not	.188*	Significant	.070	Not	.140	Not
	Sig. (2-tailed)	.100	Significant	.040		.446	Significant	.128	Significant

Note. **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 8 shows the relationship of attitude in terms of feelings, beliefs, behavior, and overall attitude and the quality of essays about topics of their choice in terms of content, organization, grammar, and overall quality. Based on the data, there is a significant correlation between the following sets of variables: 1) beliefs and organization with p-value of .011; 2) beliefs and grammar with p-value of .026; 3) beliefs and overall quality with p-value of .021; behavior and organization with p-value of .047; and lastly, overall attitude and organization with p-value of .040.

Among the other predictors, beliefs indicate correlation with many aspects of the essay, while feelings do not have any. Holistically, attitude has correlation with only one aspect of the essay on topics freely chosen by the learners: organization.

Table 9 shows the relationship of attitude in terms of feelings, beliefs, behavior, and overall attitude and the quality of essays about given prompt in terms of content, organization, grammar, and overall quality. Based on the data, there is a significant correlation between feelings and content with p-value of .011. Behavior and overall attitude have relationship with organization with p-values of .006 and .001, respectively. There is also a correlation between beliefs and all aspects of the essay namely content, organization, and overall quality with .001 p-value as well as grammar with .004 p-value. Behavior has a relationship with content, organization, and overall quality indicated in the p-values of .001, .006, and .022, respectively. Finally, overall attitude is correlated with content as indicated in p-value of .0001, organization with p-value of .003, and overall quality with p-value of .006.

Table 9

Correlation Between Learners' Attitude Towards Writing and Quality of Written Essays about Given Prompt

		Content	Analysis	Organization	Analysis	Grammar	Analysis	Overall Quality	Analysis
Feelings	Correlation Coefficient	.232*		.161	Not Significant	.051	Not Significant	.147	Not Significant
	Sig. (2-tailed)	.011	Significant	.079	Significant	.579	Significant	.109	Significant
Beliefs	Correlation Coefficient	.311**		.296**		.264**		.303**	
	Sig. (2-tailed)	.001	Significant	.001	Significant	.004	Significant	.001	Significant
Behavior	Correlation Coefficient	.232*		.251**		.122	Not Significant	.208*	
	Sig. (2-tailed)	.001	Significant	.006	Significant	.186	Significant	.022	Significant
Overall Attitude	Correlation Coefficient	.291**		.272**		.156	Not Significant	.247**	
	Sig. (2-tailed)	.001	Significant	.003	Significant	.088	Significant	.006	Significant

Note. **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Many aspects were found to have correlations on this set of essays compared to the other set. All components of attitude have established correlation with at least one aspect of the essay. Beliefs have significant correlation with all the aspects, while feelings with content only. Nevertheless, the overall attitude indicates relationship with all aspects except grammar.

Table 8 and Table 9 present the correlation between learners' attitude towards writing in terms of feelings, beliefs, and behavior and quality of written essays in terms of content, organization, grammar, and overall quality as derived from two sets of essays. Particularly notable are the many correlations traced between beliefs and aspects of the essay which stresses the greater bearing it has to the essay quality compared to other components of attitude. Beliefs have something to do with the students' perceptions of themselves as writers (Paquette, 2008) which when positive indicates high writing self-efficacy indicative of higher level of motivation, participation, and willingness to spend time writing according to Kim & Lorschbach (2005) as cited in Williams (2012). Additionally, Hidi, Ainley, Berndorff, and Del Favero (2007) noted that students' self-efficacy beliefs were positively related to quality of written compositions, thus strengthening the finding on this study in terms of beliefs' correlation with the quality of the learners' essay.

Examining the data in general, relationships between variables were determined indicating that to particular extents, the components of attitude and different aspects contributing to quality of essay are interrelated. It is also important to note that more relationships between aspects in the essay with given prompt were traced. It stresses more the need to give special attention to attitude when teaching writing for academic purposes which commonly prescribes structured and more controlled nature of writing activities.

Such finding is parallel with that of Paker and Erarslan's (2015) that a positive relationship exists between attitude in writing and success in writing. Moreover, the result of Graham, Berninger, and Fan's (2007) study supports the notion that attitude and performance in writing considered satisfactory when students are able to create good outputs are related. The result of this study also bears resemblance to Kotula, Tivnan, and Aguilar's (2014) findings from tracing attitude towards writing through a survey and writing outcomes through evaluating quality of students' outputs: There is a moderate but consistent correlation between the two variables.

Teachers also need to be aware that writing abilities are affected by perceptions students

Implications for English Language Teaching

On Writing Attitude

One cannot undermine the importance of fostering positive attitude towards the act of writing among the learners. With the current study's results further supporting the relationship of attitude to quality of written outputs, a language teacher should aim to help students form positive attitude towards writing. Desirable feelings, beliefs, and behavior towards writing contribute to the production of quality outputs. Otherwise, students may tend to just write for compliance or even deviate from doing the task at all. Teachers can help students develop inclination towards writing through humanistic activities and affective strategies. With the right approach and well-planned activities that put careful attention to how positive attitude may be inculcated, outputs of good quality may be expected. Positive attitude motivates students to learn. Thus, strategies and techniques motivating students to perceive writing positively should be explored.

One way in which attitude may be improved is incorporating modern tools and collaborative techniques in class that will make learners feel good when writing, behave well, and form positive notions of writing. In the modern times, ICT integration and collaborative learning are already highly associated in writing classes. While technology aides in actual classroom instruction, it may also promote autonomy and self-regulated learning for take home written tasks and projects. Using of online links and resources to be accomplished by learners during and after class hours may prove beneficial as it was found out to have an effect on the positive shift of learners' attitude towards writing (Ismail & Albakri, 2012). Writing tasks may also be done in groups particularly tasks that are of greater complexity which demand greater effort and more time to accomplish. Projects on writing may be community based and done in groups (Krawczyk, 2005). This strategy may also be employed on writing projects that require research and data gathering. In that manner, the sense of cooperation and possible division of labor make the task less complicated. The task being easier to handle helps the student view writing as less daunting making them less apprehensive and anxious towards the task.

Moreover, combining technology and group dynamics, collaborative blended learning helps students form positive attitude towards writing and improve writing performance (Challob, Bakar, & Latif, 2016). It is important to note, however, that collaborative blended learning combines use of technology and face-to-face class interactions. Still, the use of traditional method alongside modern ways makes the students appreciate the simplicity especially to those who may feel apprehensive towards using modern gadgets and applications when doing writing tasks. This leads to forming desirable attitude towards writing and eventually, optimal learning outcomes in writing (So & Lee, 2013, as cited in Challob, Bakar, & Latif, 2016).

The result suggesting a relationship between attitude towards writing and ability to form quality essays highlights the significance on focusing on different stages of writing that learners will deal with in the process. Assessment and evaluation are important stages of writing. It results to positive shift in attitude when done regularly (Rushidi, 2012). Giving feedbacks about a learner's output, conducting one-on-one sessions with students if time would permit to discuss one's performance, and placing notes of commendation or points of improvements in the output are only some of the strategies that may be employed so that students become conscious of their progress. With these, the learning atmosphere becomes friendly and less threatening, lessening tendencies for the learners to feel afraid (Rushidi, 2012). Moreover, it instills the notion that the desire for improvement in writing is mutual on the part of the teacher and the learner. The accomplishment of such becomes a goal for both. The use of reward system may also prove beneficial when done in moderation. Whether verbally or in form of simple tokens, signs of recognition when a learner is showing improvements may boost the student's morale and improve learners' self-efficacy (Sarkhoush, 2013). When a student feels recognized and is aware of his/her progress, the process of writing becomes a positive experience for him/her, resulting to a positive attitude towards learning the skill.

Several studies have proven the great advantage that learners' self-reflection and explicit teaching of this strategy have to offer in improving attitude towards writing (DeMent, 2000; Hutchison, 2007; Williams, 2012). Learners should be given opportunities to evaluate themselves and reflect on their progress. Tools may be used such as questionnaires, learning logs (Carr, 2002), self-report scales (Schunk, 2003), or guide questions making the process specific and directed. Students may be given time to ponder on their strengths and weaknesses. Keeping a journal has

also proven to help student view writing as a positive and interesting learning experience (Salem, 2007). Finally, discussion of self-efficacy through explicit instruction allows students to be more conscious of their beliefs regarding their writing abilities.

As attitude was found correlated with essay quality, it is important to help students find writing a meaningful experience. Improving attitude and encouraging active participation in writing activities may be achieved when the learning environment is friendly and non-threatening. Engaging in the writing process should elicit desirable feelings from the learners, foster good behavior, and shape positive beliefs towards the skill.

On Writing Instruction

Writing instruction should aim not just for mastery of the skill but forming desirable attitude on the learners. In making the choice of teaching approaches and methods during writing instruction, a language teacher should consider how they can maximize learning and create positive impact on attitude of the learners.

The right blend of modern and traditional approaches to teaching writing should be kept in mind. For instance, product and process approach in writing may both be employed in class. The product-oriented approach, which is traditional. Primarily, it is important to note that this approach to writing places emphasis on the end product (Steele, 2005). Furthermore, it highlights provision of model text, which serves as a pattern, organization of ideas, writing with only one draft, features that are required to be present in the output, and individual accomplishment of the task. Moreover, this relies heavily on form (Gariguez, 2010), mechanical aspects, and correctness (Khansir, 2012). Contrary to process writing, its counterpart, this approach is structured and technical in aspect as

it focuses less on the aesthetics of a language (Zubir, 2017). In comparison, process approach focuses on the production of the outputs rather than the output itself (Onozawa, 2010). In this approach, there more room for creativity and improvement of learners is given emphasis (Stanley, 2004). Being process-driven, this approach resembles task-based learning (Steele, 2005). It is collaborative and multiple drafts are produced until the desired output is accomplished. Just like any other approaches, the choice between the two depends upon the purpose and the aim. The writing teacher has to be particular about which approach are appropriate to the purpose of the task, the kinds of learners, and the allowable time frame.

