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DEVELOPMENT AND VALIDATION OF CONTENT-BASED SUPPLEMENTARY SKILL BOOK IN WRITING

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Abstract : This study aimed to develop and validate a Content-Based Supplementary Skill Book in Writing for Grade 7 learners. The study determined the learners' competency level in writing, designed the skill book, and evaluated its validity and effectiveness. The study used a descriptive-comparative method and Research and Development design. Data were gathered from Grade 7 learners in V. Bagasina Sr. Memorial High School using teacher-made tests and questionnaires. Results showed that the learners' initial competency level in writing was low. The designed skill book was well-crafted, with measurable objectives, engaging discussions, and varied activities. The book's validity was high, particularly in curricular validity, usability, clarity, and innovativeness. After using the skill book, the learners' writing performance significantly improved, with large effects on recognizing purposes for writing, differentiating literary and academic writing, and identifying paragraph features. The study concluded that the skill book is effective in improving Grade 7 learners' writing skills, with a substantial positive impact on their performance.

IndexTerms - *development and validation, content-based, supplementary skill book, writing*

I. INTRODUCTION

Writing plays a large and central role for students all over the world. It is considered as an active and productive literacy skill which enhances students' vocabulary, spelling and grammar. Unlike the fleeting nature of spoken language, writing possesses a durable and enduring quality. It tends to be less repetitive and more structured, with meaning and nuances expressed through thoughtfully selected and arranged words. Writing is a vehicle through which students can readily express their critical thinking since it enables enhancement of students' thinking skills due to a strong relationship between thinking and writing which makes it an invaluable part of any language course.

However, despite the importance of writing, too many students do not learn to write well enough to meet the demands of school. A consensus seems to prevail among language instructors that students view writing not only as a particularly challenging discipline but as the singly most difficult aspect of English language acquisition. The idea that writing is a complex skill and already having writing anxiety may not help learners including the gifted ones to master the aforementioned skill.

In the Philippine educational system, writing has been given great emphasis since the teaching and learning of English as a Second Language (ESL) support the aim of enhancing the English competence of Filipino learners. Indeed, writing is one of the highest forms of academic skills for it reflects a person's level of language competence, concept development, and abstraction. However, writing is a complicated process primarily because it requires a combination of skills. Writing relies on good fine motor functions, visual-motor planning, attention, sequencing, thinking, memory, and knowledge of grammar, sentence structure, vocabulary and the purpose of writing. With this nature of writing, many are convinced that writing is a complex task. It is the most difficult of the language abilities to acquire; more so, if the language to be used is considered a second or a foreign language. Thus, students are faced with difficulties in writing that they try to avoid the task for they find it a struggle. In fact, the recently-released results of the 2022 Programme for International Student Assessment (PISA) test on creative thinking revealed that Filipino students scored among the lowest, ranking second from the bottom out of 64 participating countries. This highlights significant challenges in the educational system, particularly in strengthening critical and creative thinking among learners. Most of the subjects in school require students to share their thoughts and ideas on various matters related to the topic at hand to their enhanced critical and creative thinking skills. The only means for the students to do this, if not through recitations or speaking, is through writing.

The educators of schools in Pili District recognized writing difficulty of learners as one of the problems which pushes their current educational system to its lower level. One of the root causes is the inadequate learning materials like textbooks and modules that can be used as supplementary material during enhancement or remediation. Majority of the public schools do not have updated learning materials; thus, the teachers are encouraged to develop instructional materials. Addressing this problem will contribute to the over-all learning capability especially in the mastery of concept. In line with this, Section 3 of Republic Act No. 10533

otherwise known as “Enhanced Basic Education Act of 2013 states that: The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units.

This new educational platform in the country, which responds to the needs of national and global communities as it takes into account the nature and needs of the learners, aims for a holistically developed Filipino with the 21st century skills like communication, creativity, collaboration, and critical thinking. Moreover, DepEd Order no. 42, s. 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers describes the breadth of 7 Domains that are required for teachers to be effective in the 21st century in the Philippines. Specifically, Domain 2 which states that “they utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning”. This is further supported by Domain 4 (Curriculum and Planning), Strand 4.5 Teaching and learning resources including ICT, to wit: “that a proficient teacher must select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals”.

