

English Composition Writing Skill Of Grade Vi Pupils: Basis For Teacher-Intensive Training

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Abstract — The study aimed to find out the composition writing skill of Grade VI pupils of the West District in the Dipolog City Division. The study was conducted in the West District of the Dipolog City Division in the following schools: Miputak East Central School; Miputak West Elementary School; Sta. Filomena Elementary School; Tubod Elementary School; Sta. Isabel Elementary School; and Magsaysay Elementary School. There were the 245 Grade VI pupils of the schools found in the West District of the Division of Dipolog City. The study used the descriptive method with quantitative and qualitative data. The Grade VI pupils of the West District of Dipolog City were generally below average in their writing skills. They were found to be deficient in the content or the topic of the composition, in grammar punctuation and case, in their handwriting, and in spelling. They were fair in the organization of ideas, in the structure of their sentences, and in vocabulary. These results will be of great help as basis for an intensive teacher training in the district.

Keywords — *Writing Skills, Organization; Sentences; Vocabulary; Grammar; Punctuation and Case, Spelling, English Composition*

I. Introduction

Nowadays, English plays an important role in education and students are expected to communicate effectively in institutions where English is the medium of instruction. Learners face the task of mastering content area in subjects such as mathematics, social studies, science, and business which are taught in the target language (English). In such cases, teaching and learning of English helped the students deal successfully with their academic demands and to perform successfully in their disciplines and professional contexts (Adams & Keene, 2000).

In the academic context, Dudley-Evans & St. John (1998) pointed out that the students were required to produce specific writing genres such as essay, summary, critical review, and research paper. However, focus on the distinguishing regularities of structure of different text types could help learners build a repertoire of the organization and the relevant language forms of different genres. It can also make learners aware of the socio-linguistic role that texts play discourse communities. English plays a vital role in helping initiate students into the academic community in acquiring not only the language proficiency necessary but the specific genres pertaining to these communities.

The students appeared to have many problems when writing in English, like not knowing how to organize their ideas, because it is a new experience for them. For students to succeed in a foreign language generally, and writing skills specifically, they need to surround themselves in a language learning environment.

A student of writing is expected to know that knowledge of a language's grammar and correct word usage are necessary conditions for good wiring in the English language. It is assumed that Grade VI pupil knows:

- 1) How to properly construct a sentence;
- 2) That subjects and verbs must agree in number (singular subjects require singular verbs, plural subjects require plural verbs);
- 3) That the reference of pronouns should not be ambiguous;
- 4) That there should be consistency of person and tense in writing (no shifts from first to third person writing, or from present tense to past tense writing); and
- 5) That correct spelling, punctuation, capitalization, and word usage are required.

Writing helped transform the world. Revolutions have been started by it. Oppression has been toppled by it. Writing, however, has enlightened the human condition according to the National Commission on Writing in America's Schools and Colleges (2003). Our own history is richer because of writers who kept the Filipino spirit awake and vigilant from the time of the Spanish regime to the period of American domination, and the fifteen-year period of martial law. Armed only with a pen, these writers have changed the course of Philippine history by striking the patriotic cords of the heroes we remember to have actively joined in a united front against the imperialists. Today, modern writers continue to echo voices from the past as they remain vanguards of the Filipino nation amidst current issues and controversies.

At a more practical level, writing has long been an avenue for growth, catharsis, and healing. A myriad of human emotions from grief, joy, even anger seemingly make more sense when expressed in various literary channels. Many people who find themselves unable to express what they think or feel in speech often find themselves able to write up a storm, pouring out their hearts and souls on paper whether their thoughts are long and well-thought out, written in elegant calligraphy or hasty and vacillating, written in ugly scrawls.

However, good writers seem to be a dying breed, soon to join the dinosaurs in the annals of the extinct. Whatever the reason, be it due to the inability to write past life's many distractions, the infamous writer's block, or the growing apathy in the race toward automation, writing has become a tedious effort in an era of fast food and instant coffee.