When it comes to teaching essay in particular, the aspects which are given attention on the final product should be given focus. For content, several references suggest that allowing learners to choose the topic to write about may encourage them to be more engaged in the process (Carter, 2018; Taylor, 2019). If they are familiar with the topic they are comfortable writing about, they are most likely interested to write about it. The learners should also be taught how to construct a thesis statement to make them abide with the essay's controlling idea. Doing a research to gather information that would support their claims should also be required for them to form solid grounds backing up their arguments. Also, provision of examples and analyzing the samples modeling the type of genre being discussed and isolated parts of an essay should be part of classroom instruction (Donnchaidh, 2019). When giving writing assignments, the need to establish a stronger sense of audience should be emphasized (Sander-Reio et al., 2014).

Moreover, to help students improve content of their essays, there are various techniques during the pre-writing stage that may be employed in the writing class for generation of ideas (Boonpattanaporn, 2007). One is freewriting, allowing the learners to just jot down ideas without

minding technical aspects such as grammar, spelling, and punctuation. Brainstorming may also be done in a group where learners can eventually review, analyze, evaluate, accept, and discard ideas that resulted from it. For data gathering, students may be asked to interview and read various references from print or non-print resources.

Another aspect evaluated in an essay is organization. The current study bears results indicating that learners' essays are lacking in this aspect. Many experts suggest various ways by which achieving good organization of an essay may be taught. Preparing an outline before actual writing is highly recommended (Morgan, 2019) as much as doing a reverse outline to check the structure of the finished write-up (Cayley, 2011). Reverse outlining may be practiced by giving sample essay from which the students will create an outline. Then, teaching various transitional devices helps learners get familiar with a wide array of these linking units and be able to use them to indicate transfer of idea from sentence to sentence or from one paragraph to another.

Finally, paying attention to grammar in the context of writing may be done using various strategies and means. Grammar lessons may either be taught explicitly (Pan, 2018) then applied later on in a writing task or designing writing activities that apply grammar points from learners' written outputs. Relatively, mastery of grammar is usually time consuming and takes a lot of practice on the learners' part and patience on the teachers' part.

Chapter 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary of the Study

In exploring the relationship between attitude towards writing in English and the quality of writing among ESL learners with more in-depth look into the specific components of attitude and various aspects of written outputs, the current study aimed to trace the relationship between the learners' attitude towards writing and the quality of their essays. Specifically, it sought to determine the attitude of Grade 9 ESL learners towards writing; the quality of the Grade 9 learners' essays in terms of content, organization, grammar, and overall quality; the significant difference between essays about topics of the learners' choice and essays with given prompt; and the significant correlation between learners' attitude towards writing and the quality of their written essays. The researcher employed quantitative method in this correlational study. Respondents were 120 Grade 9 students of Luis Palad Integrated High School. With a 16-item questionnaire for the survey, their attitude towards writing in terms of feelings, beliefs, and behavior was determined. For the quality of their essays, two writing tasks were carried out. Then, outputs were rated and evaluated in terms of content, organization, grammar, and overall quality.

Summary of the Results

Based on the result of the survey on learners' attitude towards writing, the average means obtained in terms of feelings, beliefs, and behavior fall under the descriptive rating of "Agree". For the essays about topics chosen by the respondents, Organization obtained the descriptive rating of "Developing" while Content, Grammar, and Overall Quality obtained means falling under the

descriptive rating “Capable”. On the other hand, for the essays with given prompt, Content obtained a descriptive rating of “Capable” while Organization, Grammar, and Overall Quality got the descriptive rating of “Developing”. Comparing the two essays, the first set resulted to a higher mean compared to the second set. Eventually, it was found that there is a significant difference between the quality of the essay about topics of their choice and essays with given prompt. For the correlation between learners’ attitude and quality of essay about the topics of their choice, beliefs have a significant relationship with organization, grammar, and overall quality; behavior with organization; and overall attitude with organization. Finally, for the correlation between learners’ attitude and quality of essay about a given prompt, feelings have a significant relationship with content; beliefs with content, grammar, organization, and overall quality; behavior with content, organization, and overall quality; and overall attitude with content, organization, and overall quality.

Limitations of the Study

The current study poses a number of limitations, which may be considered as an area of further investigation by future researchers. First, the questionnaire used for the survey is structured, thus the statements limit the feeling, beliefs, and behaviors through which attitude is manifested. Furthermore, this study only used the result of the survey conducted among 120 students as the basis in determining the attitude of the learners towards writing. Another, there were only three criteria/aspects explored in order to determine the quality of the essays namely: content, organization, and grammar.

Conclusion

With a moderately favorable attitude to writing, the learners demonstrated positive feelings, behavior, and beliefs which contradicts the common notion that students, particularly ESL learners, usually possess negative notions of writing demonstrated in their actions and emotions. Furthermore, with their essays' quality evaluated, it showed that although not satisfactorily, the learners are capable of creating an essay and observing the aspects that have bearing to their outputs' quality. However, it shows that when topic is freely chosen, there is a better essay quality compared to when the topic is prescribed. Lastly, attitude of the learners toward writing contributed in constructing an essay appropriate to their level or interest.

Recommendations

With relationship traced between attitude and quality of essay, emphasis should be placed on nurturing positive attitude among the learners in the field of English language teaching. It is initially important to gain information determining student' attitude towards writing. Once negative attitude is observed, necessary interventions aiming for positive shift should be undertaken.

With this, the role of a language teacher in creating as environment that fosters desirable feelings, beliefs, and behavior towards writing becomes indispensable. A writing teacher should be equipped with knowledge and skills in using appropriate strategies and techniques to incorporate in the writing class to make learners feel and behave positively as well as obtain good notions of the skill.

With writing-focused curricular programs (e.g. Special Program in Journalism and Special Program in the Arts - Creative Writing) being offered in educational institutions and learning competencies in writing required to be met as mandated by the Department of Education, paying particular attention to the aspect of attitude among learners should be viewed as a means of empowering the programs and strengthening its goals of developing student writers and producing learners who could satisfactorily perform writing functions in the academic and professional field. This may be done through reviewing learning competencies prescribed in the curriculum guide, revisiting lesson plans and logs to ensure inclusion of attitude-related activities, and providing language teachers with technical assistance through seminars and trainings focusing on writing.

For further research, open-ended questions may be included in the written survey or used in interviews to obtain extended responses from the participants. To triangulate data, several other data gathering tools/means may be utilized such as observation, focus group discussion, one-on-one interview, among others. For conclusions to be more generalizable, bigger population would warrant such. The sample size may be expanded to assure greater reliability of the conclusions. Furthermore, many other aspects accounted for in the quality of an essay may be investigated. Other contributory factors to essay production may be explored such as external factors like approaches during instruction, teacher factor, peer and family relations, classroom environment, etc. Finally, study may be replicated, but an output may be created with obtained results as the basis, for example, a primer on writing essays, a teacher's guide in teaching essay, or a compilation of activity plans in writing essay.

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APPENDICES

Appendix A WRITING ATTITUDE SURVEY

PURPOSE: The purpose of this survey is to find out how you feel about writing. This is not a test, and there are no right or wrong answers. The information that you will provide will be kept confidential. Please be as honest as possible.

HOW THE RESULTS WILL BE USED: The results will be used for three reasons: 1) to determine your attitude towards writing; 2) to determine the quality of your essays in terms of content, grammar, and organization; and 3) to find out if there is a significant relationship between your attitude to writing and the quality of your written essays.

PARTICIPATION: Your participation is VOLUNTARY. Completing this survey form is your choice after your agreement to be a respondent in the study was obtained.

SUBMISSION: Once you are done answering the survey, you may hand in this form to the researcher (English teacher).

DIRECTIONS: Respond to each of the following statements by placing a check on the column that most reflects your thoughts on the matter. *Please check only one answer per item.*

Name (Optional): _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I think that writing is a fun thing to do.				
2. I am willing to spend more time to write an essay.				
3. Even if I face a very strange topic, I will still try to write about it.				
4. I think it is not difficult to finish an essay.				
5. I think that I can write very well as long as I put heart in it.				
6. I can complete a written paragraph very well.				
7. I like to learn writing-related knowledge and skill.				
8. I like to read essays as much as I am willing to write essays.				
9. I like doing assignments related to writing.				

10. I can get praise from teachers when I write well.				
11. I can get praise from other students when I write well.				
12. I like sharing my writing with my classmates.				
13. If given longer time, I will try to write more words expressing my ideas.				
14. I feel that my writing is not bad.				
15. I feel that learning to write a good essay is necessary.				
16. I think that learning to write well is also helpful for learning other subjects.				

The questionnaire is adapted and modified based from: Li, X., Chu, S.K.W., & Ki, W.W. (2014). The effects of a wiki-based collaborative process writing pedagogy on writing ability and attitudes among upper primary school students in Mainland China. *Computers & Education*, 77, 151-169.

Appendix B

PARENT'S CONSENT FORM

Your child is invited to take part in a research study tracing the correlation between learners' attitude towards writing and the quality of their written essays. Your child was chosen for the study based on his or her convenience to the researcher.

Please read this form and feel free to ask any questions you have before agreeing to your child becoming a part of the study.

Josephine V. Cabulong, a Grade 9 English teacher in Luis Palad Integrated High School and a Master of English Language Teaching student at Philippine Normal University (PNU), is conducting this study.

BACKGROUND INFORMATION:

The study aims to achieve the following objectives: 1) to determine learners' attitude towards writing; 2) to determine the quality of the learners' essays in terms of content, grammar, and organization; and 3) to find out if there is a significant relationship between the learners' attitude to writing and the quality of their written essays.

PROCEDURES:

Students will participate in a writing attitude survey through self-evaluation and two essay writing tasks. All students in the class will be subjected to the survey and the tasks; therefore, there will be no risks or benefits associated with participation. There will be no compensation provided, as that would present a conflict of interest.

If you agree for your child to participate in this study, your child may be selected to participate. Only the data from students and teachers with signed and returned consent forms will be used.

VOLUNTARY NATURE OF THE STUDY:

Your child's participation in this study is voluntary. This means that everyone will respect your decision of whether or not you agree to your child's participation in the study. Whether or not s/he takes part in this study will not change your and the student's relations with Luis Palad Integrated High School or the researcher.

If you give permission for your child to participate in this study, please indicate that below and return this form. If you do not give permission for your child to participate in this study, you do not need to return this form. No data from your child will be used in the research project.

RISKS OF BEING IN THE STUDY:

Students will not endure psychological stress greater than what one would experience in daily life. To minimize any risk, the researcher plans to collect data during English time within the normal school operating hours in their classroom so it is within the school premises.