Given the numerous responsibilities that teachers are expected to manage the DepEd has only provided the curriculum guide and allows the teachers to source out materials as aid in teaching the content of the subject (DepEd order 42). Teachers utilize reference books and online sources as instructional materials. They innovate and recreate content of these materials to suit their learner’s needs and interest. Knowing how to find the best instructional materials is a valuable skill for a teacher to have (Marbas, 2015).

The current study addresses a pressing concern in English language instruction at V. Bagasina Sr. Memorial High School in Pili District, Camarines Sur. Despite providing learning materials to Junior High School teachers, the existing resources overwhelmingly emphasize literature reading and grammar usage, neglecting writing skills development. This gap has significant implications, as writing proficiency is crucial for academic success, particularly in higher education where writing-intensive subjects predominate. The absence of writing-focused instructional materials exacerbates this deficiency, underscoring the need for targeted interventions. Collaborative efforts among principals, teachers, and parents are essential to support learners in acquiring this fundamental skill. Generally, this study responds to this mandate by developing and proposing instructional materials explicitly designed for writing remediation among Grade 7 learners. Specifically, this study aimed to: (1) determine the competency level in writing of Grade 7 learners in V. Bagasina Sr. Memorial High School, Pili District, Division of Camarines Sur. (2) design a Content-Based Supplementary Skill Book in Writing for Grade 7 learners. (3) validate the instructional module in terms of curricular validity, usability, clarity, and innovativeness. (4) Evaluate the performance of learners after using the skill book. (5) Determine the significant difference in the performance of learners before and after using the skill book. and (6) Assess the effectiveness of the skill book in improving the writing skills of Grade 7 learners.

II. RELATED LITERATURE AND STUDIES

2.1 Writing Competency

Writing is a vital communication skill that requires development and mastery. It enables individuals to express thoughts, ideas, and opinions effectively. Research highlights the importance of writing skills, citing benefits such as improved communication, increased creativity, and enhanced career opportunities (Sharma, 2018; Pillai, 2018). However, numerous studies have identified challenges faced by learners in developing writing skills. These challenges include grammatical weaknesses, lack of motivation, and inadequate practice (Afrin, 2016; Fareed et al., 2016). Additionally, learners struggle with organization, coherence, and cohesion, as well as referencing and citations (Badi, 2015; Widianingsih et al., 2016). To address these challenges, researchers have suggested various strategies, such as scaffolding techniques, providing feedback, and encouraging practice (Vonna et al., 2015; Al-Gharabally, 2015). Effective writing instruction has also been linked to improved learner outcomes (Gadd et al., 2017). This study aims to contribute to the existing body of research on writing skills by exploring the development and validation of a content-based supplementary skill book in writing for Grade 7 learners.

2.2 Skill Book Development and Validation

Instructional materials play a crucial role in facilitating teaching and learning processes. They can engage or demotivate students, making it essential to carefully plan, select, organize, and refine these materials (UW-Madison Educational Innovation, 2019). Teacher-made instructional materials, in particular, can promote meaningful learning and provide an incentive for students to explore and discover new concepts (Igbo, 2014). Research and Development (R&D) is a systematic process of creating new products, including instructional materials. The Frascati Manual (2015) defines R&D as creative and systematic work undertaken to create new products, comprising basic research, applied research, and experimental development. Studies have shown the effectiveness of instructional materials in improving learning outcomes. For instance, Bue (2016) developed a learning styles-based reading skill book that improved vocabulary and comprehension among intermediate learners. Similarly, Gonzales (2016) created a module for remediation using Independent and Cooperative Learning approaches, which helped Grade 7 learners acquire mastery of basic competencies in English. These studies highlight the importance of developing and validating instructional materials to support teaching and learning processes. This study aims to contribute to the existing body of research by developing and validating a content-based supplementary skill book in writing for Grade 7 learners.

III. METHODOLOGY

3.1 Methods Used

The descriptive-comparative and research and development (R&D) methods were used in this study. The descriptive method was employed to systematically and accurately assess the effectiveness of the developed supplementary skill book. It provided a detailed evaluation of how the material supported learners in improving their writing competencies. Meanwhile, the comparative method was used to analyze the pre-test and post-test scores of the learners. This approach determined whether there were significant differences in performance before and after using the skill book. These methods ensured a thorough assessment of the skill book's impact on learner outcomes.

The research and development (R&D) method was employed to guide the creation and refinement of the proposed supplementary writing skill book. This method ensured a systematic approach to developing the Content-Based Supplementary Skill Book in Writing. A set of criteria was used to validate the material, ensuring its relevance, accuracy, and effectiveness.