Writing is one of four skills in language learning process; it gives many people give attention. Because writing skills can be improving measuring of literacy a country, also writing not yet become cultural, especial in Indonesia. Writing skill is seen as language skill which most difficult and complex because it's required widely perception and involving thinking process and need good understanding on grammar and structure which is extensive.

Writing is a task that no two people do the same way. However, there are some logical steps that every writer seems to follow in the creation of a paper. The process described here outlines those basic steps. Keep in mind that these steps are not exclusive of each other, and at times, they can be rather liquid. In addition, writers will notice that most of these steps are reciprocal; that is, work done in one area may necessitate returning to a step that you have already "completed."

Since 2004 Competency-Based Curriculum (CBC) was applied as instead of 1994 curriculum which the 1994 curriculum was based on content. CBC was arranged based on competence and was composed by government. Institution Unit Curriculum (IUC) or KTSP was employed in 2006. IUC, on principle, was built based on competence; however, it was composed by the education unit (school), not the central government. It is aimed on accommodating the local prominences, special characteristics, and local needs.

The study of English aids students in the quest for more knowledge from many international sources. There are two media for language communication: 1) receiving the message, i.e., reading and listening, 2) and sending the message, i.e., speaking and writing.

Pupils in the elementary schools should be proficient in writing the English language before they go to the secondary level. The researcher who had been teaching the subject for a while had observed that the pupils found it difficult to organize ideas when they write compositions. She suspected that they were not really acquainted with the language they had been using, intricate as it is. She wanted to find out also if the pupils from other schools have the same difficulty as her own pupils, thus this study on the composition writing skills of Grade VI pupils was undertaken.

Literature Review

The literature and studies featured in this chapter are the results of the researcher's reading. They are presented here because they bear semblance to the present study.

The concept of errors in English usage is a fuzzy one. Language experts like to distinguish between two opposed approaches to the subject: theoretically transcriptionists work from rigid rules and traditions and seek to impose their views of correctness on the writing and speaking public, while descriptionists simply note the prevailing patterns of writers and speakers and report their results without in any way judging them.

But in fact it is not so easy to distinguish between these two approaches to usage: all prescriptionists rely heavily on usage patterns to develop their prescriptions and are willing to make exceptions to general “rules”; and even the most laissez-faire descriptionist will admit that “hte” is a typographical error for the “the,” that “Heineken remover” is based on a mishearing of “Heimlich maneuver,” and that “perverbial” is not just a variant spelling of “proverbial”- it’s a mistake.

Many teachers of composition feel that covering a paper with red ink just discourages and paralyzes students (in fact, I’ve found a standard pencil arouses much less anxiety than a red pen). The dominant philosophy of teaching students to write argues that only abundant practice can lead to improved writing.

Errors naturally diminish as students read and write more. This is very true. No list of errors-no matter how diligently memorized-can make you into a fine writer. Nothing beats lots of reading and writing. But the sad truth is that few students read or write much these days, and most of it is done in the anarchic setting of e-mail and chat rooms, where “correctness” is scorned. It is not uncommon for students to make it all the way through school without having their writing thoroughly scrutinized and critiqued until they encounter disaster in the form of a picky professor, editor, or boss. Many businesses consider standard English usage a prime requirement of employment in responsible positions. Would be schoolteachers are particularly harshly judged if their English is sub-par.

Linguistic discrimination

Much of the tension surrounding debates about usage has to do with concern for various groups-minorities and immigrants in particular-who often suffer discrimination as a result of their deviations from dominant language patterns.

Prescriptionism is viewed by many language experts as the equivalent of imperialist tyranny, or to use the jargon of the moment, linguistic hegemony. It’s true that the dominant patterns in English can exclude some very lively and creative language, and that a good deal of wonderful poetry, fiction, and drama has been written in nonstandard dialects. But in almost every case writers who are able to effectively wield the dialect they grew up speaking have also mastered standard English. To take only one of many examples, Langston Hughes brilliantly played the lively Harlem dialect of his character Jesse B. Semple against his own persona’s rather formal diction in a long series of classic columns for the *Chicago Defender*.