BENEFITS OF BEING IN THE STUDY:

Based on the researcher's review of the literature, many studies claimed that the performance of a learner in writing is related to his/her attitude towards writing. Educators, students, and members of the community will benefit from the results of the study by obtaining a better understanding of the relationship between the learner's attitude in writing and the quality of their written outputs. Teachers will gain insights on teaching of writing for implementation in the classroom and the learners will be given opportunity to reflect on their perceptions on writing through self-evaluation and their performance in the writing tasks.

COMPENSATION:

Money or gifts will not be given to any participant in this study.

CONFIDENTIALITY:

Any information provided will be kept confidential. The researcher will not use your child's information for any purposes outside of this research project. In addition, the researcher will not include your child's name or anything else that could identify him or her in any reports of the study.

CONTACTS AND QUESTIONS:

The researcher's name is Josephine V. Cabulong of English Department. The researcher's Department Coordinator is Ms. Maria Madel Rubia. You may ask the researcher any questions or concerns. You may contact her via her mobile number 09988564940.

The researcher will give you a copy of this form to keep.

Statement of Consent:

☐ I have read the above information. I have received answers to questions (if any) I have at this time. I consent for my child, _____, to be a part of this study.

Parent/Guardian's Signature over Printed Name

Researcher's Signature over Printed Name

Date: _____

Appendix C

SAMPLE ACCOMPLISHED PARENT'S CONSENT FORM

PARENT'S CONSENT FORM

Your child is invited to take part in a research study tracing the correlation between learners' attitude towards writing and the quality of their written essays. Your child was chosen for the study based on his or her convenience to the researcher.

Please read this form and feel free to ask any questions you have before agreeing to your child becoming a part of the study.

Josephine V. Cabulong, a Grade 9 English teacher in Luis Palad Integrated High School and a masteral student at Philippine Normal University (PNU), is conducting this study.

BACKGROUND INFORMATION:

The study aims to achieve the following objectives: 1) to determine learners' attitude towards writing; 2) to determine the quality of the learners' essays in terms of content, grammar, and organization; and 3) to find out if there is a significant relationship between the learners' attitude to writing and the quality of their written essays.

PROCEDURES:

Students will participate in a writing attitude survey through self-evaluation and two essay writing tasks. All students in the class will be subjected to the survey and the tasks; therefore, there will be no risks or benefits associated with participation. There will be no compensation provided, as that would present a conflict of interest.

If you agree for your child to participate in this study, your child may be selected to participate. Only the data from students and teachers with signed and returned consent forms will be used.

VOLUNTARY NATURE OF THE STUDY:

Your child's participation in this study is voluntary. This means that everyone will respect your decision of whether or not you agree to your child's participation in the study. Whether or not s/he takes part in this study will not change your and the student's relations with Luis Palad Integrated High School or the researcher.

If you give permission for your child to participate in this study, please indicate that below and return this form. If you do not give permission for your child to participate in this study, you do not need to return this form. No data from your child will be used in the research project.

RISKS OF BEING IN THE STUDY:

Students will not endure psychological stress greater than what one would experience in daily life. To minimize any risk, the researcher plans to collect data during English time within the normal school operating hours in their classroom so it is within the school premises.

BENEFITS OF BEING IN THE STUDY:

Based on the researcher's review of the literature, many studies claimed that the performance of a learner in writing is related to his/her attitude towards writing. Educators, students, and members of the community will benefit from the results of the study by obtaining a better understanding of the relationship between the learner's attitude in writing and the quality of their written outputs. Teachers will gain insights on teaching of writing for implementation in the classroom and the learners will be given opportunity to reflect on their perceptions on writing through self-evaluation and their performance in the writing tasks.

COMPENSATION:

Money or gifts will not be given to any participant in this study.

CONFIDENTIALITY:

Any information provided will be kept confidential. The researcher will not use your child's information for any purposes outside of this research project. In addition, the researcher will not include your child's name or anything else that could identify him or her in any reports of the study.

CONTACTS AND QUESTIONS:

The researcher's name is Josephine V. Cabulong of English Department. The researcher's Department Coordinator is Ms. Maria Madel Rubia. You may ask the researcher any questions or concerns. You may contact her via her mobile number 09988564940.

The researcher will give you a copy of this form to keep.

Statement of Consent:

☒ I have read the above information. I have received answers to questions (if any) I have at this time. I consent for my child, _____, to be a part of this study.



Parent/Guardian's Signature over Printed Name


JOSEPHINE V. CABULONG

Researcher's Signature over Printed Name

Date: 03 -14 - 2019

Appendix D

STUDENT'S ASSENT FORM

Good day! My name is Ms. Josephine V. Cabulong, Grade 9 English teacher, and I am doing a research project to learn about attitude towards writing and performance in writing through evaluating essays. I am a student at Philippine Normal University (PNU).

I am inviting you to join my project. I picked you for this project because you are a Grade 9 student this year and/or a student in my class. You can ask any questions you have before you decide if you want to participate in this study.

ABOUT THE STUDY:

The purpose of this study is to trace the correlation between learners' attitude towards writing and the quality of their written essays.

Students participating in the study will:

1. participate in two mandatory essay writing tests (60minutes/task)
2. be asked to agree to complete one writing attitude survey (maximum of 20 minutes)
3. be asked to allow their scores on the two writing tests to be used for research purposes

The study will last for three days. All students in the class will be subjected to the survey and the tasks; therefore, there will be no risks or benefits associated with participation. Only the data from students with signed and returned consent forms will be used.

IT'S YOUR CHOICE.

You do not have to join this project if you do not want to. You will not get into trouble with Luis Palad Integrated High School or the teacher if you say no. If you feel stressed during the study, you may notify the researcher and withdraw your participation.

RISK AND BENEFIT:

To minimize any risk, I will collect data during English time within normal school hours. Educators, students, and members of the community will benefit from the results of the study by obtaining a better understanding of the relationship between the learner's attitude in writing and the quality of their written outputs. Teachers will gain insights on teaching of writing for implementation in the classroom and the learners will be given opportunity to reflect on their perceptions on writing through self-evaluation and their performance in the writing tasks.

PRIVACY/CONFIDENTIALITY:

Everything you tell or provide during this project will be kept private. That means no one else will know your name or what answers you gave. The only time I have to tell someone is if I learn

about something that could hurt you or someone else. I will not use your information for any purposes outside of this research project. In addition, your name or anything else that could identify you in any reports of the study will not be included.

COMPENSATION:

You will not be given any money or gifts to participate in this study.

ASKING QUESTIONS:

You can ask me any questions regarding your participation in the study. If you think of a question later, you or your parents can reach me via my mobile number 09988564940.

I will give you a copy of this form.

Please sign below if you want to join this project.

Student's Signature over Printed Name

Researcher's Signature over Printed Name

Date: _____

Appendix E

SAMPLE ACCOMPLISHED STUDENT'S ASSENT FORM

STUDENT'S ASSENT FORM

Good day! My name is Ms. Josephine V. Cabulong, Grade 9 English teacher, and I am doing a research project to learn about attitude towards writing and performance in writing through evaluating essays. I am a student at Philippine Normal University (PNU).

I am inviting you to join my project. I picked you for this project because you are a Grade 9 student this year and/or a student in my class. You can ask any questions you have before you decide if you want to participate in this study.

ABOUT THE STUDY:

The purpose of this study is to trace the correlation between learners' attitude towards writing and the quality of their written essays.

Students participating in the study will:

1. participate in two mandatory essay writing tests (60minutes/task)
2. be asked to agree to complete one writing attitude survey (maximum of 20 minutes)
3. be asked to allow their scores on the two writing tests to be used for research purposes

The study will last for three days. All students in the class will be subjected to the survey and the tasks; therefore, there will be no risks or benefits associated with participation. Only the data from students with signed and returned consent forms will be used.

IT'S YOUR CHOICE.

You do not have to join this project if you do not want to. You will not get into trouble with Luis Palad Integrated High School or the teacher if you say no. If you feel stressed during the study, you may notify the researcher and withdraw your participation.

RISK AND BENEFIT:

To minimize any risk, I will collect data during English time within normal school hours. Educators, students, and members of the community will benefit from the results of the study by obtaining a better understanding of the relationship between the learner's attitude in writing and the quality of their written outputs. Teachers will gain insights on teaching of writing for implementation in the classroom and the learners will be given opportunity to reflect on their perceptions on writing through self-evaluation and their performance in the writing tasks.

PRIVACY/CONFIDENTIALITY:

Everything you tell or provide during this project will be kept private. That means no one else will know your name or what answers you gave. The only time I have to tell someone is if I learn about something that could hurt you or someone else. I will not use your information for any

purposes outside of this research project. In addition, your name or anything else that could identify you in any reports of the study will not be included.

COMPENSATION:

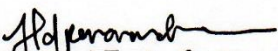
You will not be given any money or gifts to participate in this study.

ASKING QUESTIONS:

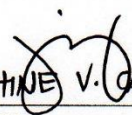
You can ask me any questions regarding your participation in the study. If you think of a question later, you or your parents can reach me via my mobile number 09988564940.

I will give you a copy of this form.

Please sign below if you want to join this project.



Student's Signature over Printed Name


JOSEPHINE V. CABULONG

Researcher's Signature over Printed Name

Date: 03 -14 -2019

Appendix F

RUBRICS ON EVALUATING THE ESSAYS

	5 EXCEPTIONAL	4 PROFICIENT	3 CAPABLE	2 DEVELOPING	1 INADEQUATE
CONTENT	There is fully established consistent focus on the assigned topic and purpose.	There is consistent focus on the assigned topic and purpose.	There is generally consistent focus on the assigned topic and purpose.	There is limited focus on the assigned topic and purpose.	There is lack of focus on the assigned topic and purpose.
	There is fully developed controlling idea that addresses all aspects of the assigned writing task.	There is well developed controlling idea that addresses the assigned writing task.	There is a developed controlling idea that addresses the assigned writing task.	There is minimally developed controlling idea that addresses some aspect of the assigned writing task.	There is lack of a controlling idea.
	Supporting ideas and elaboration are relevant to the writer's topic, assigned genre of writing, and audience. Supporting ideas are fully elaborated throughout the paper with logical examples and details.	Supporting ideas are developed with specific examples and details.	Most supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing. Supporting ideas are developed with some examples and details. Some parts of the paper are well developed, but other parts of the paper are only partially developed.	Supporting ideas are vague, general, and/or underdeveloped (or some ideas may be partially developed, while others are simply listed without development).	There is absence of enough supporting ideas. Development is lacking due to brevity of the response and/or repetition of ideas. The output lacks a sense of completeness and fails to address reader concerns. Majority of details are irrelevant.
	Response contains information that fully addresses reader concerns and perspectives. The writer uses genre-appropriate strategies to develop ideas.	Response contains information that addresses reader concerns and perspectives. Response is appropriate to assigned genre.	Response contains sufficient information to address the topic and some reader concerns and perspectives. Response is generally appropriate to the assigned genre.	Response lacks sufficient information (due to brevity and/or repetition) to provide a sense of completeness and address reader concerns. Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and assigned genre of writing. Response does not demonstrate genre awareness.	Response is inappropriate to the assigned genre.

