



March 2014

Examining the Composition Writing Competency of Pup Laboratory High School Grade Seven Students for Improving Teaching Writing Methodologies

Emejidio C. Gepila Jr.

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**EXAMINING THE COMPOSITION WRITING COMPETENCY OF PUP
LABORATORY HIGH SCHOOL GRADE SEVEN STUDENTS FOR
IMPROVING TEACHING WRITING METHODOLOGIES**

A Seminar Paper Presented to the
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Teaching with Specialization in English Language Arts

by

EMEJIDIO C. GEPILA JR.

March 2014

APPROVAL SHEET

This special project titled **“EXAMINING THE COMPOSITION WRITING COMPETENCY OF PUP LABORATORY HIGH SCHOOL GRADE SEVEN STUDENTS FOR IMPROVING TEACHING WRITING METHODOLOGIES”** prepared and submitted by **EMEJIDIO C. GEPILA JR.**, in partial fulfillment of the requirements for the degree of **Master of Arts in Teaching with specialization in English Language Arts**, is hereby recommended for approval and acceptance.

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Whatever he is and he will be, it all rooted from the love and overflowing grace of the Lord and Savior **Jesus Christ**. Despite who he is, He made a way to use him for His glory. May He be manifested in this work. He alone deserves all the glory and honors for without Him, he can do nothing, he is nothing.

“For I can do everything through Christ, who gives me strength.”
Philippians 4:13 (NLT)

“For I know the plans I have for you,” says the Lord. “They are plans for good and not for disaster, to give you a future and a hope.”
Jeremiah 29:11(NLT)

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ABSTRACT

Researcher: Emejidio C. Gepila Jr.

Title: *EXAMINING THE COMPOSITION WRITING COMPETENCY OF PUP LABORATORY HIGH SCHOOL GRADE SEVEN STUDENTS FOR IMPROVING TEACHING WRITING METHODOLOGIES*

Key Concepts: Teaching and Assessment of Writing

Degree: Master of Arts in Teaching

Specialization: English Language Arts

Adviser: Prof. Ma. Concepcion Y. Raymundo

This study will evaluate the composition writing competency of the Grade 7 students of PUP Laboratory high school towards the improvement of the teaching writing methodology/ies. This focused on the following: teaching writing method/s used in the classroom by the writing teacher/s; execution the writing methods; level of composition writing competency of the PUP Laboratory High School grade seven students; and common errors PUP Laboratory high school grade seven students committed in composition writing.

This study utilized the descriptive method of research using the quantitative-qualitative approach. The respondents of this study were the PUP-LHS Grade Eight (8)

students of school year 2013-2014. A composition writing test was used in this study. The compositions were written using two styles such as: Free Writing Style and Guided Writing Style and were checked by the three (3) commissioned evaluators who are all seasoned English teachers. Also, the grade eight English teacher was interviewed regarding her method in teaching writing. The gathered data were computed to determine the extent of the respondents/participants in complying with the requirements of the activity and to test their competence in composition writing.

The findings revealed that the only teaching writing method used in the classroom is the combination of Process and Genre Methods. Moreover, the level of composition writing competency of the PUP Laboratory High School seniors in Free and Guided/Instructional Writing Styles in terms of: Content is Very Good to Good; Thesis Statement is Very Good to Good; Organization is Very Good to Good; and Language Use and Editing is Very Good to Good. However, in terms of the common errors, PUP Laboratory high school grade seven students committed in composition writing in terms of Content; Thesis statement; Organization; and Language Use and Editing, findings revealed that: the compositions' content was less substantiated and some details were irrelevant. However, the voice of the writer is either evident or very evident; the compositions' thesis statement was limited; the compositions' organization lacked the use of cohesive/transitional devices and the introduction or conclusion was either undeveloped or missing; and the compositions' language use and editing had a good but limited range of vocabulary and few mechanical errors and ungrammatical items.

In terms of the improvement of the teaching writing approaches, it should focus on the weakest points such as Thesis Statement, and Organization. The development of the thesis statement must be carefully taught among students because in most of the compositions, this element is missing. Likewise, the use of cohesive/transitional devices must also be established among the students. This would help students in showing relationships among details.

Based on the findings, the following conclusions were derived: in terms of the teaching writing method/s used in the classroom, the combination of Process and Genre Methods is used, the execution is in contrast with its identified procedure; in terms of the extent teachers use the Methods in teaching writing, the English teacher used the combination of Process and Genre Methods every time she asked the students to write reflection paper about the given literary text; in terms of the level of composition writing competency of the PUP Laboratory high school seniors in Free and Guided/Instructional Writing Styles in terms of: Content; Thesis Statement; Organization; and Language Use and Editing, the researcher concluded that in both styles the participants/respondents were evaluated as Very Good to Good in all areas namely: Content, Thesis Statement, Organization, Language Use, and Editing; in terms of the common errors, PUP Laboratory high school grade seven students committed in composition writing in terms of Content; Thesis statement; Organization; and Language Use and Editing, the researcher concluded that the content was not substantiated; the thesis Statement was undeveloped or missing; the organization had a limited use of cohesive/transitional devices and undeveloped or missing introduction or conclusion; and the language use

and editing had good but limited vocabulary and some mechanical errors and ungrammatical items.

As regards the teaching writing method/s, the writing teacher should focus on the weakest points of the learners which were classified in this study. The weakest points are Thesis statement and Organization. The improvement of the methods must be on the development of the thesis statement and techniques on how to organize the points or details presented in the composition. Moreover, Content, and Language Use and Editing must also be included because there are some points in these criteria that need attention.

Based on the drawn conclusions, the researcher endorses some ways for the Grade 7 students of Polytechnic University of the Philippines Laboratory high School achieve Excellent to Very Good competency mark and some are on the improvement of the teaching writing methodology/ies.

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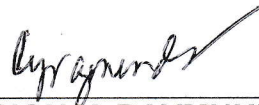
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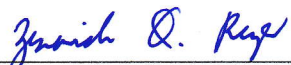
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Chapter I

THE PROBLEM AND ITS BACKGROUND

Introduction

Language is comprised of basic skills also known as the macro skills such as listening, speaking, reading and writing. These macro skills are also arranged in hierarchy according to its acquisition and/ or learning. It has been known in the course of linguistics that language can be learned as it can also be acquired (Rodgers & Richards, 1986). Using critical analysis, among all the skills, listening and speaking can be scored to be acquired. Thus, they can also be named as skills which are instinctive skills. On the other hand, reading and writing are the skills which should be learned in the most specific context. Hence, they can be labeled as productive skills. These are the skills which can and should be learned in the most specific and familiar context among learners.

Moreover, according to the hierarchy of the skills, writing comes last. Therefore, we can say that writing is the achievement of proficiency level in acquiring and learning a particular language. If a language learner can write in a language that observes and practices the finite rules of the language, the learner can be identified as proficient in the language.

Compared to other skills, writing is the most difficult to teach and learn. It must be taught and learned in the context in which it can be best taught and learned. A child who is learning how to swim should apply the theories, principles and practices in swimming. It can only happen if the child is in the swimming pool. He cannot learn swimming unless he is in the pool. Similar to writing, a child must practice the rules in writing (Brown 2001) only if he is asked to write. Also, the writing teacher must identify the context of learning: this includes culture, literature and identity. Native speakers of English are direct and straight forward while the Asians, English language learners, are identified in a style which is circuitous (Kaplan, 1966 cited in Brown, 2001). This observation must be considered as regards the Filipino language learners and must be observed by English language teachers.

The method/s used in teaching writing should be properly designed. Jack Richards and Theodore Rodgers (1982, 1986 cited in Brown 2001) reformulated the concept of method. According to Richards and Rodgers, method is the superordinate term which comprises of three processes namely: approach which defines assumptions, beliefs and theories on language teaching; design which bridges the gap between the approach and the classroom activities, this may be a learning plan, learning taxonomy or a syllabus; and procedure which is about the practices derived from approach and procedure.

Moreover, there are two major approaches in teaching writing namely: process and product (Nunan, 2009; Brown; 2001), and teaching writing strategies such as controlled writing activities; process: prewriting, writing and post writing; practical writing process; and praise, question and polishing (PQP) method (Villamin, Salazar, Bala & Sunga, 1994).

On the other hand, while others are focused on methods, Phillipson introduced a concept that should be considered. Language teachers should not practice Linguicism. Linguicism is the unequal division of power and resources among groups on the basis of language (1992). A writing teacher who is linguicist when s/he practices linguicism or is assertive of the dominance of the western English. Language is the identity of the society and its culture. Hence, when a language is taught, learners' identity and culture must not be dominated by either the second or foreign language.

Therefore, in the context of teaching writing in the Philippines, writing must be taught in the oriental style if we are using Kaplan's observation and analysis or the writing style of the learners must be considered and accepted. In teaching oriental writing, critical language awareness and cultural awareness should be included in the syllabus or teaching writing taxonomy. The very aim of the writing instruction is to teach writing without losing the identity of the learner but not teaching writing and be like the Americans or English.

It is understood that language in general must be taught in form, meaning and use. This concept must be applied to its underlying skills that include writing. Consequently, teaching writing in the Philippines should be taught in the most appropriate and accepted method. The teaching of writing-its form, meaning and use, should be in Philippine context.