3.2 Respondents of the Study

The sources of data for this study were the thirty-three (33) grade 7 learners in V. Bagasina Sr. Memorial High School of Pili District, Division of Camarines Sur. These respondents were chosen through purposive sampling. They were chosen as they belong to heterogeneous group having diverse learning needs. The respondents were registered or enrolled in the school year 2023-2024. The skill book was validated by five (5) validators from the said school.

3.3 Data Gathering Tool

The researcher prepared the test questions to be used for the pre-assessment which covered writing competencies for first and second quarters contained in the curriculum guides of Grade 7 English. This was used to determine the competency level in writing of the learners. The contents of the prepared test questions as well as the number of items were checked. Pre-assessment was conducted among Grade 7 learners. The results were analyzed and tabulated as bases for the development of the skill book. An evaluation checklist was used to evaluate the validity of the skill book in terms of: (a) curricular validity along face, content and construct; (b) usability; (c) clarity and (d) innovativeness. Each indicator was rated using the scale of 1 to 5, 5 was very high, 4 was high, 3 average, 2 was low, and 1 was very low.

The following descriptors were utilized to evaluate the student's performance before and after the use of the skill book. This is based from the grading system as indicated in DepEd Order No. 8, s. 2015, also known as "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program."

90-100	Outstanding (O)
85-89	Very Satisfactory (VS)
80-84	Satisfactory (S)
75-79	Fairly Satisfactory (FS)
74 and below	Did not Meet Expectations

3.4 Procedures of Investigation

This study followed a rigorous research process to ensure reliable and valid results. The researcher conceptualized the problem by identifying the lack of focus on writing skills in Grade 7 learning materials. The research title was approved, and permits were secured to conduct the study. The researcher prepared and validated data-gathering tools, including a validation checklist and a teacher-made test. The tools were validated by English teachers, and a dry run of the test was conducted to ensure reliability and validity. The test was administered to Grade 7 learners, and the results were used to diagnose their prior knowledge and skills in writing. The data were analyzed statistically, and the results were interpreted in light of the research questions. Finally, the research report was written, and the findings were presented to a panel of examiners for approval. Throughout the research process, the researcher ensured the integrity and validity of the data collection and analysis methods.

3.5 Statistical Tools

The data gathered on the learner's performance and validation results were subjected to statistical treatment. The following statistical tools were used in the analysis of data: Mean, Standard Deviation, Proficiency Level (PL), Weighted Mean, T-test for dependent samples and Cohen's d.

IV. RESULTS AND DISCUSSION

4.1 Competency Level in Writing of Grade 7 Students

This study assessed the competency level in writing of the 33 Grade 7 learners of V. Bagasina Sr. Memorial High School, Pili District, Division of Camarines Sur, School Year 2023-2024. Presented in Table 1 is the competency level in writing of the Grade 7 learners before the use of the skill book. The learners revealed low proficiency levels across the nine writing competencies contained in the curriculum guides of Grade 7 English for quarters 1 and 2. Specifically, the learners demonstrated the following competency levels: recognizing common purposes for writing with a mean score of 1.75 and a performance level of 43.75%, which was considered failed. The learners also struggled with differentiating literary from academic writing, scoring 1.34 with a performance level of 33.50%, also failed. Other areas of difficulty included identifying basic features and kinds of paragraphs, with

a score of 1.81 and a performance level of 16.45%; sequencing steps in writing a simple paragraph, with a score of 1.06 and a performance level of 26.50%; retelling a story, with a score of 0.84 and a performance level of 16.8%; identifying key ideas, with a score of 0.63 and a performance level of 31.50%; identifying supporting details, with a score of 0.59 and a performance level of 59.00%; and simplifying ideas, with a score of 0.53 and a performance level of 13.25%, all of which were considered failed. In summary, the competency level of the Grade 7 learners was indicated by an overall mean of 10.81 and Proficiency Level of 27.10, interpreted as failed and described as Did Not Meet Expectations.