	5 EXCEPTIONAL	4 PROFICIENT	3 CAPABLE	2 DEVELOPING	1 INADEQUATE
ORGANIZATION	Organizing strategy is appropriate to the writer's topic and the assigned genre of writing. The overall strategy facilitates the writer's communication of ideas.	Overall organizational strategy or structure is appropriate to the writer's ideas and purpose of the genre. Structure guides the reader through the text.	Organizational strategy is generally appropriate to the writer's ideas and purpose of the genre.	Organizing strategy is formulaic and/or inappropriate to the assigned genre.	There is no evidence of an organizing strategy.
	Logical and appropriate sequencing of ideas within paragraphs and across parts of the output is observed.	Logical sequencing of ideas across parts of the paper is observed.	There is generally clear sequence of ideas.	Evidence of sequencing is minimal.	Sequence of ideas is unclear.
	Introduction engages and sets the stage, and conclusion provides a sense of resolution or closure. Both introduction and conclusion fit the writer's ideas and the purpose of the genre.	Introduction sets the stage, and conclusion ends the output of writing without repetition.	Introduction is clear and a conclusion provides closure.	The output includes an ineffective introduction or a conclusion.	The output lacks an introduction and/or conclusion.
	Related ideas are strategically grouped in a logical manner within paragraphs.	Logical grouping of ideas within paragraphs is observed.	Related ideas are generally grouped together within paragraphs.	Ideas within paragraphs are not arranged in a meaningful order.	Unrelated ideas are included within paragraphs.
	Effective and varied transitional elements are used to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences. Transitions extend beyond the use of transitional words and phrases.	Varied transitions link parts of the paper and link ideas within paragraphs.	Transitions link parts of the output.	Use of transitions is observed although formulaic or limited.	The output has inappropriate, ineffective, or overused transitions.

	5 EXCEPTIONAL	4 PROFICIENT	3 CAPABLE	2 DEVELOPING	1 INADEQUATE
GRAMMAR	There are clear and correct simple, complex, and compound sentences. Variety of subordination and coordination strategies are used.	There are correct simple, complex, and compound sentences. There are no sentence fragments, run-ons, or awkward sentences.	Sentences are generally correct. There are minimal errors in complex and compound sentences, and sentence fragments, run-ons, or awkward sentences are rare.	Few sentences are incorrectly constructed. There are some errors in complex and compound sentences, and occasional sentence fragments, run-ons, or awkward sentences.	Most sentences are incorrectly constructed. The output is generally erroneous in use of complex and compound sentences, and almost all are sentence fragments, run-ons, or awkward sentences.
	There is correct usage in a variety of contexts: subject-verb agreement, word forms (nouns, adjectives, adverbs), pronoun-antecedent agreement.	There is correct usage in a variety of contexts, but may contain minimal errors in subject-verb agreement, word forms (nouns, adjectives, adverbs), pronoun-antecedent agreement.	There is generally correct usage, but may contain some errors in subject-verb agreement, word forms, pronoun-antecedent agreement, verb tense, and commonly confused homonyms.	There is partially correct usage, but may contain many errors in subject-verb agreement, word forms, pronoun-antecedent agreement, verb tense, and commonly confused homonyms.	Correct usage is not observed, contains major errors in subject-verb agreement, word forms, pronoun-antecedent agreement, verb tense, and commonly confused homonyms in almost all parts.
	Errors are infrequent, if any.	Errors are generally minor and do not interfere with meaning.	Few errors slightly interfere with meaning.	Some errors interfere with meaning.	Numerous errors completely interfere with meaning.

Appendix G CRONBACH'S ALPHA RESULT

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Reliability

[DataSet1]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.859	16

Appendix H RAW DATA

Pilot Testing

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	PILOT TEST DATA (SURVEY RESPONSES)																		
2	Statement	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		TOTAL
3	Respondent																		
4	1	3	2	3	2	3	2	2	2	2	2	2	2	3	3	3	4		40
5	2	4	3	4	3	4	3	3	3	4	3	3	4	3	3	3	4		54
6	3	3	3	3	3	3	2	2	3	2	3	3	3	4	3	3	4		47
7	4	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3		46
8	5	4	3	3	3	3	3	3	4	4	2	2	2	4	2	3	4		49
9	6	3	3	3	3	3	3	3	3	2	2	4	2	4	3	4	4		49
10	7	3	4	2	3	3	2	3	3	3	4	3	3	3	3	3	4		49
11	8	4	3	3	3	4	3	4	3	3	3	3	3	4	4	4	4		55
12	9	3	3	3	3	3	3	3	4	4	3	3	3	4	3	3	4		52
13	10	4	3	2	3	4	2	3	2	2	3	2	2	4	4	4	3		47
14	11	4	3	4	3	3	3	3	3	3	3	3	3	4	4	4	4		54
15	12	3	2	3	3	4	3	3	4	3	2	4	4	4	3	3	4		52
16	13	3	2	3	3	3	3	4	3	3	3	3	3	2	3	3	3		47
17	14	3	2	3	3	3	2	3	2	2	2	2	2	3	3	3	4		42
18	15	3	3	4	3	3	3	3	2	3	3	3	2	2	2	3	3		45
19	16	4	3	3	4	4	3	3	3	3	4	4	3	3	4	3	3		54
20	17	3	3	2	3	3	3	4	3	3	4	3	2	4	3	3	4		50
21	18	3	3	2	3	3	4	3	4	3	3	3	2	4	3	2	3		48
22	19	3	3	3	4	4	3	3	4	2	3	3	4	4	3	4	4		54
23	20	3	3	4	2	3	2	3	4	3	2	3	3	4	2	4	3		48
24	21	4	3	4	3	4	2	3	4	3	2	3	3	4	2	4	4		52
25	22	4	3	3	3	3	2	4	3	3	2	3	3	3	3	3	4		49
26	23	3	3	3	3	4	3	3	3	3	4	3	4	4	3	3	3		52
27	24	4	3	3	3	4	3	3	3	3	2	3	3	2	3	3	4		49
28	25	3	3	3	2	4	3	3	3	4	3	3	2	3	3	3	4		49
29	26	4	3	3	3	3	2	3	3	3	2	3	2	3	3	3	3		46
30	27	4	3	3	2	3	3	3	3	3	2	2	3	3	3	3	3		46
31	28	3	1	3	3	4	3	3	2	2	2	3	3	4	3	3	4		46
32	29	4	3	3	3	4	4	4	3	4	3	3	4	4	3	3	4		56
33	30	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3	4		51
34	SA	12		1	5	3	12	2	6	7	5	3	4	5	16	4	7	20	
35	A	18	23	21	23	18	18	22	18	18	15	21	15	11	22	22	10		
36	D	0	5	4	4	0	10	2	5	7	12	5	10	3	4	1	0		
37	SD	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
38		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30		

