Research Article

Structural Teaching of Basic Practice of Writing a Publication to Young Writers of a Public Elementary School

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ABSTRACT

This study intends to enhance writing skills among young writers in a public elementary school through the structural teaching basic practice of writing a publication. Effective expression of one's own views, opinions, ideas, and values on a certain subject through writing using one's own language is a skill that should be nurtured in school for every student. This study used a descriptive research design, and the participants were 35 students from a public elementary school. Qualitative data were gathered through the use of questionnaires with pretest and post-test to analyze whether the implementation of structural teaching basic practice of writing a publication to young writers of public elementary school was effective in improving the students' writing skills. The study revealed the skills that most of the grade 4, grade 5 and grade 6 students have not yet mastered are the following: writing an explanation, talks, commenting on an issue and an opinion on an issue (97.14%); writing scripts for radio broadcasting and writing short news, editorials, and other parts of the newspaper (100%); writing a report, sports news, letter to the editor, script for radio broadcasting (100%) respectively. Descriptive statistics were used to interpret data gathered. The students got a pretest mean score of 11.63 with a standard deviation of 0.55 and a post-test mean score of 25.66 with a standard deviation of 0.51. It is evident that there is an increase in mean score of +14.03 between pre and post-tests, from 11.63 to 25.66. The participants' pre-test and post-test differences are very significant based on the computed t-value of 29.08 0.05 level of significance. It is important to note that the use of structural teaching basic practice of writing a publication to young writers has improved their skills in writing.

Keywords: *Structural Teaching Approach, Work Publications, Writing Skills*

Introduction

Many children are falling behind in their studies because of the COVID-19 pandemic. This motivated public institutions to continue working hard to provide quality education for the Filipino youth. The public elementary school is dedicated to helping children learn new knowledge and enhance their skills, especially in writing, which is one of the least learned skills among students today.

Writing helps to develop students' ability to think logically and solve problems. In the book *Communication in Academic Filipino*, writing is a social process—the result of the interaction process between students and products in a sociocultural context. This process could affect students to learn something from socialization and use it for their own benefits (Espina et al., 2014). The ability to express feelings clearly through a pen can be considered one of the most important skills a person can acquire (Gonzalvo, 2016). The first process of writing in Filipino and even in other languages begins with the formation of meaningful sentences. The students' opinions or ideas are also drawn from the publications they are required to read such as speeches, stories, poems, novels and essays or compositions and other forms of literature.

As mentioned in the book *Communication in the Academic Filipino*, writing is the creation of wording for the symbols of unity printed through language symbols, ideas translated on paper or in any possible repository of wisdom using a combination of words, symbols and illustrations with the aim of expressing thoughts and feelings (Gonzalvo, 2016). Writing is not an easy task as it necessitates an increased mental understanding of how thinking is used to develop ideas and how to present the set of thoughts in a more understandable manner. (Espina et al., 2014).

According to Tsu (2014), effective expression of one's own views, opinions, ideas and values on a certain subject through writing using one's own language is a skill that should be nurtured in school for every student. This will shape their confidence to communicate which is very important to the development of every young person or student. However, students nowadays are concerned about having difficulties on starting their paragraph on the topic assigned to them, as well as the misuse of words and misplaced punctuation marks, which falls under the problem of grammatical aspects. Students become complacent because the language used in writing is its own national language. They do not realize their grammatical errors, repeated written thoughts and simply the output passage is not well written. Thus, the study intends to enhance writing skills among young writers in a public elementary school through the structural teaching basic practice of writing a publication.

Research Question

This study intends to determine the strength and impact of structural teaching basic writing of a publication on young public elementary school writers in the school year 2021-2022.

The problems that will be answered in this study are as follows:
1. What is the profile of the students according to their;
   1.1 Age
   1.2 Gender
   1.3 Grades Level
2. What Filipino skills students have never mastered?
3. What are the students' scores on their pretest and posttest?
4. How effective is the structural teaching of the basic writing skills based on the pretest and posttest of students?