If you have no access to standard English, a dialect can trap you. If you apply for an executive position by saying “I heard t’other day you done got some jobs open,” chances are good you’ll be directed to try farther down the corporate hierarchy. It may be deplorable, but the fact is that our language is judged all the time by employees, friends, and potential dates. When some teachers evade the issue by declaring all dialects equal, they set their students up for bitter

disappointment in the world today-but everyone deserves to know what sorts of usage variations may cause them trouble.

Errors in usage are a lot like errors in table manners. There are tiny deviations from standard practice few people will notice or care about, like using your salad fork to eat a steak, or using “decimate” to mean “destroy.” Saying “I got my dandruff up” rather than “my dander” is more lie trying to stab chunks of sweet-and-sour pork with the sharpened end of a chopstick-likely to raise eyebrows. But it’s the equivalent of failing face-first into the mashed potatoes when some poor soul refers to a man as “circusized.”

An English usage guide is like that close friend who dares to tell you that there’s some spinach stuck between your teeth. And then there are people who insist you should never drink white wine with red meat; they’re like those who heap contempt on split infinitives. Humor them if you must, but most of us feel they’re dead wrong. Many linguistic bugaboos of this sort are included in this book so you can be reassured that not all the people who condemn your usage know what they’re talking about.

When a usage is labeled as belonging to a dialect, it may be regional, racial, or national. Rather than stigmatize any particular group, I don’t try to label these dialectical variations beyond indicating that they differ from standard usage. If you’re “down to home,” by all means greet your brother-in-law with “Look what the cat drug in!” But in writing your college admissions essay you’d be wiser to use “dragged” as in, “Although I love opera now, I was dragged to my first one protesting loudly.”

By no means the majority of the usages discussed in this book are dialectical, however. It also covers technical and business jargon, pretentious but mistaken coinages created by highly educated speakers, and usages that are common but offensive to certain communities (Common Errors in English Usage, Paul Brians, 2009).

William Strunk, Jr. (1918; 1999) in his book The Elements of Style asserted that one must first know the rules to break them. The book, intended for use in which the practice of composition is combined with the study of literature and gave in brief the principal requirements of plain English style and concentrates attention on rules of usage and principles of composition most commonly violated.

II. Methodology

This chapter presents the research method utilized in the study, the setting of the study, the respondents, sampling technique and procedure, the research instrument, the validity and reliability of the instrument, the data gathering procedure, and the statistical continuum and tools for the analyses of the data.

Research Method

Correlational research method was used in the study to find out the composition writing skills of the pupils.

Setting of the Study

The study was conducted in the West District of the Dipolog City Division in the following schools: Miputak East Central School; Miputak West Elementary School; Sta. Filomena Elementary School; Tubod Elementary School; Sta. Isabel Elementary School; and Magsaysay Elementary School.

Respondents of the Study

The respondents of the study were the 245 pupils of the schools in the West District of the Dipolog City Division.

Sampling Technique and Procedure

The study used the fish bowl sampling technique to determine the number of respondents.

Research Instrument

The primary tool of the study is to gather data on a written composition in not more than 150 words the pupils wrote.

Data Gathering Procedure

The researcher asked for the approval of the Division Superintendent of Schools of the Dipolog City Division that she be allowed to conduct the study in the West District of the division.

She then approached the heads and principals of the different schools under the district that she be allowed to conduct the study in their respective schools.

Statistical Continuum and Treatment of the Data

After the data were collected, the researcher checked each composition and gave them points. The checking of the compositions was based on a rubric prepared by the researcher.

The rubric was the result of the researcher's readings and internet researches.