Writing Attitude Survey Responses

	SURVEY RESPONSES																		
2	Statement	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		TOTAL
3	Respondent																		
4	1	3	2	2	2	3	2	3	3	2	3	3	3	3	2	3	3		42
5	2	3	3	3	4	3	4	3	3	4	4	3	4	4	3	3	4		55
6	3	3	2	3	2	3	3	2	2	3	2	2	2	3	2	3	3		40
7	4	3	2	3	2	4	2	3	2	2	3	3	2	3	3	4	4		45
8	5	4	3	3	3	4	3	3	3	2	3	3	3	3	3	4	4		51
9	6	3	2	3	2	3	2	3	2	2	3	2	3	3	3	3	3		42
10	7	3	2	3	3	3	3	3	3	2	3	3	3	3	3	2	4		46
11	8	3	3	4	3	3	3	4	3	4	3	3	3	4	3	4	3		53
12	9	3	2	3	2	3	1	2	3	1	3	2	3	3	2	3	3		39
13	10	3	2	3	2	3	2	3	2	2	2	2	2	2	3	2	3		38
14	11	4	3	3	3	4	3	4	3	2	3	2	3	4	3	4	4		52
15	12	4	3	2	3	4	3	3	3	4	3	3	2	4	3	3	4		51
16	13	2	2	3	3	3	3	3	2	2	3	3	2	4	3	4	4		46
17	14	3	3	3	2	3	3	3	3	3	3	3	4	4	3	3	3		49
18	15	3	3	2	2	4	3	4	4	3	2	2	3	2	2	4	4		47
19	16	4	3	3	3	4	3	4	3	3	2	3	3	4	3	3	3		50
20	17	3	3	3	2	3	3	3	3	3	2	2	3	3	3	3	4		46
21	18	3	2	4	2	3	3	4	3	2	4	4	3	4	3	4	4		52
22	19	3	4	4	3	4	4	3	3	4	3	3	4	4	4	4	4		58
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26	23	3	2	2	3	3	3	3	2	2	3	3	2	3	3	3	3		43
27	24	3	3	3	3	3	3	4	3	3	3	3	3	4	3	3	3		50
28	25	3	3	3	3	4	3	4	3	4	4	2	4	4	2	4	4		54
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36	33	2	2	3	3	3	3	3	2	2	2	2	3	3	2	2	40
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54	51	4	3	3	3	3	2	2	3	2	3	3	3	3	3	4	48
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73	70	4	3	4	3	4	3	4	4	3	3	3	4	4	3	4	56
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77	74	3	2	3	2	3	3	3	3	2	3	3	3	3	4	4	47
78	75	3	2	2	2	2	2	4	3	3	2	2	3	3	2	3	42
79	76	3	3	3	4	3	2	3	3	3	3	3	4	4	2	3	49
80	77	3	3	3	4	4	3	4	3	2	2	3	3	3	4	3	50
81	78	3	3	3	3	3	3	4	4	3	3	3	4	4	3	4	54
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84	81	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	47
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88	85	3	2	2	2	3	2	3	2	3	2	2	2	3	2	3	39
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91	88	3	2	3	3	4	3	3	2	2	3	3	3	4	3	3	48
92	89	4	3	3	3	4	2	3	4	3	3	2	2	4	3	4	51
93	90	3	3	3	2	3	3	3	2	3	2	2	3	3	3	3	44
94	91	3	3	3	3	3	3	4	3	2	2	2	2	3	3	4	46
95	92	2	2	2	2	3	2	3	2	2	2	2	2	2	3	3	37
96	93	3	2	3	2	3	3	3	2	3	1	2	2	4	3	2	42
97	94	3	2	3	2	4	3	3	3	3	3	3	3	4	3	4	50
98	95	3	3	3	3	4	3	3	3	2	3	3	3	3	3	3	48
99	96	3	3	3	3	4	3	3	3	3	2	4	4	3	3	4	51
100	97	3	3	3	4	4	3	4	3	3	3	3	4	4	4	4	55
101	98	4	3	3	3	4	3	4	4	4	3	3	4	3	4	4	56
102	99	3	2	3	2	3	3	2	2	3	2	2	3	2	4	4	44
103	100	3	2	3	2	4	2	3	2	2	1	2	2	3	3	4	42
104	101	3	3	3	3	4	3	3	3	2	2	2	1	4	3	3	45
105	102	3	2	4	3	4	3	4	3	3	3	3	3	4	3	4	52
106	103	4	3	2	3	4	2	4	4	3	2	2	4	3	2	3	49
107	104	4	3	3	3	3	3	3	3	3	3	3	4	3	3	4	52
108	105	3	3	3	2	3	4	3	3	3	2	3	4	4	3	4	50
109	106	4	4	4	2	4	3	2	4	3	3	3	3	4	4	2	52
110	107	3	3	3	3	4	3	4	3	2	3	3	3	3	3	4	50
111	108	2	2	2	2	3	3	3	2	2	2	2	2	3	2	3	38
112	109	3	3	4	2	3	3	4	3	3	3	3	3	3	3	2	49
113	110	4	4	3	3	4	3	3	3	3	3	3	4	3	3	3	52
114	111	3	2	3	2	3	3	3	3	2	2	3	3	3	3	3	44
115	112	3	3	4	3	3	3	4	3	3	3	2	3	3	3	4	50
116	113	3	2	3	3	3	2	3	3	2	2	3	3	3	3	4	45
117	114	3	3	3	2	3	4	3	3	3	3	2	3	4	4	3	50
118	115	3	3	2	3	3	3	3	3	4	2	2	2	3	3	3	45
119	116	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	50
120	117	3	3	3	4	4	3	4	3	3	2	2	3	3	4	4	51
121	118	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	49
122	119	3	2	2	2	3	2	3	3	2	2	2	3	3	3	3	41
123	120	3	2	3	3	3	2	3	3	2	2	3	3	3	3	3	43
124	SA	28	6	17	8	52	6	43	16	12	8	6	19	42	14	36	68
125	A	87	60	68	65	65	71	68	71	59	68	70	65	69	83	74	51
126	D	5	53	13	46	3	41	9	33	48	41	42	35	8	22	10	1
127	SD	0	1	2	1	0	2	0	0	1	3	2	1	1	1	0	0
128		120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	
...																	

Essays' Ratings

Rater 1

	ESSAY 1				ESSAY 2			
	Content	Organization	Grammar	TOTAL	Content	Organization	Grammar	TOTAL
Respondent								
1	1	1	1	3	2	1	1	4
2	2	2	2	6	1	1	1	3
3	2	2	2	6	1	1	2	4
4	3	2	3	8	3	3	3	9
5	2	2	2	6	3	2	2	7
6	3	3	3	9	3	3	2	8
7	2	2	2	6	2	2	2	6
8	3	2	2	7	2	1	1	4
9	3	3	3	9	3	3	3	9
10	2	1	1	4	2	1	1	4
11	3	2	2	7	2	2	2	6
12	2	2	3	7	1	1	1	3
13	2	2	2	6	2	2	2	6
14	2	1	1	4	1	1	1	3
15	2	3	2	7	2	2	1	5
16	2	3	3	8	2	2	2	6
17	2	1	1	4	3	2	2	7
18	3	3	2	8	1	2	1	4
19	4	3	3	10	3	3	3	9
20	3	3	2	8	2	1	2	5
21	1	1	1	3	2	1	1	4
22	4	3	3	10	3	3	3	9
23	2	2	2	6	2	2	2	6
24	2	1	1	4	1	1	1	3
25	4	3	3	10	4	4	4	12
26	3	2	2	7	3	3	3	9
27	1	1	1	3	1	1	1	3
28	3	3	2	8	2	2	2	6
29	3	2	2	7	2	1	2	5
30	3	2	2	7	3	2	2	7
31	3	3	3	9	3	3	3	9
32	1	1	1	3	1	1	1	3
33	2	1	1	4	1	1	1	3
34	2	1	1	4	1	1	1	3
35	3	2	3	8	3	3	3	9
36	2	2	1	5	1	1	1	3

37	2	2	2	6	2	1	1	4
38	3	3	3	9	3	3	3	9
39	3	2	2	7	2	2	2	6
40	2	2	2	6	3	2	2	7
41	2	1	1	4	2	1	2	5
42	3	2	2	7	2	2	2	6
43	2	2	2	6	2	1	2	5
44	3	2	3	8	3	2	2	7
45	3	3	2	8	2	2	2	6
46	1	2	2	5	1	1	1	3
47	2	3	3	8	3	2	2	7
48	2	1	1	4	1	1	1	3
49	3	3	2	8	1	2	1	4
50	3	4	3	10	2	3	4	9
51	2	2	2	6	2	2	2	6
52	2	2	2	6	2	2	2	6
53	2	1	1	4	1	1	1	3
54	1	1	1	3	1	1	1	3
55	2	1	1	4	2	1	1	4
56	4	4	2	10	3	4	3	10
57	3	3	3	9	3	3	3	9
58	4	4	3	11	1	1	2	4
59	2	1	1	4	2	2	1	5
60	2	2	2	6	2	2	2	6
61	2	1	2	5	2	1	1	4
62	3	3	3	9	3	3	3	9
63	3	2	2	7	3	2	2	7
64	1	1	1	3	1	1	1	3
65	3	3	3	9	4	3	3	10
66	2	2	1	5	3	3	2	8
67	3	3	2	8	2	2	2	6
68	1	2	1	4	1	1	1	3
69	2	2	2	6	1	1	1	3
70	1	1	1	3	2	1	1	4
71	2	2	2	6	1	1	2	4
72	3	2	2	7	3	2	3	8
73	3	3	3	9	1	1	2	4
74	4	3	3	10	3	3	3	9
75	2	2	2	6	1	1	1	3
76	1	1	1	3	1	1	1	3
77	2	3	2	7	2	1	1	4
78	1	2	1	4	2	1	2	5

79	1	1	1	3	1	1	1	3
80	3	2	3	8	4	3	3	10
81	2	2	2	6	2	1	1	4
82	1	1	1	3	1	1	1	3
83	3	3	3	9	1	1	1	3
84	3	2	2	7	3	2	2	7
85	2	2	2	6	1	2	2	5
86	3	3	2	8	3	3	3	9
87	2	2	2	6	2	1	1	4
88	3	2	3	8	2	3	2	7
89	3	2	2	7	4	3	3	10
90	3	2	2	7	1	1	1	3
91	2	2	2	6	1	1	1	3
92	2	1	1	4	1	1	1	3
93	2	2	2	6	1	1	1	3
94	2	2	2	6	3	2	2	7
95	3	2	2	7	3	2	2	7
96	2	3	1	6	2	2	2	6
97	3	2	2	7	3	2	2	7
98	4	4	3	11	4	4	4	12
99	3	2	2	7	2	1	1	4
100	1	1	1	3	1	1	1	3
101	2	3	2	7	2	2	2	6
102	2	2	2	6	3	2	2	7
103	1	1	2	4	1	1	1	3
104	1	1	1	3	1	1	1	3
105	1	1	1	3	2	1	1	4
106	3	3	2	8	2	3	2	7
107	3	3	2	8	2	2	2	6
108	2	2	2	6	1	2	2	5
109	1	1	1	3	1	1	1	3
110	1	1	1	3	2	1	1	4
111	3	3	3	9	4	3	3	10
112	2	2	2	6	2	2	2	6
113	1	2	1	4	1	1	1	3
114	1	1	1	3	1	1	1	3
115	1	1	1	3	2	1	1	4
116	1	1	1	3	1	1	1	3
117	2	2	2	6	3	3	3	9
118	3	2	2	7	2	2	2	6
119	3	2	2	7	2	2	1	5
120	3	3	2	8	3	3	2	8

Rater 2

	ESSAY 1				ESSAY 2			
	Content	Organization	Grammar	TOTAL	Content	Organization	Grammar	TOTAL
Respondent								
1	3	2	2	7	2	2	2	6
2	3	3	2	8	2	2	2	6
3	3	3	3	9	3	3	3	9
4	4	3	3	10	4	3	4	11
5	4	3	3	10	3	3	3	9
6	4	4	5	13	5	5	5	15
7	4	4	4	12	4	3	3	10
8	3	3	2	8	3	2	2	7
9	3	3	3	9	3	2	2	7
10	2	2	2	6	2	2	2	6
11	4	4	4	12	4	3	3	10
12	4	3	4	11	3	3	3	9
13	4	3	4	11	3	3	2	8
14	2	2	2	6	2	2	2	6
15	3	2	3	8	3	2	2	7
16	3	2	3	8	2	2	3	7
17	3	3	2	8	3	2	2	7
18	4	4	4	12	3	3	3	9
19	5	4	4	13	4	4	3	11
20	5	4	4	13	4	3	3	10
21	2	2	2	6	2	2	2	6
22	4	3	4	11	4	3	4	11
23	4	4	4	12	3	3	4	10
24	3	3	2	8	3	2	2	7
25	5	5	5	15	5	4	5	14
26	4	4	4	12	5	5	4	14
27	3	2	3	8	2	2	2	6
28	3	3	2	8	3	2	3	8
29	3	2	2	7	2	2	2	6
30	3	3	3	9	3	3	4	10
31	4	3	3	10	3	3	3	9
32	3	3	2	8	2	3	2	7
33	2	1	3	6	2	2	2	6
34	3	3	3	9	3	2	2	7
35	4	5	5	14	4	4	4	12
36	3	3	3	9	2	2	2	6
37	4	3	3	10	3	2	2	7
38	3	3	3	9	2	2	3	7