Background of the Study

The study was conducted at the Polytechnic University of the Philippines Laboratory High School (PUPLHS). It does not follow the prescribed curriculum of the Department of Education instead; it designed a specialized curriculum similar to other laboratory schools and science schools.

At present, it has 600 students from all levels. There are three sections each level with 50 students each section. In the seventh grade, the students are learning the macro-skills such as listening, speaking, reading and writing. Grade seven English highlights Philippine Literature, grade eight English Afro- Asian Literature, grade nine English Anglo- American Literature and grade ten English World Literature. Although each English subject highlights literature, it still includes the teaching of macro skills and writing is one of those skills.

Hence, the researcher decided to work on this problem to determine the competency level of the PUP Laboratory High School grade seven students in terms of their composition writing skill. It has been mentioned that the proficiency level of the learners in a particular language can be measured in either his or her composition. Because written language is described as formal discourse (Nunan, 2009) and formal is considered academic and/ or scientific. Thus, the researcher wants to find out the competency level of the students in English specifically in the context of composition writing. Also, this study aims to enhance the teaching writing methodologies without sacrificing the language learners' identity.

Theoretical Bases

This study is supported by Jerome Bruner's theory of learning or Instrumental Conceptualism.

Bruner's theory of learning focuses on how individuals deal with information or knowledge to achieve understanding. This theory involves three cognitive simultaneous processes such as acquisition, transformation and evaluation (Bustos & Espiritu, 1996).

Acquisition is the process of obtaining new information that can either replace or refine the existing ones. This reminds us that the respondents have had writing since elementary. That means, writing was introduced and refined through stages since first year high school.

Transformation is the manipulation of the information to fit in situations. This is the transfer of knowledge from the source. This is the instruction and this includes approaches, methods and strategies used that address the needs of the learners in this case respondents and the context of learning.

Evaluation is the checking or assessing whether or not the learned material has been manipulated properly (Bustos & Espiritu, 1996). This is the very purpose of this study for it simply looked into the competency of the students in composition writing considering the method/s used as a very significant factor that could result to developing another method in teaching writing and/ or improvement of the existing methodology/ies used.

Tom Wrath (2007) in Strengths Finder 2.0 said that research supports the link between learning and performance, hence, the individual, referred to as the learner, has the ability to learn and grow. Therefore, the learner is anticipated to be more productive.

Thus, this makes this study plausible since there is a great relationship between the learning process and performance. Learning process means the delivery of lessons and method/s used in the development of the desired writing competencies in secondary level, whereas students' performance deals with students' competency.

Moreover, this study reiterates the teaching of English should not replace or sacrifice the identity of the learners. Using the interactive model proposed by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), it includes the element of Context which means the intervention of the social and cultural values that shape the linguistic patterns, meanings and uses of the target language. This also affirms the authenticity of the learning experience designed to every learner. Furthermore, it should respond to the needs and interest of the locality.

Hence, this study is supported with the principles focused on identifying the learning targets, the most appropriate pedagogical skills in carrying out the identified targets considering the present context, and the assessment methods to be used to the learners.

Conceptual Framework

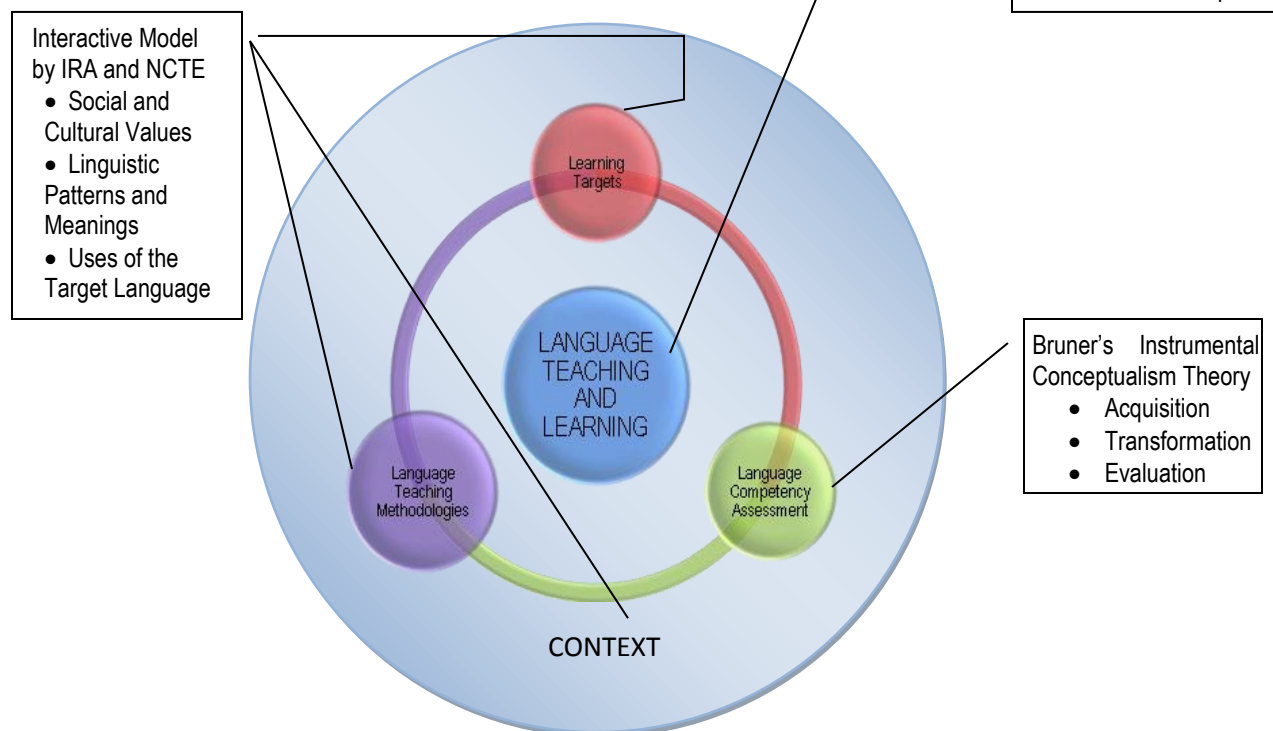


Figure 1

Conceptual Framework of the Study

This framework, the very structure of this study, is supported by the theories presented in the theoretical framework. The theories are: Jerome Bruner's Instrumental Conceptualism, Tom Wrath's Learning and Performance Principle, and Interactive Model by IRA and NCTE.

The model represents the concept of language teaching and learning, which is the nucleus of the model. It is influenced by the following factors: language teaching methodologies which would vary depending on the language lesson and the type of students present in the classroom; language competency assessment which is very

important in teaching, where instruction should always match assessment; and learning target/s which focus/es on a specific macro skill and its underlying micro skills or competencies to be developed among the learners.

Language teaching methodologies and language targets are supported by the Interactive Model suggested IRA and NCTE. This model includes the element of Context which means the intervention of the social and cultural values that shape the linguistic patterns, meanings, and uses of the target language. Therefore, language teaching methodologies should be diversified depending on the language lesson, language targets, and the type of students present in the classroom.

On the other hand, language competency assessment element of the model is supported by Jerome Bruner's Instrumental Conceptualism Theory. Bruner's theory of learning focuses on how individuals deal with information or knowledge to achieve understanding. This involves three cognitive simultaneous processes such as, Acquisition, where new information is obtained which can either replace or enhance the existing ones; Transformation, which is the transfer of knowledge from the source, inclusive to this processes are approaches, methods, and strategies; and Evaluation, which the checking or assessing whether or not the learned material or skill has been manipulated by the learner properly in accordance to the preceded cognitive simultaneous processes.

Moreover, these elements of the model should be influenced by context of the learning situation, which identified by IRA and NCTE as the social and cultural values of the learners.

Furthermore, the Learning and Performance Principle is associated to the language teaching and learning process which is the delivery of the lessons and method/s used to develop the desired writing competency/ies, whereas students' performance deals with students' competency.

The researcher believes that the abovementioned elements of the model should be considered and observed in the course of language teaching and learning.

Statement of the Problem

This study evaluated the composition writing competency of the Grade 7 students of PUP Laboratory high school towards the improvement of the teaching writing methodology/ies.

This study answered the following specific questions:

1. What is/ are the teaching writing method/s used in the classroom by the writing teacher/s?

2. How do teachers execute the following writing methods:

2.1 Process Method;

2.2 Genre Method; and

2.3 Process- Genre Method?

3. What is the level of composition writing competency of the PUP Laboratory high school grade seven students in terms of the following:

3.1 Content;

3.2 Thesis Statement;

3.3 Organization; and

3.4 Language Use and Editing?

4. What are the common errors PUP Laboratory high school grade seven students committed in composition writing in terms of the following:

4.1 Content;

4.2 Thesis Statement;

4.3 Organization; and

4.4 Language Use and Editing?

Scope and Delimitation

The ultimate goal of this study was to determine the competency level of the students in composition writing towards the improvement of the teaching writing methodology/ies.

The compositions of the students were checked using the criteria in the researcher's made composition rubric which was evaluated by a Senior English Language Fellow of PNU. The following criteria include Content, Thesis Statement; Organization, Language Use and Mechanics.