Table 1. Performance of Grade 7 Learners Before the Use of Skill Book

Competency in Writing	No. of Items	Mean	SD	PL	Int	Rank
Recognizing the parts of a simple paragraph	5	2.53	1.61	60.60	DNME	1
Identifying supporting details	1	0.59	0.50	59.00	DNME	2
Recognizing the common purposes for writing	4	1.75	1.16	43.75	DNME	3
Differentiating literary writing from academic writing	4	1.34	1.68	33.50	DNME	4
Identifying key ideas	2	0.63	0.49	31.50	DNME	5
Sequencing steps in writing a simple paragraph	4	1.06	0.67	26.50	DNME	6
Retelling a chosen myth or legend in a series of simple paragraphs	5	0.84	0.37	16.80	DNME	7
Identifying basic features and kinds of paragraph	11	1.81	1.06	16.45	DNME	8
Simplifying ideas	4	0.53	0.51	13.25	DNME	9
Total	40	10.81	4.02	27.10		

Legend:

Proficiency Level: (Based from D.O. No. 8, s. 2015)

90-100 Outstanding (O)

85-89 Very Satisfactory (VS)

80-84 Satisfactory (S)

75-79 Fairly Satisfactory (FS)

74 and below Did Not Meet Expectations (DNME)

4.2 Design of the Skill Book

Objectives. This was the first major part of the skill book referring to the learning target that the students need to accomplish after each lesson. The objectives of the lessons in the skill book were all aligned with the competencies set in the K to 12 Curriculum. The crafted Writing Skill Book is a single set of lessons wherein it begins with the objectives or a plan of expected outcomes or goal/s of learning. Specific objectives were: (a) Recognize the common purposes for writing EN7WC-I-a-4.1; (b) Differentiate literary writing from academic writing EN7WC-I-b-c-4.2; (c) Identify basic features and kinds of paragraph EN7WC-I-d-4.3; (d) Recognize the parts of a simple paragraph EN7WC-I-e-f-2.8.1; (e) Sequence steps in writing a simple paragraph EN7WC-I-g-4.4; (f) Retell a chosen myth or legend in a series of simple paragraphs EN7WC-I-h-i-2.2; (g) Identify the key ideas from a text EN7WC-II-d-e-5.1; (h) Identify the supporting details from a text EN7WC-II-f-g-5.2; and (i) Simplify ideas from a text EN7WC-II-h-i-5.3.

Content. There were two (2) chapters in the skill book which covered the writing competencies for Quarters 1 and 2. Chapter I focused on Distinguishing Between Oral and Written Language Use (EN7WC-I-a-4); and Chapter II focused on Extracting information from a text using a summary, precis, and paraphrase (EN7WC-II-a-c-5). Each chapter has a number of lessons. Chapter I composed of six lessons namely: a) recognizing the common purposes for writing; b) differentiating literary writing from academic writing; c) identifying basic features and kinds of paragraph; d) recognizing the parts of a simple paragraph; e) sequencing steps in writing a simple paragraph; and f) retelling a chosen myth or legend in a series of simple paragraphs. While Chapter II contained 3 lessons such as: a) identifying key ideas; b) identifying supporting details; and c) simplifying ideas.

Methods/Strategies. The teaching methods/strategies of the skill book followed the discussion on the different writing competencies. The activities consist of both individual and group tasks wherein difficulties vary from easy, average to difficult, also the interactive and systematic procedures in giving the inputs to the pupils include a set of motivational games, fun competitions, and creative slides presentation to teach the writing skills during English time to get the attention and willingness of the pupils to enhance their writing competency.

Activities. Activities were composed of warming up activities and practice task activities that followed a certain level of difficulty to enhance writing skill set in varied contexts and to gain deeper understanding of the concepts studied in each lesson. The warming up is a pre-activity intervention. This will assess how much the learners know about the lesson which they will study. This part of the skill book prepares the learner to the learning activities by activating their prior knowledge, reviewing the previous lesson, motivation and presentation of the lesson. This prepares the mindset of the learners and gains their interest so that the skill book will be able to make the learners concentrate to the lesson. The remaining practice tasks, encouraged students to work independently allowing them to use the concepts and skills they learned from the discussion.

Assessment. This was the last part of the skill book served as the post-activity or assessment designed to measure “how much” a learner has learned after a unit or course has reached its completion. This is the part where a decision is made if the learner will proceed to the next lesson or will stay in the unit where the lesson has not yet been mastered. The assessment is composed of actual writing, matching type, identification, multiple choice types of test, fill in the blanks, and true or false type of tests. The summative assessment is not guided like the formative assessments. In the summative assessment, the teacher will only explain the instructions so the students know what to do. This assessment is one-on-one. Performance level will be used to describe how the students master the competency. Failing the assessment even with passing formative assessments mean retaining in the lessons and review and re-teaching is recommended.