39	3	3	4	10	3	2	3	8
40	4	3	3	10	2	2	2	6
41	3	2	3	8	3	3	3	9
42	4	3	3	10	4	3	4	11
43	4	3	3	10	3	3	3	9
44	5	4	4	13	3	2	3	8
45	3	3	3	9	2	2	3	7
46	3	2	3	8	3	2	3	8
47	3	2	3	8	4	3	3	10
48	3	2	2	7	2	2	2	6
49	3	4	3	10	4	3	3	10
50	5	4	5	14	5	5	5	15
51	3	3	3	9	3	3	2	8
52	4	3	3	10	3	3	4	10
53	3	2	2	7	2	3	2	7
54	3	3	3	9	2	2	2	6
55	3	3	3	9	4	3	3	10
56	5	4	3	12	2	2	3	7
57	4	4	4	12	3	3	3	9
58	4	4	4	12	3	3	3	9
59	3	2	3	8	3	2	2	7
60	3	2	3	8	3	2	3	8
61	3	2	3	8	3	3	3	9
62	4	3	4	11	4	3	4	11
63	3	2	3	8	3	2	2	7
64	3	2	2	7	2	2	2	6
65	3	2	3	8	4	3	3	10
66	3	3	3	9	4	4	3	11
67	4	3	4	11	3	3	3	9
68	3	2	3	8	3	2	2	7
69	3	2	3	8	2	2	2	6
70	2	2	2	6	3	3	2	8
71	4	4	4	12	3	3	4	10
72	3	3	3	9	3	3	3	9
73	5	4	4	13	3	3	4	10
74	4	3	3	10	3	2	2	7
75	3	2	3	8	3	3	2	8
76	2	2	3	7	3	2	2	7
77	3	2	3	8	3	3	3	9
78	3	2	2	7	2	2	2	6
79	2	2	2	6	2	2	2	6
80	4	3	3	10	4	3	3	10

81	3	2	3	8	3	2	2	7
82	3	2	3	8	3	2	3	8
83	4	3	3	10	3	3	3	9
84	3	3	3	9	3	2	2	7
85	3	2	3	8	3	3	3	9
86	3	2	2	7	4	3	2	9
87	3	2	3	8	3	3	3	9
88	3	3	3	9	3	2	2	7
89	4	3	4	11	4	4	4	12
90	3	3	2	8	3	3	2	8
91	3	3	3	9	3	2	3	8
92	3	2	3	8	3	3	3	9
93	3	3	3	9	3	2	2	7
94	3	3	4	10	3	3	2	8
95	3	3	4	10	4	4	4	12
96	3	3	3	9	3	3	3	9
97	3	3	3	9	3	2	2	7
98	4	4	4	12	4	3	4	11
99	5	3	4	12	3	2	3	8
100	3	2	3	8	2	2	2	6
101	3	3	3	9	2	2	2	6
102	4	3	3	10	3	3	3	9
103	3	3	3	9	3	2	3	8
104	3	2	2	7	2	2	2	6
105	3	3	2	8	3	3	2	8
106	4	3	4	11	4	4	3	11
107	3	3	3	9	3	2	2	7
108	3	2	3	8	3	3	3	9
109	3	2	2	7	2	2	2	6
110	3	2	3	8	2	2	2	6
111	4	4	5	13	5	4	4	13
112	3	3	3	9	2	2	2	6
113	3	3	4	10	2	2	2	6
114	3	2	3	8	3	2	2	7
115	3	2	2	7	3	2	2	7
116	3	2	2	7	3	3	2	8
117	4	3	3	10	3	3	3	9
118	3	3	4	10	3	4	4	11
119	4	3	3	10	4	3	3	10
120	4	3	3	10	4	3	3	10

Appendix I STATISTICAL COMPUTATIONS

1. What is the attitude of Grade 9 ESL learners towards writing in terms of:
 - a. feelings?
 - b. beliefs?
 - c. behavior?
2. What is the quality of the Grade 9 learners' essays about topic of their choice (ESSAY 1) in terms of:
 - a. content?
 - b. organization?
 - c. grammar?
 - d. overall quality?
3. What is the quality of the Grade 9 learners' essays with writing prompt (ESSAY 2) in terms of:
 - a. content?
 - b. organization?
 - c. grammar?
 - d. overall quality?
4. Is there a significant difference between the quality of the learners' essays (ESSAY 1 and ESSAY 2)?
5. Is there a significant correlation between learners' attitude towards writing in terms of feelings, beliefs, and behavior and the quality of their written essays in terms of content, organization, grammar, and overall quality?

1. What is the attitude of Grade 9 ESL learners towards writing in terms of:
 - a. feelings?

Statements	SA (4)	A (3)	D (2)	SD (1)	WM	DR	DR
						Your source	DepEd
7. I like to learn writing-related knowledge and skill.	43	68	9	0	3.28	SA	A
9. I like doing assignments related to writing.	12	59	48	1	2.68	A	A
12. I would like to share my writing with my classmates.	19	65	35	1	2.85	A	A
14. I feel that my writing is not bad.	14	83	22	1	2.92	A	A
15. I feel that learning to write a good essay is necessary.	36	74	10	0	3.22	A	A

Average Weighted Mean					2.97	A	A
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b. beliefs?

Statements	SA (4)	A (3)	D (2)	SD (1)	WM	DR	DR
						Your source	DepEd
1. I think that writing is a very happy thing.	28	87	5	0	3.19	A	A
4. I think it is not difficult to finish an essay.	8	65	46	1	2.67	A	A
5. I think that I can write very well as long as I put heart in it.	52	65	3	0	3.41	SA	A
16. I think that learning to write well is also helpful for learning other subjects.	68	51	1	0	3.56	SA	SA
Average Weighted Mean					3.21	A	A

c. behavior?

Statements	SA (4)	A (3)	D (2)	SD (1)	WM	DR	DR
						Your source	DepEd
2. I am willing to spend more time to write an essay.	6	60	53	1	2.59	A	A
3. Even if I face a very strange topic, I will still try to write it out.	17	88	13	2	3.00	A	A
6. I can complete a written paragraph very well.	6	71	41	2	2.68	A	A
10. I can get praise from teachers when I write well.	8	68	41	3	2.68	A	A
11. I can get praise other students when I write well.	6	70	42	2	2.67	A	A
13. If given longer time, I will try to write more words expressing my ideas.	42	69	8	1	3.27	SA	A
Average Weighted Mean					2.81	A	A

2. What is the quality of the Grade 9 learners' essays about topic of their choice (ESSAY 1) in terms of:
- content?
 - organization?
 - grammar?
 - overall quality?

Essay's	Sample	Mean	Standard	Lowest	Highest	Description	Description
Quality	Size		Deviation	Rating	Rating	Based from your source	Based from DepEd
Content	120	2.82	0.68	1.5	4.5	Capable	Capable
Organization	120	2.44	0.68	1.0	4.0	Developing	Developing
Grammar	120	2.50	0.65	1.5	4.0	Developing	Capable
Over-all quality	120	2.59	0.63	1.5	4.17	Developing	Capable

3. What is the quality of the Grade 9 learners' essays with writing prompt (ESSAY 2) in terms of:
- content?
 - organization?
 - grammar?
 - overall quality?

Essay's	Sample	Mean	Standard	Lowest	Highest	Description	Description
Quality	Size		Deviation	Rating	Rating	Based from your source	Based from DepEd
Content	120	2.52	0.73	1.5	4.5	Developing	Capable
Organization	120	2.22	0.67	1.5	4.0	Developing	Developing
Grammar	120	2.25	0.71	1.5	4.5	Developing	Developing
Over-all quality	120	2.33	0.66	1.5	4.33	Developing	Developing

4. Is there a significant difference between the quality of the learners' essays (ESSAY 1 and ESSAY 2)?

Shapiro-Wilk was used to test the normality of data. Since sig in essay 1 (0.011) and in essay 2 (0.000) are both less than 0.05, then the distributions of data are not normal. Thus, non-parametric test was used specifically the Wilcoxon Signed Ranks Test.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Essay1	.078	120	.069	.971	120	.011
Essay2	.142	120	.000	.929	120	.000

a. Lilliefors Significance Correction

NPar Tests

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Essay1	120	2.5877	.62710	1.50	4.17
Essay2	120	2.3302	.65618	1.50	4.33

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Essay2 - Essay1	Negative Ranks	75 ^a	54.43	4082.00
	Positive Ranks	23 ^b	33.43	769.00
	Ties	22 ^c		
	Total	120		

a. Essay2 < Essay1

b. Essay2 > Essay1

c. Essay2 = Essay1

Test Statistics^a

Essay2 - Essay1	
Z	-5.883 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Since $\text{sig}(.000) < 0.05$, then there is a significant difference between the quality of the learners' essays (ESSAY 1 and ESSAY 2)

5. Is there a significant correlation between learners' attitude towards writing in terms of feelings, beliefs, and behavior and the quality of their written essays in terms of content, organization, grammar, and overall quality?