The researcher used the students' two styles of compositions such as free composition and guided or instructional composition as a data for this study. Using the foregoing criteria and the students' compositions, the commissioned composition evaluator identified the students' level of competency in composition writing and common errors the students committed in composition writing. Also, this study determined the approach or approaches used by the writing teacher. It was achieved by directly asking the writing teachers regarding their method in teaching writing.

Significance of the Study

The results of this study aimed to benefit the following stakeholders:

Writing Teachers

This will help the writing teachers as this study addressed the strengths and weaknesses of the students and the pedagogical methodologies used in the classroom. Hence, teachers can make adjustments, improvements or even developments on teaching writing methodologies depending on the needs of the students and its locality.

Writing Students

This is essential among students because it addressed their weaknesses and will provide a more holistic teaching writing approach that would lead to the advancement of students' competency level.

Future Researchers

This will be a recommendable reference to be used if they are conducting a related or similar study. On the other hand, this is subject for improvement depending on the needs of the society and its stakeholders.

Definition of Terms

Competence is what one knows (Chomsky, 1959).

ESL means English as Second Language (Brown, 2001).

ESL Composition Profile is the criteria used in evaluating the composition of ESL students.

Language Competence is the knowledge of language (Bachman, 1990).

Linguicism is the unequal division of power and resources among groups on the basis of language (Phillipson 1992).

PQP is Praise, Question and Polishing. It creates a writing classroom atmosphere that is pleasant and relaxed (Villamin et al, 1994).

Process Approach is an approach in writing that focuses on the steps of writing that involves drafting and redrafting a piece of work (Nunan, 2001).

Product/ Genre Approach focuses on the tasks in which the learner imitates, copies and transforms models and samples provided by the teacher and/ or textbook (Brown, 2001).

PUP-LHS is Polytechnic University of the Philippines Laboratory High School.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter deals with the presentation of the conceptual literature and related studies of this research and is divided into two categories such as local and foreign. Which will support or refute the claim of this study. This chapter also provides the synthesis of the related literature and studies.

Foreign Literature

Similar with other areas or fields of specialization like sports, nutrition, ethics, and designs, writing as a skill does have its value and standards (Klimert, 2006). These values and standards must be observed not occasionally but at all times. Observation of these values and standards is manifested in the quality of the written output and the ability of the writer to come up with the most if not acceptable, outstanding product across the writing genre. The written output regardless of genre and style must observe the following criteria: Correctness, Clarity, Completeness, Conciseness, Conversational, and Consideration. Observing these criteria would result to an output that is free from ungrammatical items; unclear and unorganized thoughts; incomplete and less substantiated details; wordy sentences; irrelevant and unreal examples; and impolite. Also, there are eight principles in writing that must be considered. These principles

assist the writer in constructing sentences; choosing best words; and highlighting the ability of the writer/s in handing over his/her message to the readers. The eight principles in writing are as follows: write as you would talk; keep sentences short; avoid the use of jargon or designer babble; keep thought simple; use active verbs; do not forget the people/readers; and know what you want to say (Klimert, 2006). These principles are in congruence with the criteria mentioned earlier. Observing the criteria and the principles would result to a more acceptable and competent written output.

Writing can not be learned easily. Learning writing is not limited to purely writing things down, it is more than the transcription of spoken speech. Instead, it is an act which requires consciously directed effort and deliberate choice of language (Rivers, 1975). But the question is, how does writing differ from composing or vice versa? Writing is the graphical representation of any spoken language or defined as transcription of any spoken language while composing is a writing process and is more concerned with its output that makes composing output oriented. This refers to the product of writing (Brown, 2001 and Bizzell, 1986 in Hadley, 2001). Thus, writing is subsumed under composing.

However, Dvorak (1986) subsumed both transcription or form and composition or the effective development and communication of ideas under one generic term which is Writing. It can be viewed as a continuum of activities that range from the mechanical or formal aspect of writing to the complex acts of composing (Hadley, 2001). Hence, the learners can be taught the conventions of writing, which focuses on mechanics and

orthography; cognitive processes of organization that is the logical presentation of ideas; elaboration, which substantiate the thesis statement; comparison and contrast that make the composition an authentic output of a creative and critical mind; explanation; and generalization, which provided a vivid photograph of what has been presented.

On the other hand, Rivers (1975) classified this skill, writing, as a support skill or skill-getting skill which focuses on the understanding of how language operates and a communicative art or skill-using skill which uses codes for expressive writing or purposeful communication. Writing as a skill-getting/support skill assists the learner/s in learning and developing other communicative skill. In such case, the learner can be asked to write down items; copy or reproduce learned materials; and concentrate on the conventions of mechanics and grammar. On the contrary, writing as a skill-using skill focuses on the development of the skill as a premier skill not a sub-skill. It could be flexible which means writing within a framework that includes transformation exercises, sentence combining practices, expansion, idea establishment, and idea framing; and expressive which could be guided and free compositions, these fulfills the usual purposes of writing such as study purposes, letter writing, getting and giving information, and creative and self-expressive writing. Thus, the burden relies on the writing teacher on how he/she can bridge the gap between writing as the skill-getting/support skill and skill-using skill.

Hadley (2001) mentioned several techniques in teaching writing as a support skill and bridging the gap between skill-getting/support skill and skill-using. Support skill techniques are: Simple Description with Visuals; Guided Description with Student-Generated Visual; Dictation and Variation; and Filling in Forms. Techniques bridging the gap between writing as a support skill and skill-getting are: Slash Sentence; Telegraphic Sentence; Partial Translation; Sentence Combining; Paragraph Completion: Elaboration; Guided Composition based on Oral Interview; and Guided and Free Composition. Guided composition can also be a bridge to free composition that can be in several modes such as environmental mode or the writing genre; structured process or the use of models and questions; and the use of picture or picture analysis technique (Hillocks, 1986; Applebee, 1986; and Scanlan, 1980 in Hadley, 2001).

Moreover, each written output of the learners must be evaluated utilizing the following criteria namely: generation of ideas; organization of thought; use of discourse markers and rhetorical conventions; revise and edit text for appropriate grammar and mechanics; and how to produce final product. This means writing is really concerned about an output that would best illustrate somebody else's competency in this particular communication skill and where cultural identity or voice can be manifested (Brown, 2001).

Likewise, writing includes style to which we can recognize identity, culture and origin. Since the main goal is product, the instruction must therefore be concerned about style. This will help in preserving one's identity, culture, and language. This will avoid what Phillipson (1992) introduced as linguisticism. Linguicism tries to dominate a

language that eventually will result to be extinct. In this case, western languages particularly English will dominate the language learners. Yes, it will be a fact that learners will learn English but they will be losing their own culturally honed and innate communication style particularly in writing.

Furthermore, Robert Kaplan (cited in Brown, 2001) presented the patterns of written discourse. English is straight forward while Oriental or Asian is circuitous. Evidently, Filipinos would provide numerous examples and make use of too much euphemism to please the readers and show politeness which is really a part of the tradition and custom. Using Kaplan's theory this must not be modified but enhanced to maintain, preserve, and enrich identity and culture. This reminds both the teachers and learners that in teaching and learning writing in English, patterns should be enhanced but not be replaced. Since, discourse style is one of the considerations in writing which makes it more appealing.

Conversely, Richards and Rodgers (1986) mentioned three views on language teaching and learning. First, Structural View is focused on the mastery of the system such as phonological, grammar, grammatical operations and lexical items. Second, Functional View is the vehicle for the expression of emotions. These deals with semantics and communication dimension. Lastly, Interactional View is the vehicle for the realization of interpersonal relation and for the performance of social interactions or transactions between individuals. Which among these specified views can be or should be used in teaching writing? Is it structural, functional or interactional? Teaching writing

must be taught with a very dynamic and specified view. Also, it includes proper approach. Is it process or product? Are we teaching students how write? Do we teach them the underlying concepts and principles of writing?

Also, Nunan (2009) mentioned about two different teaching approaches in writing. These are the Genre Theory and Discourse-Based approach. Genre Theory is about the use of writing skills or development of the writing competencies according to context. On the other hand, Discourse-Based approach is not about context but correlating grammar and discourse patterns. It teaches both grammar and writing conventions.

Additionally, there are several techniques in teaching writing/composing namely: Teaching Grammar Isolation; Sentence Combining Practice; Using Models of Good Writing; Using Criteria/Checklist for Peer Evaluation; and Free Writing Practice. Furthermore, there are two prominent teaching approaches in writing such as process, which focuses on the procedures of writing such as Pre-writing, Focusing Ideas, and Evaluating Structuring and Editing; and product, which is about its output across genre. It could be an academic paper; expository composition; diary and journal entry; news article; and business or social letter. According to Kroll (1990) there is a paradigm shift in teaching writing, from product oriented to process oriented and this view was supported by Dvorak (1986), Barrett (1989); and Scott (1996 in Hadley, 2001). However, Raimes (1983) reiterated that there should be a balance between the two approaches.