Literature Review

Writing is considered as an extremely complex cognitive activity. The task of the writer is to demonstrate control of variables simultaneously to clearly deliver the message of a passage. A good background and excellent skills in writing may contribute to students' success. Writing is one of the essential factors of language. Being excellent in writing is important for all students. Process Approach, stresses writing activities which move students from the creation of ideas and the gathering of data through to the publication of a work. It is student-centered, taking into account the students' needs, learning styles, expectations, goals, skills plan to enhance, and knowledge

acquisition (Durga & Rao, 2018). Currently, the majority of the students lack the ability to write because they tend to allocate their time on the internet. They spend their entire day scrolling through social media, rather than allocating their time to more important things, such as improving their writing skills.

Writing is significant and a critical part to success. It is widely used in higher education and in the workplace. If students do not have knowledge of writing, they will have difficulty expressing themselves through writing, they will face communication problems, especially when a professor requires an activity to be in written form, they will also find it difficult to connect with others through writing, and much of professional communication is done through writing. Even in school, since the shift from traditional face-to-face class to online class, most of the transactions and communication are done through emails and other platforms for communication. It would be great if students know how to properly communicate with their peers and teachers. Writing has a distinct position in language teaching since its acquisition involves a knowledge and practice of other three language skills, such as listening, reading and speaking (Walsh, 2010).

Students with excellent writing skills are always successful at communicating their ideas and expressing them clearly, resulting in their success. Students should develop writing skills for their own benefits and to increase the chance of being successful. The whole journey of learning how to write will teach students how to create a simple sentence and later publish a work using correct grammar structure, acceptable spelling and with coherence (Durga & Rao, 2018).

Moreover, writing requires metacognitive skills. Students must establish an objective for their writing, plan it carefully, build its logical structure, and consider its layout thoroughly. Students have to use cognitive skills in the process of writing and they need to ensure that their sources of data are credible and reliable. One of the best ways to encourage students to begin writing is to allow them to write as freely as possible and to show them how it feels to be in control of their own thoughts and to create something creative from that. With this, it was

found out that creative writing obviously can play an important role in the development of writing skills (Klimova, 2013).

An effective way to communicate one's thoughts, feelings, opinions and disseminate information is through writing (Zuhri & Sukarnianti, 2015). Moreover, the writer should acquire the ability to process the ideas to create relevant work for the reader to ponder (Setyowati, 2016).

Academic writing is not merely ordinary writing. There must be a course of steps to follow and significant aspects which need to be prioritized (Irawati, 2015). It is a set of evaluation on how a writer thinks, presents academic data, and analyzes factual data. To start with the appropriate step in writing from an academic perspective, students should know the purposes of academic writing. In this case, Irvin (2010) revealed that academic writing is an argument. It is obvious that there are a lot of readers with different perspectives of the world. An argument is needed to shape the reader's point of view, for them to have a belief on the fact that the writer has presented. So that is why the writer should always have many supporting sources and data to present the timely and accurate data and all the information needed by the readers.

It is evident that each student has a different level of writing ability, but when it comes to creative writing, everyone is equal. Creative writing has to be introduced in school as it is one of the highest writing skills to achieve. Developing good writers whether it is a journal writer, newsletter writer, or sports writer needs constant and wholehearted support to motivate and encourage them (Kroll, 2003). Teachers that employed creative writing courses are said to be fluent in composition of analysis and theory (Harper, 2003). There are various approaches that can be used to improve students' skills; however, this study will use a structural teaching approach to foster the basic practice of writing a publication to young writers in public elementary school.

Methods

The study utilized a descriptive research design. The respondents in this study were the student writers who are enrolled in a public

elementary school consisting of 35 students from the school year 2021-2022.

Data Gathering Procedure

In the study, the following steps were taken by the researcher. First, the researcher sought permission to carry out the study. Researchers created their own questionnaire and was validated by the master teacher and coordinator. After the validation process, it will be distributed to the group of students to ensure its reliability and will proceed to be answered by the respondents of the study.