4.3 Level of Validity of the Instructional Module

Table 2 presented the summary of the validity of the developed Supplementary Skill Book in Writing. Clarity had the highest rating of 5.00, followed by curricular validity with a rating of 4.95, while usability ranked 3rd with a rating of 4.84, and innovativeness ranked last with a rating of 4.75. All these ratings were described as very high validity. The overall mean was 4.89 interpreted as very high validity. This meant that the validators were confident that the skill book can be utilized by the Grade 7 learners to improve the competency level in writing. Moreover, the crafted skill book was of very high quality that was very useful, applicable, and appropriate for all learners. It showed that the skill book was well designed as teaching and learning material, effective and efficient in achieving the expected learning outcomes. The skill book was certified as a very good learning material to enhance the learners’ reading and writing skills as perceived by the validators.

Table 2. Summary of Validity

Aspects	AWM	Interpretation	Rank
Clarity	5.00	Very High	1
Curricular Validity	4.95	Very High	2
Usability	4.84	Very High	3
Innovativeness	4.75	Very High	4
OM	4.89	Very High	

4.4 Performance of the Students After the Use of the Skill Book

Table 3. Performance of Grade 7 Learners After the Use of the Skill Book

Competency in Writing	No. of Items	Mean	SD	PL	Int	Rank
Recognizing the common purposes for writing	4	3.30	0.91	82.50	S	1.5
Differentiating literary writing from academic writing	4	3.30	0.91	82.50	S	1.5
Recognizing the parts of a simple paragraph	5	3.48	1.58	69.60	DNME	3
Sequencing steps in writing a simple paragraph	4	2.79	1.29	69.75	DNME	4
Identifying supporting details	1	0.66	0.48	66.00	DNME	5
Identifying basic features and kinds of paragraph	11	6.12	2.52	55.63	DNME	6
Retelling a chosen myth or legend in a series of simple paragraphs	5	2.24	1.48	44.80	DNME	7
Identifying key ideas	2	1.09	0.88	54.50	DNME	8
Simplifying ideas	4	1.30	1.36	32.50	DNME	9
Total	40	24.33	7.49	60.82		

The post-test results showed significant improvements in various writing skills. The learners achieved a proficiency level of 82.50% in recognizing the common purposes for writing, with a mean score of 3.30 and a standard deviation (SD) of 0.91, representing a 25.85% increase from the pre-test. Similarly, they achieved a proficiency level of 82.50% in differentiating literary from academic writing, with a mean score of 3.30 and an SD of 0.91, representing a 49.00% increase from the pre-test. In other areas, the learners showed varying levels of improvement. They achieved a proficiency level of 55.63% in identifying the basic features of paragraphs, with a mean score of 6.12 and an SD of 2.52, representing a 39.18% increase from the pre-test. They also achieved a proficiency level of 69.60% in recognizing the parts of a simple paragraph, with a mean score of 3.48 and an SD of 1.58, representing a 9% increase from the pre-test. Additionally, they achieved a proficiency level of 69.75% in sequencing steps in writing a simple paragraph, with a mean score of 2.79 and an SD of 1.29, representing a 43.25% increase from the pre-test. Furthermore, the learners achieved a proficiency level of 44.80% in retelling a myth or legend, with a mean score of 2.24 and an SD of 2.24, representing a 28% increase from the pre-test. They also achieved a proficiency level of 54.50% in identifying key ideas, with a mean score of 1.09 and an SD of 0.88, representing a 39.18% increase from the pre-test. However, they achieved a lower proficiency level of 66.00% in identifying supporting details, with a mean score of 0.66 and an SD of 0.48, representing a 7% increase from the pre-test. Finally, they achieved a proficiency level of 32.50% in simplifying ideas, with a mean score of 1.30 and

an SD of 1.36, representing a 47.57% increase from the pre-test. Overall, the learners' performance after using the skill book was 60.82%, with an average weighted mean of 24.33.

4.5 Significant Difference in the Performance of the Students Before and After the Use of the Skill Book

The t-value and p-value in the learners' writing performance before and after the use of the skill book along the following competencies were the following: recognizing the common purposes for writing with t-value=7.693, and p-value=.000; differentiating literary writing from academic writing with t-value=7.028 and p-value=.000; identifying basic features and kinds of paragraph with t-value=5.150 and p-value=.000; recognizing the parts of a simple paragraph with t-value=1.582 and p-value=.124; sequencing steps in writing a simple paragraph with t-value=2.490, p-value=.018; retelling a chosen myth or legend in a series of simple paragraphs with t-value=0.926 and p-value=.361; identifying key ideas with t-value=2.436 and p-value=.021; identifying supporting details with t-value=0.273 and p-value=.786; and simplifying ideas with t-value=2.272 and p-value=.030.