Likewise, Hillocks (1986) mentioned four modes in teaching writing which can be observed as a combination of Process and Product. The four modes are Presentational Mode, which is output analysis; Natural Process Mode, which is Free Writing; Environmental Mode, which includes clear and specific objective; and Individual Mode, which includes tutorials and/or programmed materials. Similarly, the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) published the use of RAFT or Role of the Writer; Audience; Format; and Topic as a writing strategy. This concept was formulated through the principle practice makes perfect. Thus, the more often students write, the more proficient they will be. This strategy help learners to become a better writer since their role as a writer, audience, format and topic are known. They would be able to express themselves with the most appropriate words. Also, this strategy encourages learners to become innovative with the format and presentation of ideas and for them to become bold in expressing their voice which mirrors identity and culture.

Another writing strategy from IRA is Guided Writing. This is supported by the principle of apprenticeship, where the teacher assists students in the writing process. It engages learners in a brief, but shared experiences; teaches one or more strategy in the areas of writing justifications, compositions, text and sentence structures, and mechanics; and presents output before the group for peer critiquing.

However, Raimes (1983) insisted that there is no specific technique in teaching writing because the teachers and students are varied so as the teaching and learning styles as well. He listed some approach which may be used in teaching such as: Controlled-Free Approach; Free Writing; Paragraph-Pattern Approach; Grammar-Syntax-Organization Approach; Communicative Approach; and Process Approach. He then added that the approach must acquiesce with the needs of the learners. Thus, teachers as classroom managers must be stirrer, mentor, and coach. Also, Silva (1990) mentioned four strategies in teaching writing in English as a Second Language (ESL) namely: Controlled Approach; Current-Traditional Rhetoric; Process Approach; and English for Specific Purposes. Raimes (1983) and Silva (1988) shared the same approaches and strategies that can be used in teaching writing to both ESL and EFL (English as a Foreign Language) classrooms.

Likewise, the National Writing Project (NWP) generated 30 Ideas for Teaching Writing namely: use home language on the road to Standard English; use real world examples to reinforce writing conventions; help students ask questions about their writing; make grammar instruction dynamic; require written response to peers' writing; ground writing in social issues important to students; require students to make persuasive written argument in support of a final grade; challenge students to find active verbs; encourage the framing device as an aid to cohesion in writing; allow classroom writing to take a page from the yearbook writing; introduce multi-genre writing in the context of community service; think like a football coach; make writing reflection tangible; teach tension to move students beyond fluency; pair students with adult

reading/writing buddies; practice and play with revision techniques; give students the chance to write to an audience for a real purpose; use casual talk on students' lives to generate writing; get students to focus on their writing by holding off on grading; ease into writing workshops by presenting yourself as a model; ask students to reflect on and write about their writing; spotlight language and use group brainstorming to help students create poetry; help students analyze text by asking them to imagine dialogue between authors; work with words relevant to students' lives to help them build vocabulary; help students draw rich chunks of writing from endless sprawl; use writing to improve relations among students; establish an email dialogue between students from different schools who are reading the same book; and use shared events of students' lives to inspire writing. Hence, it can be observed that the majority of the ideas in teaching writing are focused on the best delivery of Process approach, Product/Genre Approach, and Process-Genre Approach. Most of the ideas show how the teacher prepares and assists the learners to write or come up with a best product across genre. This will remind the teachers on the Guided Writing Strategy advocated by IRA.

Consequently, there are a lot of methodologies presented in this study. Each method underpins the three dimensions such as approach, design and procedure. Approach includes theories and concepts of teaching and learning; design refers to the plan of teaching and taxonomy of lessons; and procedure means technique or strategy in implementing the whole method (Richards and Rodgers 1982, 1986 cited in Brown 2001).

Therefore, in writing it is important that we are using the most appropriate method with the most effective and dynamic approach, design, and procedure that is suitable to the needs of the students and would best develop students' abilities in writing in a most efficient manner.

Local Literature

Writing is an indispensable skill that is the very medium of communication (Dagdag et al., 2007). To remind every teacher and learner to focus in the teaching and learning the particular skill. It is the medium of communication that can be personal (Dagdag et al., 2007) and formal as to writing researches, articles and or refereed journals. In this 21st century, both teachers and students is turning to be tech savvy. This is in the birth of different social media networks such as Facebook, Twitter, Tumbler and the like. Despite the birth and popularity of advanced technology and media it does not hinder writing as still to be the most convenient and useful tool for communication in any form (Rosales et al., 2008).

According to Abulencia (2001) communication is a basic social process. It may be in various forms and one of which is writing. Also, it is essential to the growth and development of an individual. Writing skill can be further developed if there is a sound development of thoughts, ideas and actions, because these are the best materials for writing (Jose- Cruz, 1997).

Among all the other communication skills, writing is the hardest to teach and learn or students can only show little success (Villamin, 1994). Writing is the activity that most students are required to take as part of their curriculum or a requirement in a subject (Rosales et al., 2008). Even though this is a skill that is mandatory to be mastered, thus a requirement in a subject or academic program, still, students perceived writing to be traumatic and boring and we can conclude that this is less interesting to them (Villamin, 1994).

Writing includes different programs such as redesigning Controlled Writing to Free Writing; teach writing in Process Approach; show practical writing process and establish PQP (Praise, Question and Polish) (Lyons, 1981 cited in Villamin, 1994). This may be taught in Process Approach and it must really be a Process Approach from instruction to testing and evaluation. This means that instruction should be guided using the Process Approach. Keh (1990) presented steps on how to teach writing using this approach. The steps are generate ideas; write, revise and feedback; writing again; and editing, mechanical and grammatical accuracy.

It is observable that in Keh's presentation, teaching or inclusion of grammar in the writing instruction is not visible. It is because process approach is focused on the development of the written output regardless of its genre. It does not include mechanics in writing. But, using the prior knowledge on mechanics will help every learner to revise, edit and / or proofread a written material.

On the contrary, Egipto (2005) cited a study titled “Common Difficulties in English of First Year High School Students” with the following as common grammar difficulties:

Spelling – the greatest bulk of errors of the students in their written compositions. It was believed that the students were not familiar with the words. For instance, they were confused of the words with “i.e.” and “e.i.” and the like. There was a need for more drills and review difficult words and difficult parts of the words.

Tenses – it was in the use of present tense for past tense that the students have difficulty. Among the misuse of verb tenses were: is instead of was, have instead of had, do instead of did, and know instead of knew. Majority of the students did not know when to use present instead of pas and past instead of present or they were not particular with the tenses of the verbs used in their compositions. Most of the students tend to commit more errors in the use of present for past than the use of past for present.

Number – the students had not mastered the rules in the agreement of the verb in its subject. Most of them were confused of many rules and exceptions in the agreement of verb in its subject. They did not know when to use singular verb if the subject is singular or plural if the subject is plural. They did not know which word in the sentence is the subject or they did not know whether the subject is singular or plural. Learners neglected the subject-verb agreement (SVA) because they are not particular of it. They needed more lectures and drills on the rules of grammar particularly SVA.

Hence, this justifies that the inclusion of lessons on grammar and mechanics must be considered whatever the approach and the strategy the writing teacher may use among his/her learners.

The process approach and/or writing process is about generation of ideas, planning, translating and reviewing. The process approach can identify, discuss, and repair problems occurred in writing process. Product approach is evidently alien in the local contemporary writing set-up.

Foreign Studies

Written outputs of the students must be across the different genres. These genres are journal/diary entries, academic writings, expository writing, narratives, social and business letters, and creative outputs.

Sarah Bobbit in her study titled “Shortcomings of the Written English Adults” aimed to find out the grammatical problems of adults in the facility of the English language, in a random sampling of 362 letters. She discovered that all grammatical errors, 65% was verb errors namely: tense verbs and subject and verb agreement; 20% was punctuation marks; and 15% was in the use of modifiers.

Moreover, William N. Thomas in his study “Technical Errors in the Composition of Average High School Seniors”, examined 1,344 expository themes and found out technical errors. He concluded that after three years of high school, students made a discouragingly large number of errors which are: sentence fragments, tense shift, awkward construction, wrong word usage, spelling errors, colloquial usage, incorrect punctuations, incorrect pronoun reference, vague and incoherent construction, misplaced and dangling modifiers, and shift in person and number.

Likewise, Raimes (1983) conducted a study focusing on the difficulties of teaching and writing compositions. There were 52 students who served as participants in the study and had taken composition courses during their first year in the Department of Foreign Language Teaching at the Middle East Technical University. Students were asked to answer the 15 item questionnaire focused on students’ problematic areas in their initial year in the composition course and elicit their opinions for the improvement of the grammar and composition courses. A structured interview was also conducted to the writing teachers in the department. As a result, the problems with the composition course that eventually influence and affect students’ performance stemmed from different reasons: the textbook; the difficult nature of the writing skill itself; and the method of teaching.

Thus, learners’ problems in writing particularly grammar and mechanics stem from the way they are taught and the quality of the instructional materials present in the institution and in the market. Learners should be given more opportunity to apply the

structures learned to different situations. Teachers should also give provide equal percentages in the teaching and assessing of students' written outputs of the following elements: grammar, organization, vocabulary, spelling, and punctuation.

Local Studies

Developing writing skill includes the sub skills focusing on content; organization; vocabulary; language use and mechanics. Using the ESL Composition Profile, checking or assessing students' competency on writing should evolve on content; organization; vocabulary; language use and mechanics.