The pretest will be given to the students and then followed by the structural teaching basic practice of writing a publication will be carried out to the young writers. After the scheduled date for the interval of pretest, students will be given a post test. The data collected will be used for the statistical analysis to be used in the study.

In determining the level of acceptability and validity of basic practice of writing a publication to young writers, frequency and percentage and chi square will be used.

Results and Discussion
A. Profile of The Respondents

Table 1. Profile of Respondents According to Age

Age	f	%	Rank
10	4	11.42	3
11	10	28.58	2
12	19	54.29	1
13	2	5.71	4
Total	**35**	**100**	

Based on Table 1, out of 35 students, 19 or 54.29% were 12 years old; 10 or 28.58% were 11 years old; 4 or 11.42% were 10 years old; 2 or 5.71% were 13 years old. Therefore, most of the participants in the intervention of basic practice writing a publication to young writers of public elementary school are aged 12.

Table 2. Profile of Respondents According to Gender

Gender	f	%
Male	15	42.86
Female	20	57.14
Total	**35**	**100**

Table 2 shows the profile of the student according to their gender. Most of the participants were women with a total of 20 or 57.14%. There were also male participants with a number of 15 or 42.86%.

Table 3. Profile of Respondents According to their Grade level

Grade Level	f	%	Rank
Grade 4	10	28.57	3
Grade 5	12	34.28	2
Grade 6	13	37.14	1
Total	**35**	**100**	

Table 3 shows the profile of the students according to the grade level they belong to. Of the 35 participants, 13 or 37.14% were Grade 6, 12 or 34.28% were Grade 5, and 10 or 28.57% were Grade 4. This shows that most of the participants are in Grade 6.

B. Skills in Filipino that have not yet been mastered by students

Table 4. Skills in Filipino that students have not yet mastered: Grade 4

Skills in Filipino of Grade 4	f	%	Rank
Write a unique story about a person in the community or short poem.	32	91.43	3
Write a letter that shares the experience/ events of the read story.	15	42.86	11
Writes a timeline about events in the text read.	16	45.71	10
Write a verse that describes a thing.	29	82.86	6
Writes an autobiography and a letter asking permission to use the library.	25	71.43	8
Write a simple recipe and advertisement.	20	57.14	9
Writes arguments and editorials.	30	85.71	5
Writes explanations, talks, comments on an issue, opinion on an issue, and argument for a debate.	34	97.14	1
Write a letter with cause and effect.	26	74.29	7
Writes news with a pattern or outline with a correct sequence of events.	31	88.57	4
Writes an outline from the gathered information from the text read and can give the subject of the text.	33	94.29	2

Table 4 is the skills in Filipino that Grade 4 students have not yet developed, such as writing an explanation, talks, comments and gives opinion on an issue and argument for a debate (94.14%); writing an outline from the gathered information from the text read and can give the subject of the text (94.29%); writing news with a pattern or outline with a correct sequence of eventsn(88.57%); and writing a simple recipe and advertisement (85.71%).

Table 5. Skills in Filipino that students have not yet mastered: Grade 5

Skills in Filipino of Grade 5	f	%	Rank
Writes a title for a text and a title that is suitable for a text that is heard.	25	71.43	9
Expresses own opinion and reaction from a news, issue or conversation.	28	80	6
Writes simple advertisements, and simple slogans.	26	74.29	8
Collects information from the text read.	20	57.14	10
Arrange the sequence of events in the text heard (chronologically).	27	77.14	7
Formulate questions after hearing a narrative.	30	85.71	4
Creates a timeline based on the history.	31	88.57	3
Writes a formal letter, informal letter (email) and a letter of recommendation.	29	82.86	5
Uses different types of speech to tell the story.	34	97.14	2
Writes short news, editorials, and other parts of the newspaper.	35	100	1
Writes scripts for radio broadcasting and radio.	35	100	1

Table 5 is the skills in Filipino that Grade 5 students have not yet mastered, such as writing scripts for radio broadcasting and teleradio and writing short news, editorials, and other newspaper parts (100%); using different types of speech to tell a story (97.14%); creating a timeline based on read history (88.57%); formulating questions after hearing a narrative. (85.71%); writing formal letter, informal letter (email) and a letter of recommendation (82.86%); expressing own opinion and reaction from a news, issue or conversation (80%).

