

Multidimensional Evaluation on Writing Academic Essays of Select Senior High School in Batanes: Basis in Designing a Module in Craft Essay

MARIA SUZETTE C. ALAVADO

National Teachers College, Quiapo, Metro Manila, Philippines
mariasuzettealavado@gmail.com

CHERILETH L. GREGORIO

National Teachers College, Quiapo, Metro Manila, Philippines
cherelit08@gmail.com

LALAINNE ANN G. BOLOCON

National Teachers College, Quiapo, Metro Manila, Philippines
teacher.lalaine.ann@gmail.com

JOHANNA GRACE P. NABUA

National Teachers College, Quiapo, Metro Manila, Philippines
teacherjohanna.ica@gmail.com

Abstract — The study aimed to evaluate the level of essay writing of the Senior High School learners using multidimensional evaluation incorporating convergent parallel design-mixed methodology patterned from Demis & Pismek (2018). It consists of 81 total respondents who consented using adapted and modified informed consent from Hofstra University-school of medicine. This resulted to discovering that the lowest dimension on citations and references with 1.79 as mean. Consequently, the level of essay writing is qualitative expressed to some developing skills in writing essay. This result relates to the teachers' concurrent problems in the write up of learners lacking the dimensions specifically on ideas and analysis, content and relevance, organization and language use, development and support and citations and references. Moreover, it emphasized the need to support the learners by giving timely feedback to ensure responsive and responsible writing act as pursued in Paulus, 1999; Saeli & Rahmart 2023. It recognizes the need to strengthen the skills of senior high school in writing craft essay, hence, the development of module capturing the factors affecting the found gaps in the study will be incorporated.

Keywords — *Multi-dimensional evaluation, craft essay, citation and references*

I. Introduction

The result of Sarmiento & Orale (2016) reflected that the Senior High School Curriculum purposely addresses the preparation of Filipino learners to enter higher education, work and or embark ventures in business. This goal of the Department of Education elaborates the need to focus on improving the learner's ability in numeracy and literacy respectively. In contrast, the results

indicated in the study of Lasaten (2018) in academic essay writing, there is apparently a low to fair range yielded with prevailing concerns in the domains content and ideas, organization of ideas, word and idiom choice, poor sentence structure, and pronouns used in terms of formality and objectivity, and lack of citations and references. Similarly, Novania (2018) identified factors affecting the efficiency of learner's output as well – and these are a.) low motivation in learning [English] subject areas, b.) difficulty in choosing appropriate words (Lasaten, 2018; Novania, Sumardi & Tajarna, 2018; Portillo-San Miguel, 2021), c.) lack of vocabulary (Lasaten, 2018; Novania, Sumardi & Tajarna, 2018) d.) difficulty to spell the words, e.) difficulty to write sentences in appropriate grammar (Lasaten, 2018; Novania, Sumardi & Tajarna, 2018) and tendency to be passive. Novania, Sumardi & Tajarna, 2018. The argument in this paper highlights the need to focus on the selection of criteria that showed (Lasaten, & Pablo 2018) low to fair level of performance.

A consistent problem appeared as well in the study of Portillo-San Miguel (2021) where grammar, [political] concept, vocabulary and language constraints are mentioned as a domain of difficulty. Moreover, there are internal and external factors that contributed to the prevalence of difficulty in essay writing. Internal factors are reflected in the previous paragraph while external factors consists of practice and feedbacking which Novania, et. (2018) reflected lacking.

Consequent with prevailing difficulties mentioned in the previous paragraph, learners are expected to grasp objectives of learning across areas in the related subjects in the Senior High Curriculum as discussed in Jaca, et.al (2019) where as reiterated, “competencies set very high expectations” which is substantially acquired inside the real classroom setting. Relatedly, teachers contextualized the nature of competency based on the local relevance attributed in learning new-found things where the Department of Education through the UNESCO reiterating the need to create reforms reflecting the respect to local contexts, traditions and values based on the need and relevance to the learners (Pariscal & Gonzales-Aboy (2022)).

The researchers arrived with the consensus that the concept of essay writing in the language subjects is perceived among the researchers as highly critical in nature following the corresponding criteria and development of reasoning and higher order analytical skills to convey message to readers. The use of multidimensional evaluation in this paper aims to assess the parameters of writing academic papers. Furthermore, the areas concerned in the arguments stated in this paper will help determine the level of essay writing proficiency of respondents.

Rubrics play a pivotal role in assessing learners work, derived from its direct definition as from (The Center of Teaching Excellence, n.d.) an assessment tool that indicates achievement criteria across the component areas differentiated as holistic and analytic.

Arguments in the parameters of writing academic papers which is related to identifying the level of essay writing proficiency, Hasegawa (2013) reported that the perception of students does not represent their actual output in writing activities. Timely, this issue at hand is related to the

concerns of the researchers. Issues on plagiarism (Festas, Seixas & Matos, 2022) revealed that copying and patch writing is viewed as a strategy instead and that only academic achievers display a better citation rule. Furthermore, the utilization of Artificial Intelligence writing tools arises as a source of plagiarism and limits point of view as discussed within the researchers' ground, in the contrary, Marzuki, et. Al. 2023 presented that AI tools positively improved the quality of writing in terms of content and organization and that this is beneficial to the quality of student writing.