Brobo (1993) found out that senior education students of Iligan City had a high acceptability level on style, paragraph and content. This only means that students are capable in writing compositions on the boundaries of style, paragraph and content. The result is highly acceptable. Using Keh's perspective, it would mean that children can generate ideas, plan, translate and review. On the other hand, in the study titled "Composition Writing Errors of Second Year Students in Secondary Vocational Schools in Cagayan" projected that students had most of errors not lapses in sentence structures; subject and verb agreement; tense inconsistency; misspelling; punctuation mark and improper margin (Cahigas, 1992).

Moreover, Amat (1992) supported Cahigas's output in 1992. She found out that students are weak in subject and verb agreement; tenses; parts of speech- pronoun reference, conjunctions and modifiers; sentence structures and spelling. Also, Bagalanon (1999) in "Composition Writing Difficulties in Grammar and Mechanics Skills of Third Year High School Students" found out that regardless of sex, male and female, respondents had difficulties in grammar and mechanics.

In a study titled "Effectiveness of Sequenced- Writing Techniques in Improving the Sophomore Students' Skills in Composition Writing Using Personal Narratives", students were assessed and found out to be weak and need improvement in the aspects of grammar and mechanics and there is great improvement in these aspects after the instruction interval which include grammar as a very essential lesson in writing (Alipio, 2009).

It is very visible that students need to engage themselves in grammar and mechanics. These aspects should also be included in the writing instructions.

On the other hand, Alipio (2009) discovered that students can write best with the use of samples or models. In his study, personal narratives were used as a spring board in teaching writing. Based on the results of study titled "Using the Genre-Based Approach in Enhancing the Writing Skills Proficiency of Freshman Mass Communication Students at Bulacan State University: A Prototype Study", Genre-Based Approach is effective for the improvement of the students' writing proficiency in the following criteria:

organization; content; grammar; mechanics and style. Also, it is revealed that this approach is successful in introducing the structural features of editorial that help the students to use precise words (Santos, 2010).

Furthermore, Amat (2002) found out in his study that students cannot write when patterns and models are not available. According to studies, Process Approach and Genre-Based Approach are approaches necessary in teaching writing. Process Approach helps students generate ideas and eventually proofread and edit the written output while Genre-Based Approach help the students to write materials using a guide and/ or model. Thus, it makes Genre-Based Approach necessary in teaching writing.

Synthesis of the Reviewed Literature and Studies

It is very important that teachers should know the considerations in teaching writing. Through this, we can use the most appropriate method and the most effective and dynamic approach, design, and procedure to address and satisfy the needs of the learners. Writing should be taught to develop the writing skills either skill-getting or skill-using or both, and to come up with the most acceptable output considering the conventions of writing and without losing the culture and identity or voice of the learners.

It is very important that teachers should teach writing appropriately and effectively; because it is the most effective tool of communication regardless of gender, age and medium. This is still acceptable even in the age of technology (Rosales, 2008).

Hence, this justifies that the writing skill should be enhanced among students and should be well taught by the language teachers.

Chapter III

RESEARCH METHODOLOGY

This chapter discusses the method of research, description of the respondents, population and sample size, research instrument, data gathering procedure and statistical treatment of data.

Method of Research

This study utilized descriptive method. According to Manuel and Medel descriptive method best describe what is happening in the status-quo. It also includes recording, analysis and interpretation of the present nature (cited in Calderon and Gonzales, 1993).

The method described, recorded, analyzed, and interpreted the present condition of the competency of Polytechnic University of the Philippines Laboratory High School (PUP-LHS) grade seven students in composition writing; the data then can be used to come up with a proposal that can enhance teaching writing methodologies through suggested activities and provide additional methodology/ies in teaching writing.

In addition, Explanatory approach was utilized. This is a combination of quantitative and qualitative approaches where the gathered quantitative data was used to refine and explain the qualitative data gathered in this study (Salkind, 2003).

Population and Sample Size

The respondents of this study were the PUP-LHS Grade Eight (8) students which has three sections, namely: Prosperity with 53 students; Peace with 52 students; and Unity with 51 students. Because it is very tasking to check each respondent's composition, the researcher decided to utilize the top ten students of each section last school, 2012-2013. Hence, this study had 30. These 30 outstanding students represented the competency of the majority since they are the best in the grade level.

Description of the Respondents

The respondents of this study were the 2013- 2014 Grade Eight (8) students of PUP-LHS Sta. Mesa, Manila; since these students are belong the foremost batch of the K to 12 curriculum in the Philippines. Also, these students already finished and expectedly mastered the content standards or competencies of grade seven (7) in the present curriculum tested in this study.

Moreover, sooner or later they will become college students who are expected to be competent to both spoken and written language, and formal and informal use of language. Thus, it is significant to assess if the students have achieved the most acceptable competency mark based on the current curriculum.

Research Instruments

This study asked the students to write two different compositions. The first composition is free writing while the second is guided or instructional composition writing.

Free writing means students can work on a topic of their interest while guided or instructional writing needs instructions or guide question/s for the development of the composition. This was done with the interval of one hour after the first writing activity. Each written output was checked using the rubric the research made which was validated by a Senior English language Fellow of Philippine Normal University (PNU). Also, the researcher interviewed the only English teacher in Grade 7.

Data Gathering Procedure

The primary sources of data were the top ten of each three grade eight section of the Polytechnic University of the Philippines Laboratory High School.

The researcher set the date to gather data starting November 12 to 15, 2013. A written request to administer the test was presented to the teacher a day before the actual test.

The letter was signed by the researcher and was noted by the research adviser. The request letter was approved by the principal of the PUP-LHS.

Statistical Treatment of Data

This study was designed purposively to be descriptive. Its goal was to describe and evaluate the phenomenon in the status-quo. This justified the use of descriptive statistics thus it made no use of any hypothesis.

Hence, the researcher utilized the percentage quantity to answer all the specific questions. The specific questions are as follow:

1. What is/ are the teaching writing method/s used in the classroom by the writing teacher/s?
2. How do teachers use the following writing methods:
 - 2.1 Process Method;
 - 2.2 Genre Method; and
 - 2.3 Process- Genre Method?

3. What is the level of composition writing competency of the PUP Laboratory high school grade seven students in terms of the following:

3.1 Content;

3.2 Thesis Statement;

3.3 Organization; and

3.4 Language Use and Editing?

4. What are the common errors PUP Laboratory high school seniors committed in composition writing in terms of the following?

4.1 Content;

4.2 Thesis Statement;

4.3 Organization; and

4.4 Language Use and Editing?

The formula:
$$P = \frac{f}{n} \times 100$$

where: P= Percentage

f= Frequency

n= Population

Chapter IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter shows the presentation, interpretation, and analysis of the data gathered from the respondents/participants and the experts/informants, and the interview from the writing teacher. The collected data are the compositions of the respondents/participants who were asked to write two compositions in different styles namely: Free and Guided/Instructional. These compositions were checked by the three informants/experts in the field of writing from Philippine Normal University (PNU) and Polytechnic University of the Philippines (PUP) using the researcher's constructed writing rubric which was evaluated by the Senior English Language Fellow of PNU.

1. What is/ are the teaching writing method/s used in the classroom by the writing teacher/s?

I frequently use the combination of process and genre (methods) in writing
said the only Grade 7 English teacher.

This would mean that the teacher is using process-genre method. The teacher also said that as her pre-writing activity, she asks students to list down all the things/ ideas that they can imagine, and those will be the components of their compositions/paragraph. This is a technique that will organize the details that

they will include in the composition. According to Jose-Cruz (1997), compositions can be developed at its best if it includes fully developed thoughts, ideas and actions.

Likewise, Keh (1990) presented steps on how to teach writing using Process Approach highlighting the first step which is generating ideas.

On the other hand, the teacher also said that most of the time the students are writing narratives. She did not mention how she teaches narrative but simply ask students to write narratives. Hence, it could not be an authentic Process-Genre Method since the genre is very limited to narratives only and no mention on how the teacher really teaches the mentioned composition genre or product.

2. How do teachers execute the following writing methods in teaching writing: Process Method; Genre Method; and Process-Genre Method?

According to the Grade 7 writing teacher the combination of Process and Genre Methods is the only teaching writing method she often uses. Moreover, she said that it can easily be understood by the students. Also, because the writing teacher would always ask the students to write using narration and description as techniques, she preferred to use the combination of Process and Genre Methods in teaching composition writing.

Since the writing teacher frequently asked the students to write using narration and description as techniques, thus the students in the classroom are restricted to these techniques in paragraph development and not in its various kinds. The method present in the classroom is very limited to only one writing teaching method which is Process-Genre regardless of the needs of the writing students.

Techniques and styles in composition writing, together with its kinds, must be taught and explored by the writing students. Expectedly, students will soon be exposed to other techniques such comparison and contrast, analogy, example and classification, cause and effect, etc. and styles such as persuasive, argumentative, etc., and kinds such as reports, letters, articles, and recipes (Egipto, 2005; Badger and White, 200). As a result, the respondents/participants might be alienated as they encounter different composition/s and they will hardly write a kind of composition using a particular style with very limited techniques which are unknown to them.

In addition, the interviewed writing teacher would normally use writing as an assessment or reflection of the lesson. Hence, the teaching of writing is not evident in the English classroom.