RUBRIC TO CHECK COMPOSITION SKILLS OF THE PUPILS

| | 1-2 Poor | 3-4 Fair | 5-6 Below Average | 7-8 Average | 9-10 Outstanding | Score |
|--|---|--|--|---|--|-------|
| Topic Ideas Content | Lacks central idea; development is minimal or non-existence | Main idea may be too cloudy; supporting detail is too general; off topic | Evident main idea with some support which may be general or limited | Clear, focused, interesting ideas with appropriate detail | Exceptionally clear, focused, engaging with relevant, strong supporting details | |
| Organization structure Introduction conclusion | Lack of coherence; confusing no identifiable introduction or conclusion | Lack of structure, disorganized and hard to follow missing or weak conclusion | Attempts at organization. Attempts at introduction and conclusion | Strong order and structure inviting introduction and satisfying closure | Effectively organized in logical and creative manner. Creative and engaging intro and conclusion | |
| Sentences Fluency variety | Difficult to follow or read aloud. Disjointed, confusing, rambling | Some sentences constructed awkwardly; frequent run-on sentences | Generally complete sentences. Lack variety in length and structure (monotonous) | Easy flow and rhythm. Good variety in length and structure. Very few sentence errors. | Effective variation in sentence patterns. No sentence errors. Sentence type relates to style of writing. | |
| Vocabulary Precision Effectiveness imagery | Limited range of words. Some vocabulary misused | Monotonous often repetitious, sometimes inappropriate words | Language is functional and appropriate. Descriptions overdone at times | Descriptive, broad range of words. Words choice energizes writing. | Precise, carefully chosen words, Strong, fresh, vivid images. | |
| Grammar | Many errors in agreement, number, tense Numerous errors make the text difficult to read | Frequent significant errors in agreement, number, and tense impede readability | Frequent errors in agreement, number, and tense do not interfere with understanding the text | Errors in agreement, tense, and number are few and minor | No errors in agreement, number, and tense. Text is easy to understand. | |
| Punctuation and case | Does not observe punctuation and case rules | Many errors in punctuation and case | Few errors in punctuation and case | Minor errors in punctuation and case; variety is used. | Correct punctuation and case throughout; variety used. | |
| Spelling | Numerous misspelled words make the text difficult to understand. | Many spelling errors | Some spelling errors | Minor errors in punctuation and case; variety is used. | Correct punctuation and case throughout; variety used. | |
| Handwriting | Very hard to read. Very badly formed letters. | Hard to read. Not well-formed letters. | Mostly legible words. | Well-formed letters. Legible. | Neat, easy to read, well-formed letters. | |

Statistical Continuum

| | |
|--------------|---------------|
| Quantitative | Qualitative |
| 74 - below | Poor |
| 75 – 79 | Fair |
| 80 – 84 | Below Average |
| 85 – 89 | Average |
| 90 – 94 | Above Average |
| 95 – above | Outstanding |

Statistical Formula

The following formula was used in the study:

1. Simple percentage was used to illustrate the proportion.

$$\text{Percentage} = (\text{frequency}/\text{total}) \times 100\%$$

III. Results and Discussion

This chapter presents the data in tabular form. The data were analyzed and interpreted to answer the specific problems of the study.

Table I presents the profile of the Grade VI pupils in terms of gender. The table presents the frequency and the percentage.

TABLE 1
THE GENDER OF THE GRADE VI PUPILS

| GENDER | FREQUENCY | PERCENT |
|--------|-----------|---------|
| Male | 84 | 34.29 |
| Female | 161 | 65.71 |
| Total | 245 | 100 |

Eighty-four (84) or 34.29% of the 245 Grade VI pupils were males and 161 or 65.71% were females.

Majority of the pupils were females.

TABLE 2
THE LEVEL OF WRITING SKILLS OF THE GRADE VI PUPILS ALONG TOPIC

| | FREQUENCY | PERCENT |
|--------------------------|-----------|---------|
| 74 – below (Poor) | 44 | 17.96 |
| 75 – 79 (Fair) | 77 | 31.43 |
| 80 – 84 (Below Average) | 87 | 35.51 |
| 85 – 89 (Average) | 18 | 7.35 |
| 90 – 94 (Above Average) | 15 | 6.12 |
| 95 – above (Outstanding) | 4 | 1.63 |
| Total | 245 | 100 |

Table 2 presents the level of the writing skills of the Grade VI pupils along topic. The table shows the frequency and the percentage.