Nonparametric Correlations

(significant are those with highlighted values)

Nonparametric Correlations

			Correlations											
			Feelings	Beliefs	Behavior	<u>Over All</u>	E1Content	E1Organization				E2Organization		
								n	E1Grammar	E1Total	E2Content	n	E3Grammar	E2OverAll
Spearman's rho	Feelings	Correlation Coefficient	1.000	.605**	.737**	.903**	.065	.066	-.026	.030	.232*	.161	.051	.147
		Sig. (2-tailed)	.	.000	.000	.000	.478	.474	.782	.747	.011	.079	.579	.109
		N	120	120	120	120	120	120	120	120	120	120	120	120
	Beliefs	Correlation Coefficient	.605**	1.0	.549**	.765**	.166	.230*	.203*	.211*	.311**	.296**	.264**	.303**
		Sig. (2-tailed)	.000	.	.000	.000	.070	.011	.026	.021	.001	.001	.004	.001
		N	120	120	120	120	120	120	120	120	120	120	120	120
	Behavior	Correlation Coefficient	.737**	.549**	1.000	.911**	.129	.182*	.047	.121	.232*	.251**	.122	.208*
		Sig. (2-tailed)	.000	.000	.	.000	.160	.047	.614	.190	.011	.006	.186	.022
		N	120	120	120	120	120	120	120	120	120	120	120	120
	<u>Over All</u>	Correlation Coefficient	.903**	.765**	.911**	1.000	.151	.188*	.070	.140	.291**	.272**	.156	.247**
		Sig. (2-tailed)	.000	.000	.000	.	.100	.040	.446	.128	.001	.003	.088	.006
		N	120	120	120	120	120	120	120	120	120	120	120	120
	E1Content	Correlation Coefficient	.065	.166	.129	.151	1.000	.838**	.793**	.943**	.674**	.707**	.755**	.769**
		Sig. (2-tailed)	.478	.070	.160	.100	.	.000	.000	.000	.000	.000	.000	.000
		N	120	120	120	120	120	120	120	120	120	120	120	120
	E1Organization	Correlation Coefficient	.066	.230*	.182*	.188*	.838**	1.000	.790**	.935**	.560**	.673**	.713**	.701**
		Sig. (2-tailed)	.474	.011	.047	.040	.000	.	.000	.000	.000	.000	.000	.000
		N	120	120	120	120	120	120	120	120	120	120	120	120
	E1Grammar	Correlation Coefficient	-.026	.203*	.047	.070	.793**	.790**	1.000	.915**	.593**	.669**	.754**	.722**
		Sig. (2-tailed)	.782	.026	.614	.446	.000	.000	.	.000	.000	.000	.000	.000
		N	120	120	120	120	120	120	120	120	120	120	120	120
	E1Total	Correlation Coefficient	.030	.211*	.121	.140	.943**	.935**	.915**	1.000	.653**	.733**	.792**	.783**
		Sig. (2-tailed)	.747	.021	.190	.128	.000	.000	.000	.	.000	.000	.000	.000

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OverAll, Beliefs, Feelings ^b	.	Enter

a. Dependent Variable: E1 Content

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.204 ^a	.042	.017	.67650

a. Predictors: (Constant), OverAll, Beliefs, Feelings

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.311	3	.770	1.683	.174 ^b
	Residual	53.087	116	.458		
	Total	55.398	119			

a. Dependent Variable: E1 Content

b. Predictors: (Constant), OverAll, Beliefs, Feelings

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.745	.580		3.010	.003
	Feelings	-.516	.443	-.299	-1.166	.246
	Beliefs	.074	.291	.039	.252	.801
	OverAll	.799	.625	.405	1.278	.204

a. Dependent Variable: E1 Content

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Behavior	3.828 ^b	.802	.424	.075	.000

a. Dependent Variable: E1 Content

b. Predictors in the Model: (Constant), OverAll, Beliefs, Feelings

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OverAll, Beliefs, Feelings ^b	.	Enter

a. Dependent Variable: E1 Organization

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.297 ^a	.088	.065	.65913

a. Predictors: (Constant), OverAll, Beliefs, Feelings

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.885	3	1.628	3.748	.013 ^b
	Residual	50.397	116	.434		
	Total	55.281	119			

a. Dependent Variable: E1 Organization

b. Predictors: (Constant), OverAll, Beliefs, Feelings

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.958	.565		1.696	.093
	Feelings	-.829	.432	-.480	-1.921	.057
	Beliefs	.142	.284	.075	.499	.619
	OverAll	1.174	.609	.596	1.927	.056

a. Dependent Variable: E1 Organization

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Behavior	2.969 ^b	.637	.525	.059	.000

a. Dependent Variable: E1 Organization

b. Predictors in the Model: (Constant), OverAll, Beliefs, Feelings

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OverAll, Beliefs, Feelings ^b	.	Enter

a. Dependent Variable: E1 Grammar

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.255 ^a	.065	.041	.63963

a. Predictors: (Constant), OverAll, Beliefs, Feelings

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.289	3	1.096	2.679	.050 ^b
	Residual	47.459	116	.409		
	Total	50.748	119			

a. Dependent Variable: E1 Grammar

b. Predictors: (Constant), OverAll, Beliefs, Feelings

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.482	.548		2.704	.008
	Feelings	-.619	.419	-.375	-1.479	.142
	Beliefs	.361	.275	.200	1.312	.192
	OverAll	.573	.591	.304	.969	.334

a. Dependent Variable: E1 Grammar

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Behavior	-.184 ^b	-.039	.969	-.004	.000

a. Dependent Variable: E1 Grammar

b. Predictors in the Model: (Constant), OverAll, Beliefs, Feelings

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OverAll, Beliefs, Feelings ^b	.	Enter

a. Dependent Variable: E1Total

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.264 ^a	.069	.045	1.83765

a. Predictors: (Constant), OverAll, Beliefs, Feelings

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.254	3	9.751	2.888	.039 ^b
	Residual	391.727	116	3.377		
	Total	420.981	119			

a. Dependent Variable: E1Total

b. Predictors: (Constant), OverAll, Beliefs, Feelings

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.185	1.575		2.658	.009
	Feelings	-1.965	1.203	-.413	-1.633	.105
	Beliefs	.577	.791	.111	.729	.468
	OverAll	2.545	1.698	.468	1.499	.137

a. Dependent Variable: E1Total

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Behavior	2.401 ^b	.510	.611	.047	.000

a. Dependent Variable: E1Total

b. Predictors in the Model: (Constant), OverAll, Beliefs, Feelings

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OverAll, Beliefs, Feelings ^b	.	Enter

a. Dependent Variable: E2Content

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.308 ^a	.095	.071	.69676

a. Predictors: (Constant), OverAll, Beliefs, Feelings

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.882	3	1.961	4.039	.009 ^b
	Residual	56.316	116	.485		
	Total	62.198	119			

a. Dependent Variable: E2Content

b. Predictors: (Constant), OverAll, Beliefs, Feelings

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.454	.597		.761	.448
	Feelings	.054	.456	.029	.118	.906
	Beliefs	.374	.300	.187	1.246	.215
	OverAll	.238	.644	.114	.370	.712

a. Dependent Variable: E2Content

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Behavior	1.508 ^b	.324	.746	.030	.000

a. Dependent Variable: E2Content

b. Predictors in the Model: (Constant), OverAll, Beliefs, Feelings

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OverAll, Beliefs, Feelings ^b	.	Enter

a. Dependent Variable: E2Organization

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352 ^a	.124	.101	.63782

a. Predictors: (Constant), OverAll, Beliefs, Feelings

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.676	3	2.225	5.470	.001 ^b
	Residual	47.191	116	.407		
	Total	53.867	119			

a. Dependent Variable: E2Organization

b. Predictors: (Constant), OverAll, Beliefs, Feelings

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.194	.547		.354	.724
	Feelings	-.586	.418	-.344	-1.403	.163
	Beliefs	.145	.275	.078	.527	.600
	OverAll	1.110	.589	.571	1.884	.062

a. Dependent Variable: E2Organization

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Behavior	5.074 ^b	1.115	.267	.103	.000

a. Dependent Variable: E2Organization

b. Predictors in the Model: (Constant), OverAll, Beliefs, Feelings

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OverAll, Beliefs, Feelings ^b	.	Enter

a. Dependent Variable: E3Grammar

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.302 ^a	.091	.068	.68263

a. Predictors: (Constant), OverAll, Beliefs, Feelings

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.443	3	1.814	3.894	.011 ^b
	Residual	54.055	116	.466		
	Total	59.498	119			

a. Dependent Variable: E3Grammar

b. Predictors: (Constant), OverAll, Beliefs, Feelings

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.526	.585		.899	.371
	Feelings	-.601	.447	-.336	-1.345	.181
	Beliefs	.358	.294	.183	1.216	.226
	OverAll	.796	.631	.390	1.263	.209

a. Dependent Variable: E3Grammar

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Behavior	3.652 ^b	.786	.434	.073	.000

a. Dependent Variable: E3Grammar

b. Predictors in the Model: (Constant), OverAll, Beliefs, Feelings

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	OverAll, Beliefs, Feelings ^b	.	Enter

a. Dependent Variable: E2OverAll

b. Tolerance = .000 limit reached.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.332 ^a	.110	.087	1.88250

a. Predictors: (Constant), OverAll, Beliefs, Feelings

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.909	3	16.970	4.788	.004 ^b
	Residual	411.083	116	3.544		
	Total	461.992	119			

a. Dependent Variable: E2OverAll

b. Predictors: (Constant), OverAll, Beliefs, Feelings

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.174	1.613		.727	.468
	Feelings	-1.133	1.233	-.227	-.919	.360
	Beliefs	.876	.811	.161	1.081	.282
	OverAll	2.145	1.739	.377	1.233	.220

a. Dependent Variable: E2OverAll

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Behavior	3.596 ^b	.782	.436	.073	.000