3. What is the level of composition writing competency of the PUP Laboratory high school grade seven students in Free and Guided/Instructional Writing Styles in

terms of: Content; Thesis Statement; Organization; and Language Use and Editing?

Table 1
Frequency and Percentage Distribution of the Respondents in Terms of Content with Competency Verbal Interpretation

Free Writing Style									
Level	Verbal Interpretation	Informant A		Informant B		Informant C		Average	
		f	%	f	%	f	%	f	%
4	Excellent to Very Good	2	6.667	3	10	2	6.667	2.333	7.778
3.75		0	0	0	0	4	13.333	1.333	4.444
3.50		4	13.333	12	40	7	23.333	7.667	25.557
3	Very Good to Good	8	26.667	12	40	12	40	10.667	35.557
2.50		5	16.667	0	0	3	10	2.667	8.89
2	Good to Fair	4	13.333	3	10	1	3.333	2.667	8.89
1.50		4	13.667	0	0	1	3.333	1.667	5.557
1	Fair to Poor	2	6.667	0	0	0	0	0.667	2.223
0.50		0	0	0	0	0	0	0	0
0		1	3.333	0	0	0	0	0.333	1.111
Total		30	100	30	100	30	100	30	100

Table 1 reveals the average competency composition assessment from the three informants using Free Writing Style in terms of Content. Out of 30 respondents/participants, 10.667 or 35.557% scored 3 with competency verbal interpretation of Very Good to Good; 7.667 or 25.557% scored 3.50 with competency verbal interpretation of Excellent to Very Good; 2.667 or 8.89% scored 2.5 with competency verbal interpretation of Very Good to Good; 2.6676 or 8.89% scored 2 with competency verbal interpretation of Good to Fair; 2.333 or 7.778% scored 4 with

competency verbal interpretation of Excellent to Very Good; 1.667 or 5.557% scored 1.50 with competency verbal interpretation of Good to Fair; 1.333 or 4.444% scored 3.75 with competency verbal interpretation of Excellent to very Good; 0.667 or 2.223% scored 1 with a competency verbal interpretation of Fair to Poor; and 0.333 or 1.11% scored 0 with a competency verbal interpretation of Fair to Poor.

This only projects that out of 100%, a total of 44.447 scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 37.779% scored 3.50 to 4 with a competency verbal interpretation Excellent to Very Good; a total of 14.447% scored 1.50 to 2 with competency verbal interpretation of Good to Fair; and a total of 3.333% out of 100% scored 0 to 1 with a competency verbal interpretation of Fair to Poor.

Table 2

Frequency and Percentage Distribution of the Respondents in Terms of Thesis Statement with Competency Verbal Interpretation

Free Writing Style									
Level	Verbal Interpretation	Informant A		Informant B		Informant C		Average	
		f	%	f	%	f	%	f	%
4	Excellent to Very Good	2	6.667	1	3.333	3	10	2	6.667
3.75		0	0	0	0	4	13.333	1.333	4.444
3.50		1	3.333	6	20	7	23.333	4.667	15.557
3	Very Good to Good	6	20	18	60	11	36.667	11.667	38.889
2.50		1	3.333	1	3.333	3	10	1.667	5.555
2	Good to Fair	2	6.667	4	13.333	0	0	2	6.667
1.50		0	0	0	0	2	6.667	0.667	2.222
1	Fair to Poor	4	13.333	0	0	0	0	1.333	4.444
0.50		0	0	0	0	0	0	0	0
0		14	46.667	0	0	0	0	4.667	15.557
Total		30	100	30	100	30	100	30	100

Table 2 shows the average competency composition assessment from the three informants using Free Writing Style in terms of Thesis Statement. Out of 30 respondents/participants, 11.667 or 38.889% scored 3 with competency verbal interpretation; 4.667 or 15.556% scored 0 with competency verbal interpretation of Fair to Poor; 4.667 or 15.557% scored 3.50 with competency verbal interpretation of Excellent to Very Good; 2 or 6.667% scored 2 with competency verbal interpretation of Good to Fair; 2 or 6.667% scored 4 with competency verbal interpretation of Excellent to Very Good; 1.667 or 5.555% scored 2.50 with competency verbal interpretation of Very Good to Good; 1.333 or 4.444% scored 3.75 with competency verbal interpretation of Excellent to Very Good; 0.667 or 2.222% scored 1.50 with competency verbal

interpretation of Good to Fair; and 1.333 or 4.444% scored 1 with competency verbal interpretation of Fair to Poor.

This explains that out of 100%, a total of 44.444% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 26.668% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; 20.001% scored 0 to 1 with competency verbal interpretation of Fair to Poor; and a total of 8.889% scored 1.50 to 2 with competency verbal interpretation of Good to Fair.

Table 3
Frequency and Percentage Distribution of the Respondents in Terms of
Organization with Competency Verbal Interpretation

Free Writing Style									
Level	Verbal Interpretation	Informant A		Informant B		Informant C		Average	
		f	%	f	%	f	%	f	%
4	Excellent to Very Good	1	3.333	0	0	2	6.667	1	3.333
3.75		0	0	0	0	5	16.667	1.667	5.556
3.50		4	13.333	14	46.667	4	13.333	7.333	24.444
3	Very Good to Good	6	20	6	20	11	36.667	7.667	25.556
2.50		2	6.667	10	33.333	6	20	6	20
2	Good to Fair	7	23.333	0	0	2	6.667	3	10
1.50		2	6.667	0	0	0	0	0.667	2.222
1	Fair to Poor	1	3.333	0	0	0	0	0.333	1.111
0.50		0	0	0	0	0	0	0	0
0		7	23.333	0	0	0	0	2.333	7.778
Total		30	100	30	100	30	100	30	100

Table 3 reveals the average competency composition assessment from the three informants using Free Writing Style in terms of Organization. Out of 30 respondents/participants 7.667 or 25.556% scored 3 with competency verbal interpretation of Very Good to Good; 7.333 or 24.444% scored 3.50 with competency verbal interpretation of Excellent to Very Good; 6 or 20% scored 2.50 with competency verbal interpretation of very Good to Good; 3 or 10% scored 2 with competency verbal interpretation of Good to Fair; 2.333 or 7.778% scored 0 with competency verbal interpretation of Fair to Poor; 1.667 or 5.556% scored 3.75 with competency verbal interpretation of Excellent to Very Good; 1 or 3.333% scored 4 with competency verbal interpretation of Excellent to Very Good; 0.667 or 2.222% scored 1.50 with competency verbal interpretation of Good to Fair; and 0.333 or 1.111% scored 1 with competency verbal interpretation of Fair to Poor .

This demonstrates that out of 100%, a total of 45.556% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 33.333% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; a total of 12.222% scored 1.50 to 2 with competency verbal interpretation of Good to Fair; and a total of 8.889% scored 0 to 1 with competency verbal interpretation of Fair to Poor.

Table 4

Frequency and Percentage Distribution of the Respondents in Terms of Language Use and Editing with Competency Verbal Interpretation

Free Writing Style									
Level	Verbal Interpretation	Informant A		Informant B		Informant C		Average	
		f	%	f	%	f	%	f	%
4	Excellent to Very Good	0	0	0	0	0	0	0	0
3.75		0	0	0	0	2	6.667	0.667	2.222
3.50		5	16.667	2	6.667	9	30	6.333	17.778
3	Very Good to Good	15	50	18	60	13	43.333	14.333	51.111
2.50		4	13.333	4	13.333	3	10	3.667	12.222
2	Good to Fair	6	20	5	16.667	3	10	5	15.556
1.50		0	0	1	3.333	0	0	0.333	1.111
1	Fair to Poor	0	0	0	0	0	0	0	0
0.50		0	0	0	0	0	0	0	0
0		0	0	0	0	0	0	0	0
Total		30	100	30	100	30	100	30	100

Table 4 shows the average competency composition assessment from the three informants using Free Writing Style in terms of Language Use and Editing. Out of 30 respondents/participants, 14.333 or 51.111% scored 3 with competency verbal interpretation of Very Good to Good; 6.333 or 17.778% scored 3.50 with competency verbal interpretation of Excellent to Very Good; 5 or 15.556% scored 2 with competency verbal interpretation of Good to Fair; 3.667 or 12.222% scored 2.50 with competency verbal interpretation of Very Good to Good; and 0.667 or 2.222% scored 3.75 with competency verbal interpretation of Excellent to Very Good.

This only projects that out of 100%, a total of 63.333% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 20% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; and a total of 16.667% scored 1.50 to 2 with competency verbal interpretation of Good to Fair.