Forty – four or 17.96% of the 245 pupils were poor along topic as they got 74 – below; seventy – seven (77) or 31. 43% of the pupils were fair as they got 75-79; eighty-seven (87) or 35.51% were below average with 80-84; eighteen (18) or 7.35% were average as they got 85-89; fifteen (15) or 6.12% were above average with 90-94; and four (4) were outstanding with 95 above.

Most of the pupils were below average which meant that the main idea was evident in their write-ups with some support, but which were general or limited as indicated in the rubric.

Topic was all about ideas and content of the composition.

Those who were poor meant that they lacked central idea and development of the topic was minimal or non-existent.

TABLE 3
THE LEVEL OF WRITING SKILLS OF THE GRADE VI PUPILS ALONG ORGANIZATION

| | FREQUENCY | PERCENT |
|--------------------------|-----------|---------|
| 74 – below (Poor) | 64 | 26.12 |
| 75 – 79 (Fair) | 82 | 33.47 |
| 80 – 84 (Below Average) | 70 | 28.57 |
| 85 – 89 (Average) | 14 | 5.72 |
| 90 – 94 (Above Average) | 12 | 4.90 |
| 95 – above (Outstanding) | 3 | 1.22 |
| Total | 245 | 100 |

Table 3 presents the level of writing skills of the Grade VI pupils along organization. The table shows the frequency and the percentage.

Sixty-four (64) or 26.12% of the 245 pupils were poor (74-below) along organization; eighty-two (82) or 33.47% were fair (75-79); seventy (70) or 28.57% were below average (80-84); fourteen (14) or 5.72% were average (85-89); twelve (12) or 4.90% were above average (90-94); and three (3) or 1.22% were outstanding (95-above).

Most of the pupils were fair in organization which meant that their composition lacked structure, were disorganized and hard to follow.

Those who were poor had compositions which lacked coherence and were confusing while those were below average only attempted to have organization of ideas.

TABLE 4
THE LEVELS OF WRITING SKILLS OF THE GRADE VI PUPILS ALONG SENTENCES

| | FREQUENCY | PERCENT |
|--------------------------|-----------|---------|
| 74 – below (Poor) | 25 | 10.21 |
| 75 – 79 (Fair) | 101 | 41.22 |
| 80 – 84 (Below Average) | 77 | 31.43 |
| 85 – 89 (Average) | 20 | 8.16 |
| 90 – 94 (Above Average) | 16 | 6.53 |
| 95 – above (Outstanding) | 6 | 2.45 |
| Total | 245 | 100 |

Table 4 presents the level of writing skills of the Grade VI pupils along sentences. The table shows the frequency and the percentage.

Twenty-five (25) or 10.21 percent of the 245 pupils were poor (74-below); one hundred-one (101) or 41.22% of the pupils were fair (75-79); seventy-seven (77) or 31.43 of the pupils were below average (80-84); twenty (20) or 8.16% were average (85-89); sixteen (16) or 6.53% were above average (90-94); and six (6) or 2.45% were outstanding (95-above).

Most of the pupils were fair in the fluency of the sentences which meant that some of the sentences were constructed awkwardly.

Those who were below average had compositions with generally completed sentences but lacked variety in length and structure.

Connell (2000:95-103) analyzed the kinds of errors Japanese students made on tests which required full, written, sentences to get the results for constructing a suitable syllabus. Each error was analyzed on how it affected the understanding of the sentence in which it was used. The results showed that the use of subject in a sentence, the parts of speech and general word order created more problems than other grammatical aspects.

TABLE 5
THE LEVELS OF WRITING SKILLS OF THE GRADE VI PUPILS ALONG
VOCABULARY

| | FREQUENCY | PERCENT |
|--------------------------|-----------|---------|
| 74 – below (Poor) | 44 | 17.96 |
| 75 – 79 (Fair) | 94 | 38.37 |
| 80 – 84 (Below Average) | 82 | 33.47 |
| 85 – 89 (Average) | 6 | 2.45 |
| 90 – 94 (Above Average) | 9 | 3.67 |
| 95 – above (Outstanding) | 10 | 4.08 |
| Total | 245 | 100 |

Table 5 presents the level of writing skill of the Grade VI pupils along vocabulary. The table shows the frequency and the percentage.