Table 4. Significant Difference in the Performance of the Students Before and After the Use of the Skill Book

Competencies	Mean Difference	t	P-value	Int
Recognizing the common purposes for writing;	1.50	7.69	.000	S
Differentiating literary writing from academic writing	1.53	7.03	.000	S
Identifying basic features and kinds of paragraph;	3.66	5.15	.000	S
Sequencing steps in writing a simple paragraph;	1.69	2.49	.018	S
Identifying key ideas	0.47	2.44	.021	S
Simplifying ideas	0.81	2.27	.030	S
Recognizing the parts of a simple paragraph;	2.13	1.58	.124	NS
Retelling a chosen myth or legend in a series of simple paragraphs	1.34	0.93	.361	NS
Identifying supporting details; and	0.06	0.27	.786	NS

4.6 Effectiveness of the Skill Book in Improving the Writing Skills of Grade 7 Students

The effectiveness of the skill book in improving the writing skills of Grade 7 students is shown in Tables 9. The table shows the effectiveness of the use of the skill book in improving the learners' writing skills. In the table, the pre-test and post-test mean scores and standard deviations of writing performance were presented to assess changes in writing skills. Cohen's d was used to measure the effect size, determining the intervention's level of effectiveness. The pre-test mean score of 10.97 with a standard deviation of 4.06 contrasts with the post-test mean score of 17.76 and a lower standard deviation of 7.99. The effect size calculated using Cohen's d was 1.86, categorized as "Large Effect." This indicates that the intervention using the developed writing skill book had a significant and substantial positive impact on the writing performance of Grade 7 learners.

Table 5. Effectiveness of the Skill Book in Improving Learners' Writing Skills

Test	Numerator (m)	Denominator (sd)	Cohen's d	Interpretation
Pre-Test	10.97	4.06	1.86	Large Effect
Post-Test	17.76	7.99		

CONCLUSIONS

Overall, the learners' competency level in writing along the nine skills was considered failed and described as Did Not Meet Expectations although there was a marked increase in their scores in the writing test from the pre-test to the post-test. In terms of the design of the skill book, the objectives were attainable and measurable within a specified time frame. Moreover, in discussion, it could activate prior knowledge or provide additional learning to the students. In guided-practice activities, the skill book contained activities that were varied, interactive and could be done in collaboration with others. However, for self-directed activities, they followed a certain level of difficulty. Finally, assessment encouraged students to assess and track their own learning progress. The writing skill book for Grade 7 learners has high validity particularly along: curricular validity, usability, clarity, and innovativeness. Its overall impression was regarded with a very high validity value. The comparative results of the learners' writing performance in the pre and post-test show that there is a significant difference in recognizing the common purposes for writing, differentiating the literary writing from academic writing, identifying basic features and kinds of paragraphs, sequencing steps in writing a simple paragraph, identifying key ideas, and simplifying ideas. However, there is no significant difference between the pre-test and the post-test results in recognizing the parts of a simple paragraph, retelling a chosen myth or legend in a series of simple paragraphs, and identifying supporting details. The effect of the skill book in improving the learners' writing skills was categorized as a "Large Effect", indicating that the intervention using the developed writing skill book had a significant and substantial positive impact on the writing performance of Grade 7 learners.

RECOMMENDATIONS

The study recommends that the support of the school Principal and teachers is necessary to strengthen and establish the learners' level of writing skills, and design a remediation program that will address the weakness along these skills to be the basis in designing an enhancement program for the Grade 7 learners to engage and participate actively in the conduct of varied and different activities during English subject. Moreover, it can be noted that the timeline affects the post-test results since only three months were provided to see remarkable changes in the learners' performance. The 3-month timeframe for the implementation of the skill book is not enough to achieve a higher percentage of progress in writing competencies with weak contribution. Hence, an extension of the timeframe is suggested.

In addition, The use of the skill book served as a tool that improved the writing skills of the learners. Moreover, the need to utilize the skill book properly through the use of different approaches must be established properly so that it could help increase the writing skills in areas with weak effects.

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