Table 5
Frequency and Percentage Distribution of the Respondents in Terms of Content with Competency Verbal Interpretation

Guided Writing Style									
Level	Verbal Interpretation	Informant A		Informant B		Informant C		Average	
		f	%	f	%	f	%	f	%
4	Excellent to Very Good	3	10	6	20	5	16.667	4.667	15.556
3.75		0	0	0	0	1	3.333	0.333	1.111
3.5		2	6.667	8	26.667	7	23.333	5.667	18.889
3	Very Good to Good	15	50	15	50	13	43.333	14.333	47.778
2.5		6	20	1	3.333	4	13.333	3.667	12.222
2	Good to Fair	2	6.667	0	0	0	0	0.667	2.222
1.5		1	3.333	0	0	0	0	0.333	1.111
1	Fair to Poor	1	3.333	0	0	0	0	0.333	1.111
0.5		0	0	0	0	0	0	0	0
0		0	0	0	0	0	0	0	0
Total		30	100	30	100	30	100	30	100

Table 5 reveals the average competency composition assessment from the three informants using Guided/Instructional Writing Style in terms of Content. Out of 30 respondents/participants 14.333 or 47.778% scored 3 with competency verbal interpretation of Very Good to Good; 5.667 or 18.889% scored 3.50 with competency

verbal interpretation of Excellent to Very Good; 4.667 or 15.556% scored 4 with competency verbal interpretation of Excellent to Very Good; 3.667 or 12.222% scored 2.5 with competency verbal interpretation of Very Good to Good; 0.667 or 2.222% scored 2 with competency verbal interpretation of Good to Fair; 0.333 or 1.111% score 3.75 with competency verbal interpretation of Excellent to Very Good; 0.333 or 1.111% scored 1.50 with competency verbal interpretation of Good to Fair; and 0.333 or 1.111% scored 1 with competency verbal interpretation of fair to Poor.

This exhibits that out of 100%, a total of 60% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 35.556% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; a total of 3.333% scored 1.50 to 2 with competency verbal interpretation of Good to Fair; and a total of 1.111% scored 0 to 1 with competency verbal interpretation of Fair to Poor

Table 6

Frequency and Percentage Distribution of the Respondents in Terms of Thesis Statement with Competency Verbal Interpretation

Guided Writing Style									
Level	Verbal Interpretation	Informant A		Informant B		Informant C		Average	
		f	%	f	%	f	%	f	%
4	Excellent to Very Good	0	0	5	16.667	5	16.667	3.333	11.111
3.75		0	0	0	0	1	3.333	0.333	1.111
3.5		0	0	3	10	7	23.333	3.333	11.111
3	Very Good to Good	2	6.667	13	43.333	13	43.333	9.333	31.111
2.5		0	0	6	20.000	4	13.333	3.333	11.111
2	Good to Fair	2	6.667	2	6.667	0	0	1.333	4.444
1.5		0	0	0	0.000	0	0	0	0.000
1	Fair to Poor	2	6.667	1	3.333	0	0	1	3.333
0.5		0	0	0	0.000	0	0	0	0
0		24	80	0	0.000	0	0	8	26.667
Total		30	100	30	100	30	100	30	100

Table 6 shows the average competency composition assessment from the three informants using Guided/Instructional Writing Style in terms of Thesis Statement. Out of 30 respondents/participants, 9.333 or 31.111% scored 3 with competency verbal interpretation of Very Good to Good; 8 or 26.667% scored 0 with competency verbal interpretation of Fair to Poor; 3.333 or 11.111% scored 3.50 with competency verbal interpretation of Excellent to Very Good; 3.333 or 11.111% scored 2.50 with competency verbal interpretation of Very Good to Good; 3.333 or 11.111% scored 4 with competency verbal interpretation of Excellent to Very Good; 1.333 or 4.444% scored 2 with competency verbal interpretation of Good to Fair; 1 or 3.333% scored 1 with

competency verbal interpretation of Fair to Poor; and 0.333 or 1.111 scored 3.75 with verbal interpretation of Excellent to Very Good.

This explains that out of 100%, a total of 42.222% scored 2.5 to 3 with competency verbal interpretation of Very Good to Good; a total of 30% scored 0 to 1 with competency verbal interpretation of Fair to Poor; a total of 23.333% scored 3.5 to 4 with competency verbal interpretation of Excellent to Very Good; and 4.444% scored 1.5 to 2 with competency verbal interpretation of Good to Fair.

Table 7
Frequency and Percentage Distribution of the Respondents in Terms of Organization with Competency Verbal Interpretation

Guided Writing Style									
Level	Verbal Interpretation	Informant A		Informant B		Informant C		Average	
		f	%	f	%	f	%	f	%
4	Excellent to Very Good	0	0	1	3.333	5	16.667	2	6.667
3.75		0	0	0	0	1	3.333	0.333	1.111
3.5		1	3.333	6	20	7	23.333	4.667	15.556
3	Very Good to Good	4	13.333	12	40	13	43.333	9.667	32.222
2.5		5	16.667	9	30	4	13.333	6	20
2	Good to Fair	7	23.333	2	6.667	0	0	3	10
1.5		1	3.333	0	0	0	0	0.333	1.111
1	Fair to Poor	3	10	0	0	0	0	1	3.333
0.5		1	3.333	0	0	0	0	0.333	1.111
0		8	26.667	0	0	0	0	2.667	8.889
Total		30	100	30	100	30	100	30	100

Table 7 displays the average competency composition assessment from the three informants using Guided/Instructional Writing Style in terms of Organization. Out of 30 respondents/participants, 9.667 or 32.222% scored 3 with competency verbal interpretation of Very Good to Good; 6 or 20% scored 2.50 with competency verbal interpretation of Very Good to Good; 4.667 or 15.556% scored 3.50 with competency verbal interpretation of Excellent to Very Good; 3 or 10% scored 2 with competency verbal interpretation of Good to Fair; 2.667 or 8.889% scored 0 with competency verbal interpretation of Fair to Poor; 2 or 6.667% scored 4 with competency verbal interpretation of Excellent to Very Good; 1 or 3.333% scored 1 with competency verbal interpretation of Fair to Poor, 0.333 or 1.111% scored 1.50 with competency verbal interpretation of Good to Fair; 0.333 or 1.111% scored 0.5 with competency verbal interpretation of Fair to Poor; and 0.333 or 1.111% scored 3.75 with competency verbal interpretation of Excellent to Very Good.

This demonstrates that out of 100%, a total of 52.222% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 23.334% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; a total of 13.333% scored 0 to 1 with competency verbal interpretation of Fair to Poor; and a total of 11.111% scored 1.50 to 2 with competency verbal interpretation of Good to Fair.

Table 8

Frequency and Percentage Distribution of the Respondents in Terms of Language Use and Editing with Competency Verbal Interpretation

Guided Writing Style									
Level	Verbal Interpretation	Informant A		Informant B		Informant C		Average	
		f	%	f	%	f	%	f	%
4	Excellent to Very Good	3	10	2	6.667	0	0	1.667	5.556
3.75		0	0	0	0	4	13.333	1.333	4.444
3.5		8	26.667	4	13.333	10	33.333	7.333	24.444
3	Very Good to Good	9	30	15	50	12	40	12	40
2.5		6	20	6	20	4	13.333	5.333	17.778
2	Good to Fair	3	10	2	6.667	0	0	1.667	5.556
1.5		0	0	1	3.333	0	0	0.333	1.111
1	Fair to Poor	1	3.333	0	0	0	0	0.333	1.111
0.5		0	0	0	0	0	0	0	0
0		0	0	0	0	0	0	0	0
Total		30	100	30	100	30	100	30	100

Table 8 reveals the average competency composition assessment from the three informants using Guided/Instructional Writing Style in terms of Content. Out of 30 respondents/participants, 12 or 40% scored 3 with competency verbal interpretation of Very Good to Good; 7.333 or 24.444% scored 3.50 with competency verbal interpretation of Excellent to Very Good; 5.333 or 17.778% scored 2.50 with competency verbal interpretation of Very Good to Good; 1.667 or 5.556% scored 2 with competency verbal interpretation of Good to Fair; 1.667 or 5.556% scored 4 with competency verbal interpretation of Excellent to Very Good; 1.333 or 4.444% scored 3.75 with competency verbal; interpretation of Excellent to Very Good; 0.333 or 1.111%

scored 1.50 with competency verbal interpretation of Good to Fair; and 0.333 or 1.111% scored 1 with competency verbal interpretation of Fair to Poor.

This exhibits that out of 100%, a total of 57.778% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 34.444% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; a total of 6.667% scored 1.50 to 2 with competency verbal interpretation of Good to Fair; and a total of 1.111% scored 0 to 1 with competency verbal interpretation of Fair to Poor.

4. What are the common errors PUP Laboratory high school grade seven students committed in composition writing in terms of Content; Thesis statement; Organization; and Language Use and Editing?

Utilizing the results of the informants' observation the respondents/participants would have problems/lapses in the following areas: Content; Thesis Statement; Organization; and Language Use and Editing.

For Content, the three informants shared the same observation. Some compositions have problems in providing relevant reasons, examples and substantiation. Thus, the composition's content is undeveloped. On the hand, the voice of the writers, respondents/participants, are either evident or very evident.

For Thesis Statement, the three informants arrived with the same observation. Some compositions were found to have limited thesis statement or no thesis statement at all. However, there are compositions that instead of having thesis statement, it used topic sentence. Hence, considering the structure of the compositions, it really affects the specimen because it lacks thesis statement and cannot be considered a composition instead a paragraph.

For Organization, the three informants came up with the same observation. Some compositions were found to be weak, when it comes to the use of cohesive/transitional devices; to have points which are not related to each other or unclear; to have missing introduction, since it lacks thesis statement; and to have problematic or missing conclusions. Therefore, some compositions are unstructured with weak or limited transitional devices, and unclear and unrelated points or details.