Forty-four (44) or 17.96% of the 245 Grade VI pupils were poor (74-below in vocabulary; ninety-four (94) Or 38.37% were fair (75-79); eighty-two (82) or 33.47% were below average (80-84); six (6) or 2.45% were average (85-89); nine (9) or 3.67% were above average (90-94) and ten (10) or 4.08% were outstanding.

Most of the pupils were fair in vocabulary which meant that the words they used were either monotonous, repetitious, or inappropriate.

Those who were poor had limited range of words and some vocabulary were misused while those who were below average used descriptive words were at time overdone.

In an investigation conducted by Chen (2002) sampled freshmen and sophomore Taiwanese students' recounted vocabulary (60.7%) and grammar (50%) as problem areas in writing.

TABLE 6
THE LEVELS OF WRITING SKILLS OF THE GRADE VI PUPILS ALONG
GRAMMAR

| | FREQUENCY | PERCENT |
|--------------------------|-----------|---------|
| 74 – below (Poor) | 40 | 16.33 |
| 75 – 79 (Fair) | 40 | 16.33 |
| 80 – 84 (Below Average) | 70 | 28.57 |
| 85 – 89 (Average) | 35 | 14.28 |
| 90 – 94 (Above Average) | 41 | 16.73 |
| 95 – above (Outstanding) | 19 | 7.76 |
| Total | 245 | 100 |

Table 6 presents the level of writing skills of the Grade Vi pupils along grammar. The table shows the frequency and the percentage.

Forty (40) or 16.33% were poor (74-below) in grammar; forty (40) or 16.33% were fair (75-79); seventy (70) or 28.57% were below average (80-84); thirty-five (35) or 14.28% were average; forty-one (41) or 16.73% were above average; and nineteen (19) or 7.76% were outstanding (95-above).

Most of the pupils were below average in grammar which meant that their compositions had frequent errors in agreement, number, and tense of the verb which did not interfere with understanding the text.

Thananart (2000:88-101) examined errors in comparison and contrast paragraphs written by EFL university students

University students at Chulalongkorn University. The vast majority of errors were grammatical structure (73.86%), and the other types of errors were errors in using transition signals (10.01%), verb forms (7.68%), word choice (6.90%) and spelling (1.55%).

Kambal (1980) analyzed errors in three types of free composition written by first year Sudanese university students. The study took into consideration the major syntactic errors made by these students in the verb phrase. Also, Kambal (1980) reported that the three main types of errors made in the verb phrase are verb formation, tense, and subject-verb agreement. He discussed errors in tense within five categories: tense sequence, tense substitution, tense marker, deletion, and confusion of perfect tenses. The findings of this study reveal that the third-person singular marker was used redundantly, and they also revealed the use of the incorrect form of verb to be.

TABLE 7
THE LEVELS OF WRITING SKILLS OF THE GRADE VI PUPILS ALONG PUNCTUATION AND CASE

| | FREQUENCY | PERCENT |
|--------------------------|-----------|---------|
| 74 – below (Poor) | 35 | 14.29 |
| 75 – 79 (Fair) | 64 | 26.12 |
| 80 – 84 (Below Average) | 59 | 24.08 |
| 85 – 89 (Average) | 38 | 15.51 |
| 90 – 94 (Above Average) | 38 | 15.51 |
| 95 – above (Outstanding) | 11 | 4.49 |
| Total | 245 | 100 |

Table 7 presents the level of writing skills of the Grade VI pupils along punctuation and case. The table shows the frequency and the percentage.

Thirty-five (35) or 14.29% of the 245 pupils were poor (74-below) in punctuation and case; sixty-four (64) or 26.12% of the pupils were fair (75-79); fifty-nine (59) or 24.08% of the pupils

were below average (80-84); thirty-eight (38) or 15.51% were average (85-89) and above average (90-94) respectively; and eleven (11) or 4.49% were outstanding (95-above).

Most of the pupils were below average in punctuation and case which meant that they only had few errors in capitalization and in the use of punctuation marks.