a. Dependent Variable: E2OverAll

b. Predictors in the Model: (Constant), OverAll, Beliefs, Feelings

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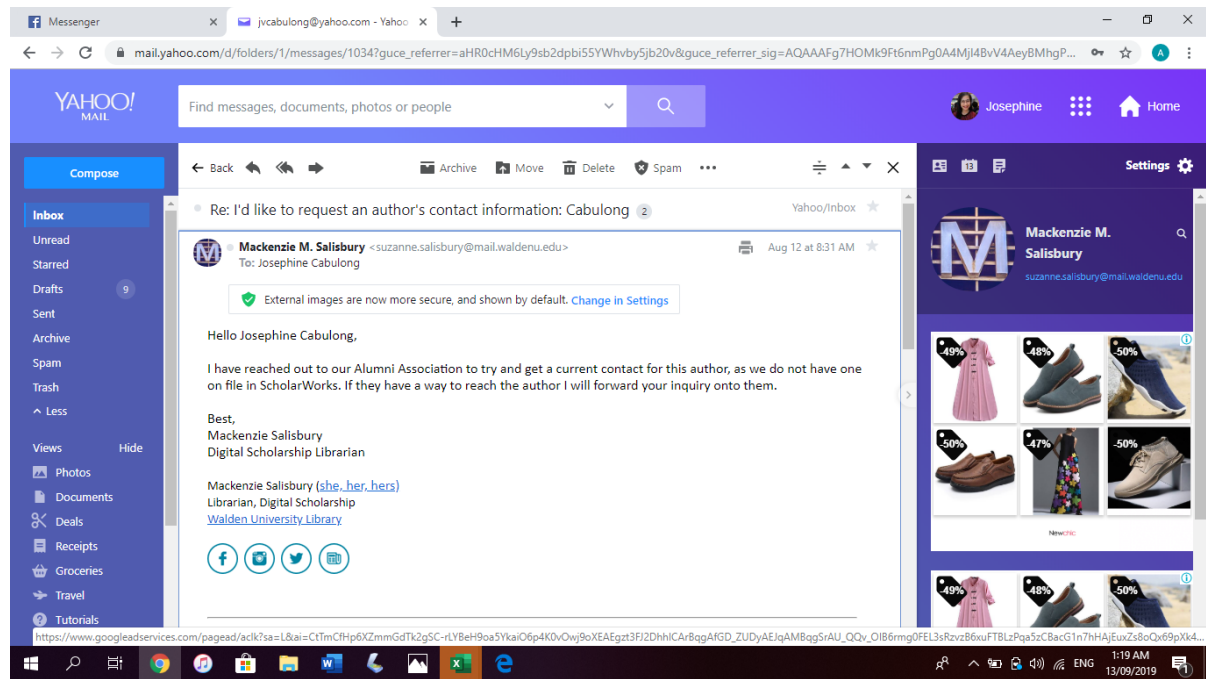
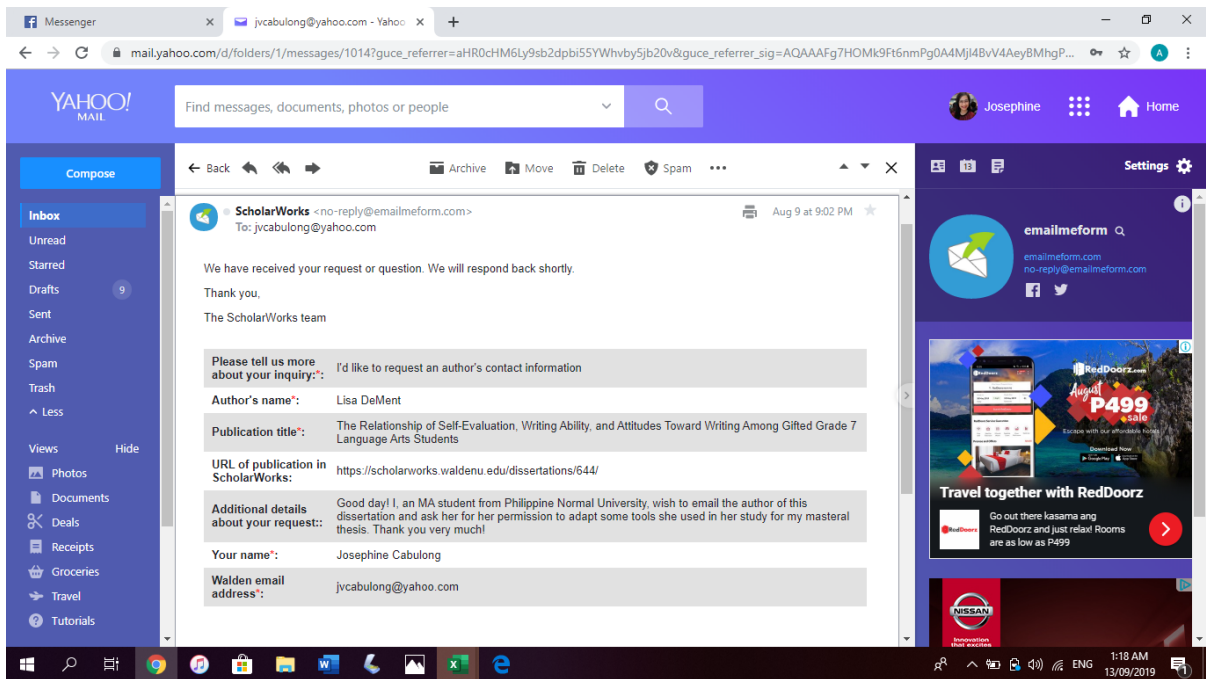
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APPENDIX K Communications



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



March 11, 2019

Dr. LUIS MIGUEL SALUDEZ
Southern Luzon State University
College of Teacher Education

Sir:

Greetings of Peace!

The undersigned is an MA student working on her thesis entitled "*Tracing the Correlation Between Learners' Attitude to Writing and Quality of Essay*". In line with this, she is requesting your good office to share your expertise in the validation of the instruments she will be using in her study.

Please find attached the questionnaire and a writing assessment rubric.

Thank you very much and God bless you!

Respectfully yours,


JOSEPHINE V. CABULONG
MAEd – ELT Student

Noted:


Prof. CECILIA GENUINO
Adviser

Approved:


Dr. LUIS MIGUEL SALUDEZ
Validator



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



March 11, 2019

Ms. MARY JOY B. TALAVERA
SST-III
Luis Palad Integrated High School

Madam:

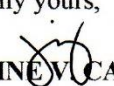
Greetings of Peace!

The undersigned is an MA student working on her thesis entitled ***“Tracing the Correlation Between Learners’ Attitude to Writing and Quality of Essay”***. In line with this, she is requesting your good office to share your expertise in the validation of the instruments she will be using in her study.

Please find attached the questionnaire and a writing assessment rubric.

Thank you very much and God bless you!

Respectfully yours,


JOSEPHINE V. CABULONG
MAEd – ELT Student

Noted:


Prof. CECILIA GENUINO
Adviser

Approved:


MARY JOY B. TALAVERA
Validator



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



March 11, 2019

Ms. AILEEN B. PANGANIBAN
SST-III
Luis Palad Integrated High School

Madam:

Greetings of Peace!

The undersigned is an MA student working on her thesis entitled ***“Tracing the Correlation Between Learners’ Attitude to Writing and Quality of Essay”***. In line with this, she is requesting your good office to share your expertise in the validation of the instruments she will be using in her study.

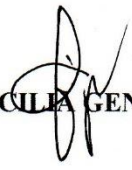
Please find attached the questionnaire and a writing assessment rubric.

Thank you very much and God bless you!

Respectfully yours,


JOSEPHINE V. CABULONG
MAEd – ELT Student

Noted:


Prof. CECILIA GENUINO
Adviser

Approved:


AILEEN B. PANGANIBAN
Validator



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



April 12, 2019

Ms. MARIA MADEL C. RUBIA
HT-III
Luis Palad Integrated High School

Madam:

Greetings of Peace!

The undersigned is an MA student working on her thesis entitled ***“Tracing the Correlation Between Learners’ Attitude to Writing and Quality of Essay”***. In line with this, she would like to ask your expertise in rating the respondents’ essays in order to determine the quality of the learners’ written outputs.

Please find attached the writing assessment rubric.

Thank you very much and God bless you!

Respectfully yours,


JOSEPHINE V. CABULONG
MAEd – ELT Student

Noted:


Prof. CECILIA GENUINO
Adviser

Approved:


MARIA MADEL C. RUBIA
Rater



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



April 12, 2019

Ms. TESALONICA C. ABESAMIS
SST-I
Luis Palad Integrated High School

Madam:

Greetings of Peace!

The undersigned is an MA student working on her thesis entitled ***“Tracing the Correlation Between Learners’ Attitude to Writing and Quality of Essay”***. In line with this, she would like to ask your expertise in rating the respondents’ essays in order to determine the quality of the learners’ written outputs.

Please find attached the writing assessment rubric.

Thank you very much and God bless you!

Respectfully yours,


JOSEPHINE V. CABULONG
MAEd – ELT Student

Noted:


Prof. CECILIA GENUINO
Adviser

Approved:


TESALONICA C. ABESAMIS
Rater



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila



June 2, 2019

Prof. RIZAIDE A. SALAYO
Southern Luzon State University
College of Teacher Education

Madam:

Greetings of Peace!

The undersigned is an MA student working on her thesis entitled ***"Tracing the Correlation Between Learners' Attitude to Writing and Quality of Essay"***. In line with this, she is requesting your good office to share your expertise in the statistical treatment needed in the data of the study.

Thank you very much and God bless you!

Respectfully yours,


JOSEPHINE V. CABULONG
MAEd – ELT Student

Noted:


Prof. CECILIA GENUINO
Adviser

Approved:


Prof. RIZAIDE A. SALAYO
Statistician

CURRICULUM VITAE

JOSEPHINE V. CABULONG

Unit 2 Doña Elisa Subd. Brgy. Baguio, Tayabas City, Quezon

09988564940

jvcabulong@yahoo.com

PERSONAL BACKGROUND

Age	:	28 years old
Date of Birth	:	December 22, 1991
Civil Status	:	Single
Sex	:	Female
Religion	:	Roman Catholic
Citizenship	:	Filipino
Father's Name	:	Josito R. Cabulong
Mother's Name	:	Cecilia V. Cabulong

EDUCATIONAL BACKGROUND

POST GRADUATE

2015 – to date

Master of Arts in English Language Teaching

Philippine Normal University
Graduate School
Lucban, Quezon

TERTIARY

2008 - 2012

Bachelor in Secondary Education Major in English

Southern Luzon State University
Lucban, Quezon

SECONDARY

2004 - 2008

Luis Palad National High School

Tayabas, Quezon

ELEMENTARY

1998 – 2004

Tayabas West Central School I

Tayabas, Quezon

ELIGIBILITY**Licensure Examination for Teachers**

September, 2012

PROFESSIONAL EXPERIENCE**DATE****POSITION/NAME OF SCHOOL**

June 2013 – to date

Secondary School Teacher I
English Department
Luis Palad Integrated High School
Tayabas City

June 2012 – March 2013

Contract-of-Service Instructor
College of Arts and Sciences
Southern Luzon State University
Lucban, Quezon

SEMINARS/WORKSHOPS ATTENDED**International English Teachers Conference (INETCON) 2018**

(Communicative Language Teaching in the ASEAN Classroom: Principles and Practices)

October, 27-30, 2018

Regional Campus Journalism Caravan

May 10-12, 2018

Elevate 6: Student Journalism Workshop (Accuracy in the Midst of Miscommunication)

October 7, 2017

Division Orientation & Training-Writeshop for School Paper Production

September 8-15, 2017

Mass Training of Grade 9 Teachers on K-12 Basic Education Program

May 19-23, 2014