Table 6. Filipino skills that students have not yet mastered: Grade 6

Skills in Filipino of Grade 6	f	%	Rank
Writes a poem and a story that explains and narrates sequence of events	33	94.29	3
Writes informal letters, formal letters, business letters and instructional guides.	35	100	1
Determines whether the statement is an opinion or a fact.	28	80	6
Writes poem and essay that describes a thing	32	91.43	4
Creates advertisements and discussions using different parts of speech	34	97.14	2
Creates a diagram of the cause-and-effect relationship between events/problems	29	82.86	5
Writes a report, sports news, letter to the editor, script for radio broadcasting and radio	35	100	1

Table 6 is the skills in Filipino that Grade 6 students have not yet mastered are as follows: writing a report, sports news, letter to the editor, script for radio broadcasting and radio and writing informal, formal, business letter and instructional guide (100%); able to make advertisements and conversations using various parts of speech (97.14%); writes a poem and a story that explains and narrates sequence of events (94.29%); Writing poem and essays that describes (91.43%); and creates a diagram of the cause-and-effect relationship between events/problems (82.86%).

Table 7. Pretest Scores of Students

Pupil	Pre-Test Scores
Pupil 1	14
Pupil 2	10
Pupil 3	12
Pupil 4	13
Pupil 5	8
Pupil 6	11
Pupil 7	11
Pupil 8	6
Pupil 9	12
Pupil 10	11
Pupil 11	5
Pupil 12	19
Pupil 13	6
Pupil 14	9
Pupil 15	11
Pupil 16	13
Pupil 17	6
Pupil 18	16
Pupil 19	12
Pupil 20	16
Pupil 21	16
Pupil 22	12
Pupil 23	11
Pupil 24	10
Pupil 25	14

Pupil	Pre-Test Scores
Pupil 26	17
Pupil 27	11
Pupil 28	16
Pupil 29	11
Pupil 30	12
Pupil 31	11
Pupil 32	12
Pupil 33	8
Pupil 34	12
Pupil 35	13
Number of Pupils (N)	**35**
Highest Score (HS)	**19**
Lowest Score (LS)	**6**
Summation of Scores($\sum$x)	**407**
Summation of Square of Scores ($\sum$x^2)	**165649**
Mean	**11.63**
Variance	**10.53**
Standard Deviation	**0.55**

Table 7 is the pre test scores of students. It demonstrates that the participants (N = 35) obtained a pretest mean of 11.63 with a standard deviation of 0.55 with the highest score of 19 and the lowest score of 6 and a variance of 10.53.

Table 8. Post-Test Scores of Students

Pupil	Pre-Test Scores
Pupil 1	30
Pupil 2	23
Pupil 3	28
Pupil 4	25
Pupil 5	24
Pupil 6	24
Pupil 7	27
Pupil 8	23
Pupil 9	25
Pupil 10	19
Pupil 11	24
Pupil 12	30
Pupil 13	19
Pupil 14	26
Pupil 15	25
Pupil 16	26
Pupil 17	19
Pupil 18	28
Number of Pupils (N)	**35**
Highest Score (HS)	**30**
Lowest Score (LS)	**19**
Summation of Scores($\sum$x)	**898**
Summation of Square of Scores ($\sum$x2)	**806404**
Mean	**25.66**

Variance	**9.11**
Standard Deviation	**0.51**

After the writing intervention using structural teaching basic practice of writing a publication to young writers, participants (N =35) obtained a post test mean of 25.66 with a standard deviation of 0.51 with the highest score of 30 and lowest score of 19 and a variance of 9.11. It is shown that there is an increase in mean of +14.03 between pre and posttests, from 11.63 to 25.66.