TABLE 8
THE LEVELS OF WRITING SKILLS OF THE GRADE VI PUPILS ALONG SPELLING

| | FREQUENCY | PERCENT |
|--------------------------|-----------|---------|
| 74 – below (Poor) | 11 | 4.49 |
| 75 – 79 (Fair) | 42 | 17.14 |
| 80 – 84 (Below Average) | 49 | 20.00 |
| 85 – 89 (Average) | 42 | 17.14 |
| 90 – 94 (Above Average) | 42 | 17.14 |
| 95 – above (Outstanding) | 59 | 24.09 |
| Total | 245 | 100 |

Table 8 presents the writing skills of the Grade VI pupils along spelling. The table shows the frequency and the percentage.

Eleven (11) or 4.49% were poor (74-below) in spelling; forty-two (42) or 17.14% of the pupils were fair (75-79), average (85-89) and above average (90-94) respectively; forty-nine or 20% was below average (80-84); and fifty-nine (59) or 24.09% were outstanding.

Most of the pupils were below average in spelling.

TABLE 9
THE LEVELS OF WRITING SKILLS OF THE GRADE VI PUPILS ALONG HANDWRITING

| | FREQUENCY | PERCENT |
|--------------------------|-----------|---------|
| 74 – below (Poor) | 5 | 2.04 |
| 75 – 79 (Fair) | 34 | 13.88 |
| 80 – 84 (Below Average) | 82 | 33.47 |
| 85 – 89 (Average) | 35 | 14.29 |
| 90 – 94 (Above Average) | 42 | 17.14 |
| 95 – above (Outstanding) | 47 | 19.18 |
| Total | 245 | 100 |

Table 9 presents the level of writing skills of the Grade VI pupils along handwriting. The table shows the frequency and the percentage.

Five (5) or 2.04% of the pupils were poor (74-below) in handwriting, thirty-four (34) or 13.88% were fair (75-79); eighty-two (82) or 33.47% were below average (80-84); thirty-five (35)

or 14.29% were average (85-89); forty-two (42) or 17.14% were above average (90-94); and forty-seven (47) or 19.18% were outstanding (95-above).

Most of the pupils had below average handwriting which meant that they wrote mostly legible words.

TABLE 10
THE DEFICIENCY OF THE WRITING SKILLS OF THE GRADE VI PUPILS

| Skill | Description | N | Percent | Rank |
|----------------------|-----------------------|-----|---------|------|
| Topic | 80-84 (Below Average) | 87 | 35.51 | 3 |
| Organization | 75-79 (Fair) | 82 | 33.47 | 4.5 |
| Sentences | 75-79 (Fair) | 101 | 41.22 | 1 |
| Vocabulary | 75-79 (Fair) | 94 | 38.37 | 2 |
| Grammar | 80-84 (Below Average) | 70 | 28.57 | 6 |
| Punctuation and case | 75-79 (Fair) | 64 | 26.12 | 7 |
| Spelling | 80-84 (Below Average) | 49 | 20.00 | 8 |
| Handwriting | 80-84 (Below Average) | 82 | 33.47 | 4.5 |

Table 10 presents the deficiency of the Grade VI pupils in writing composition. The table shows the frequency, percentage, and rank.

First in rank was sentences; second was vocabulary; third was topic; tied in fourth rank were organization and handwriting; ranked sixth was grammar; ranked seventh was punctuation and case; and ranked eighth was spelling.

The pupils were found to be deficient in writing composition.

IV. Conclusion

The following were the conclusions derived from the findings of the study:

The Grade VI pupils of the West District of Dipolog City were generally below average in their writing skills. They were found to be deficient in the content or the topic of the composition, in grammar punctuation and case, in their handwriting, and in spelling. They were fair in the organization of ideas, in the structure of their sentences, and in vocabulary.

1. Majority of the pupils were females.

2. Most of the pupils were below average in topic, grammar, punctuation and case, handwriting, and spelling. Most of the pupils were fair in organization, sentences, and vocabulary.
3. The pupils were found to be deficient in composition writing.

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