For Language Use and Editing, the three informants arrived with synonymous results of observation, some compositions were found to have good but limited or fair range of vocabulary; to have few mechanical errors; and to have some ungrammatical items such as tense shifting, run-on sentences, and fragments.

Hence, employing the results of the study, informants' observation, the researcher arrived at the concept on improving the present approach/s in teaching writing.

At present, the writing teacher, which was interviewed in this study, is using the combination of Process Approach and Genre Approach. However, the claim of the teacher sounds dubious considering how the teacher teaches writing among students. A combination of the mentioned approaches should highlight on the steps/procedures in coming up with a more effective and developed output and the different kinds of compositions. Hence, the steps in writing should always be relative with the writing genre to be developed. As such, teaching writing achieves learners' satisfaction.

The results of the study would show that the compositions are most problematic in the areas of Thesis Statement and Organization to both Free and Guided/Instructional Styles. Hence, the focus of the present approach/s should be on the construction of a well-developed thesis statement and a cohesive organization of details. The thesis statement should be well-developed, substantiated, and should not be in an interrogative structure. Likewise, the organization must be well-substantiated with a very clear and relevant examples and points. These examples and points must be justified and must show relationship with each other within the paragraph and across paragraphs.

Also, enhancing the vocabulary of the students must be prioritized. The students have good vocabulary but simple and on fair range according to the informants. It must be enhanced so, the learners would be more capable to express

themselves - their ideas, thoughts, desires, and objections, in the most appropriate and passionate language they know.

Similarly, the learners must also be introduced to complex or more complex structures of the English sentences. Because, the observation shows that students would use simple structures of sentences. Thus, this will refrain students from committing ungrammatical sentence structures because observation reveals that some are run-on and fragment. Such instances will result to ambiguity in message. It will interfere and greatly affect the content of the composition.

Composition genres must also be explained, taught, and learned by the writing students. Using different styles, each student should be capable to write different written outputs such as different kinds of letters, recipes, reports, research articles, newspaper articles, etc. However, the interviewed writing teacher failed to accomplish it. Because she focuses only on narratives and she is using the composition as a reflection assessment on a given literary text.

Moreover, the results show that the learners are more than capable to come up with the best output if a model is present. As such, the writing teacher should be prepared in presenting a model of a composition genre, and output of different steps in writing.

Consequently, using the above suggestions on how to improve the teaching writing approaches, the teaching and learning of writing will be more enjoying, fruitful, outcomes-based, and authentic.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents summary of findings, conclusions, and recommendations. The purpose of this study is to evaluate the composition writing competency of the PUP laboratory high school freshmen towards the improvement of the teaching writing methodology/ies. The researcher used the descriptive design, a combination of quantitative and qualitative approaches, and compositions of students, interview, and the researcher's made writing rubric as instruments.

Summary of Findings

Based on statistical analyses and interpretation of data, the summarized findings were:

The teaching writing method/s used in the classroom by the writing teacher.

The interview with the only grade 7 English teacher revealed that the only teaching writing method which is being used in the classroom is the combination of Process and Genre Methods but it is not properly employed in the class.

Execution of the teaching writing method/s used by the writing teacher.

This question was indirectly answered because the teacher did not really teach writing as a skill instead an assessment strategy. The teacher constantly asks students to write compositions as reflection to a given literary text.

Level of composition writing competency of the PUP Laboratory high school seniors in Free and Guided/Instructional Writing Styles in terms of: Content; Thesis Statement; Organization; and Language Use and Editing.

Free Writing Style

1. In terms of Content, out of 100%, a total of 44.447 scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 37.779% scored 3.50 to 4 with a competency verbal interpretation Excellent to Very Good; a total of 14.447% scored 1.50 to 2 with competency verbal interpretation of Good to Fair; and a total of 3.333% out of 100% scored 0 to 1 with a competency verbal interpretation of Fair to Poor.
2. In terms of Thesis Statement, out of 100%, a total of 44.444% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 26.668% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; 20.001% scored 0 to 1 with

competency verbal interpretation of Fair to Poor; and a total of 8.889% scored 1.50 to 2 with competency verbal interpretation of Good to Fair.

3. In terms of Organization, out of 100%, a total of 45.556% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 33.333% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; a total of 12.222% scored 1.50 to 2 with competency verbal interpretation of Good to Fair; and a total of 8.889% scored 0 to 1 with competency verbal interpretation of Fair to Poor.

4. In terms of Language Use and Editing, out of 100%, a total of 63.333% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 20% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; and a total of 16.667% scored 1.50 to 2 with competency verbal interpretation of Good to Fair.

Guided/Instructional Writing Style

1. In terms of Content, out of 100%, a total of 60% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 35.556% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; a total of 3.333% scored 1.50 to 2 with

competency verbal interpretation of Good to Fair; and a total of 1.111% scored 0 to 1 with competency verbal interpretation of fair to Poor.

2. In terms of Thesis Statement, out of 100%, a total of 42.222% scored 2.5 to 3 with competency verbal interpretation of Very Good to Good; a total of 30% scored 0 to 1 with competency verbal interpretation of Fair to Poor; a total of 23.333% scored 3.5 to 4 with competency verbal interpretation of Excellent to Very Good; and 4.444% scored 1.5 to 2 with competency verbal interpretation of Good to Fair.
3. In terms of Organization, out of 100%, a total of 52.222% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 23.334% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; a total of 13.333% scored 0 to 1 with competency verbal interpretation of Fair to Poor; and a total of 11.111% scored 1.50 to 2 with competency verbal interpretation of Good to Fair.
4. In terms of Language Use and Editing, out of 100%, a total of 57.778% scored 2.50 to 3 with competency verbal interpretation of Very Good to Good; a total of 34.444% scored 3.50 to 4 with competency verbal interpretation of Excellent to Very Good; a total of 6.667% scored 1.50 to 2 with competency verbal interpretation of Good to Fair; and a total

of 1.111% scored 0 to 1 with competency verbal interpretation of Fair to Poor.

The common errors PUP Laboratory high school grade seven students committed in composition writing in terms of Content; Thesis statement; Organization; and Language Use and Editing.

1. The compositions' content has problems in substantiation and providing relevant details. However, the voice of the writer is either evident or very evident.
2. The compositions' thesis statement need enhancement so as not to sound problematic, or limited.
3. The compositions' organization lacked the use of cohesive/transitional devices and the introduction or conclusion was either undeveloped or missing.
4. The compositions' language use and editing had a good but limited range of vocabulary and few mechanical errors and ungrammatical items.

Hence, the improvement of the teaching writing approaches should focus on the weakest points such as Thesis Statement, and Organization. The development of the thesis statement must be carefully taught among students because most of the compositions this element is missing.

Likewise, the use of cohesive/transitional devices must also be established among the students. This would help students in showing relationships among details.

Conclusions

The teaching writing method/s used in the classroom by the writing teacher.

The writing teacher is using combination of Process and Genre Methods. However, it is not properly employed in the class and the procedure needs to be corrected.

Execution of the teaching writing method/s used by the writing teacher.

The English teacher used the combination of Process and Genre Methods every time she asked the students to write reflection paper about the given literary text.

Level of composition writing competency of the PUP Laboratory high school seniors in Free and Guided/Instructional Writing Styles in terms of: Content; Thesis Statement; Organization; and Language Use and Editing.

Free Writing Style

1. For content, the participants/respondents were Very Good to Good
2. For Thesis Statement, the participants/respondents were Very Good to Good.
3. For Organization, the participants/respondents were Very Good to Good.
4. For Language Use and Editing, the participants/respondents were Very Good to Good.

Guided/Instructional Writing Style

1. For Content, the participants/respondents were Very Good to Good.

2. For Thesis Statement, the participants/respondents were Very Good to Good.
3. For Organization, the participants/respondents were Very Good to Good.
4. For Language Use and Editing, the participants/respondents were Very Good to Good.

The common errors PUP Laboratory high school grade seven students committed in composition writing in terms of Content; Thesis statement; Organization; and Language Use and Editing.

1. Content was not substantiated.
2. Thesis Statement was undeveloped or missing.
3. Organization had a limited use of cohesive/transitional devices and undeveloped or missing introduction or conclusion.
4. Language Use and Editing had good but limited vocabulary and some mechanical errors and ungrammatical items.

The improvement of the existing teaching writing methodology/ies should focus on the weakest points of the learners which we found out in this study.

The weakest points are Thesis statement and Organization. the improvement of the methods should be on the development of the thesis statement and techniques on how to organize the points or details presented in the study.

Moreover, Content, and Language Use and Editing must also be included because there are some points in these criteria that needed attention.

Recommendations

Based on the drawn conclusions, the researcher endorses some ways for the Grade 7 students of Polytechnic University of the Philippines Laboratory high School achieve Excellent to Very Good competency mark and some are on the improvement of the teaching writing methodology/ies.

Writing Teachers

The writing teachers are expected to improve their execution of the existing teaching writing method/s considering the results of the study and bring success in every writing class.

Writing Students

The writing students are expected to practice writing in different genre and explore more about the techniques on how to be a more efficient and effective writer in the areas of Content, Thesis Statement, Organization, and Language Use and Editing.

Future Researchers

The results of this study should be a spur to every researcher and therefore have an annual study on students' writing composition competency. This is to determine the students' improvement and functionality of the improved teaching writing method/s.

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APPENDICES

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