D. Effectivity of structural teaching basic practice of writing a publication to young writers based on pretest and post test scores

Table 9. Structural teaching basic practice of writing a publication effectiveness based on pretest and posttest

Student	Pre-Test Scores	Post-Test Scores	Significant Difference
Student 1	14	30	
Student 2	10	23	
Student 3	12	28	
Student 4	13	25	Pre-Test Average = 11.63
Student 5	8	24	
Student 6	11	24	
Student 7	11	27	
Student 8	6	23	Standard Deviation = 0.55
Student 9	12	25	
Student 10	11	19	
Student 11	5	24	
Student 12	19	30	
Student 13	6	19	Post-Test Average = 25.66
Student 14	9	26	
Student 15	11	25	
Student 16	13	26	
Student 17	6	19	Standard Deviation = 0.51
Student 18	16	28	
Student 19	12	25	
Student 20	16	23	
Student 21	16	25	
Student 22	12	27	Paired Sample Correlation= 0.587
Student 23	11	28	
Student 24	10	28	
Student 25	14	28	
Student 26	17	30	
Student 27	11	28	T-Value of Paired Sample= 29.08
Student 28	16	30	
Student 29	11	24	
Student 30	12	29	
Student 31	11	29	
Student 32	12	26	
Student 33	8	25	Level of Significance = 0.000

Table 9 lists the participant count, pretest average, posttest average, paired sample Correlation, and t-value of paired sample, which are required to take the t-test. The two tables on pretest and posttest show that the participants' pre-test and post-test differences are very significant based on the computed t-value of 29.08 0.05 level of significance. It is important to note that the use of structural teaching basic practice of writing a publication to young writers, has greatly improved their skills in writing

Conclusion

Here are the conclusion based on the data gathered;
1. Most of the 35 students involved in the public Elementary School publication writing intervention are 12 years old, female, 13 years old and in Grade 6.
2. Skills in Filipino that the Grade 4 students have not yet mastered are the following: writing explanations, talks, commenting on an issue; opinion on an issue; of the issue/argument for a debate, writing an outline from the gathered information from the text read, and giving the subject of the text. Skills in Filipino that Grade 5 students have not yet mastered are the following: writing scripts for radio broadcasting and radio and writing short news, editorials, and other parts of the newspaper and using various types of speech to narrate the news. And the skills in Filipino that Grade 6 students have not yet mastered are writing a report, sports news, letter to the editor, script for radio broadcasting and radio and writing informal, formal, business letters and instructional guides and making advertisements and conversations using various parts of speech.
3. Participants (N =35) obtained a pretest mean of 11.63 with a standard deviation of 0.55 (highest score was 19 and lowest score 6 variance of 10.53). After the implementation of writing intervention using structural teaching basic practice of writing a publication, participants (N = 35) obtained a post test mean of 25.66 with a standard deviation of 0.51 (highest score of 30 and lowest score of 19 with a variance of 9.11). It is evident that there is an increase of mean of +14.03 between pre and post tests, from 11.63 to 25.66.
4. Pretest and posttest results show a very significant difference between the participants' pretest and post test based on the computed t-value of 29.08 0.05 level of significance. It is important to note that the use of structural teaching basic practice of writing a publication to young writers, has improved the skills of students, especially in writing.

Recommendations

1. It is recommended that the structural teaching basic practice of writing a publication to young writers be used in the next school years so that students can practice, develop and overcome fear in writing skills. The tasks should be given in advance so that students can fully prepare for them. Educators should think of different types of writing work that does not require too much or takes a lot of time and can be done in the right place, and most importantly, realistic and simple.
2. It is also recommended that Filipino teachers take further interventions related to the development of the skills of Filipino students. This is to provide a better way to spread knowledge among the students.
3. The results of the research conducted will be used and serve as a bridge to teachers so that they can cross the lessons based on the appropriate skills and knowledge of the students, particularly their activities for the Structural Teaching Basic Practice of Writing a Publication Program. This research can help the educational curriculum to plan and develop a system in relation to the selection and use of appropriate equipment based on target skills to improve towards developing initiatives in fully developing students' writing ability.

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