II. Methodology

In this section, the researchers discussed the research design, the objectives of the study, the study population, the instrument, and the data collection process.

Research Design

The study utilized convergent parallel design, a mixed method design. Hence, the research design will be patterned with Demir & Pismek (2018). The research process is presented as (QUAL+QUAN; Morse, 1991). A convergent parallel design requires a concurrent conduct of the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyses the components independently, and interprets the results together (Creswell & Pablo-Clark, 2011). In the same manner, the purpose of corroboration and validation, the researcher aims to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. The research process in the study is given in Figure 1.

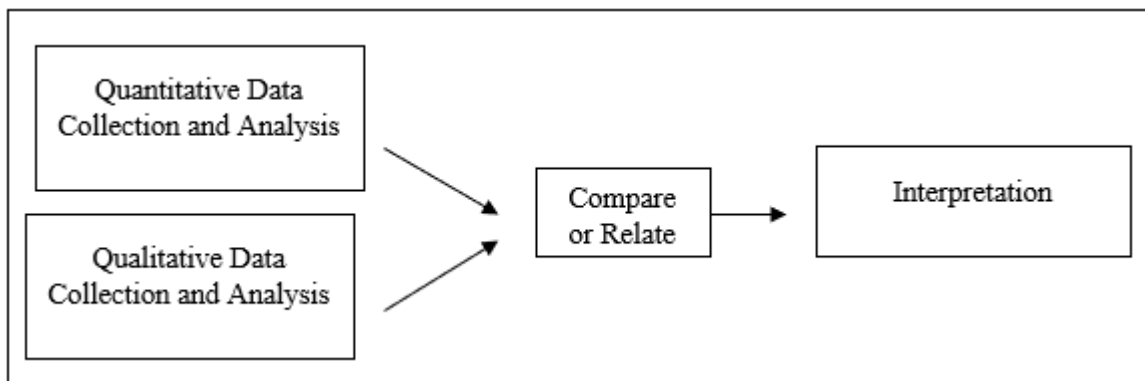


Figure 1. The research process using convergent mixed parallel design.

Research Objectives

Generally, the study aimed to measure the level of proficiency in essay writing using multidimensional evaluation as an assessment rubric adapted from the ACT organization, the researchers have communicated to seek permission in its utilization. Furthermore, the researchers' goal in the analysis is aligned specifically to the questions below.

1. What is the level of essay writing using multidimensional evaluation methods in the overall writing performance of the respondents in terms of;
 - 1.1. Content and Relevance
 - 1.2. Organization
 - 1.3. Citations & References
 - 1.4. Updated Content
2. What is the level of essay writing of the respondents in terms of;
 - 2.1 Ideas and Analysis
 - 2.2. Development and Support
 - 2.3. Organization and Language Use
3. Is there a correlation in factors and support mechanism in facilitating the successful implementation of multidimensional evaluation in the context of Senior High School essay writing? Factors include:
 - 3.1. Clear Evaluation Criteria
 - 3.2. Teacher's timely feedback
 - 3.3. Support for Students
 - 3.4. Technology Tools
4. How will the findings be utilized in designing an effective essay writing module in teaching Creative Writing?

Study Population

The researcher conducted the current study during the first semester of the academic year 2023-2024. Students from General Academic Strand with Creative Writing as a subject enrolled in Batanes National Science High School between 17-18 years old to write their craft essay on topics demonstrating awareness and sensitivity to different literary and socio-political context as specified in the target learning competency; Write Craft Essay with curriculum code - HUMSS_CW/MPIIc-f-23.

Sample Size

Using Check Market (Medallia,n.d.) the sample size was calculated with a margin error of 0.05, and 95% confidence level; where, the total population of Grade 12 Senior High School

learners were 120, thus, requiring 92 participants. In order to support this calculation, Yamane (1967) formula was utilized with $n = N / (1+N(e)^2)$ where n = sample size, N = population size, and e =acceptable margin of error which resulted to the same sample size of 92.

Tools

This study adapted The ACT Testing Rubric Scoring with modifications of generating documents from respondents and manually give feedback to respondents' output aligned with the objective of the essay. The scores obtained will be used for quantitative data collection and analysis while a researcher-made survey using Google forms will be distributed to each respondent with content and construct validity and testing of reliability through pilot testing within the statistically accepted 30 mock participants as a rule of thumb however, this does not imply a statistical value as to the dependency on research limitations.

Elaborating the statistical tools in the study are as follows;

In order to discuss objectives, level of essay writing using multidimensional evaluation methods in the overall writing performance of the respondents considering the factors stated in the research question number 1 and 2, simple descriptive statistics using Mean and Standard deviation will be done using SPSS IBM v. 26.

Furthermore, to analyze the relationship in factors and support mechanism in facilitating the successful implementation of multidimensional evaluation in the context of Senior High School essay writing, Measures of Central Tendency will be used calculated using IBM SPSS v. 26. Consistent to this, is the use of researcher-made survey in Google forms using 5-point Likert scale (Sangthong, 2020) to support the evaluation of the context in terms of factors mentioned in research question number 3. Formulation of the module using the results of the study in both quantitative and qualitative collection of data analysis will determine the scope to the topic Writing Craft Essay specifically designed for Senior High School with Tracks in Humanities and Social Sciences.

III. Results and Discussion

This section presents the results of the essay writing using the ACT Writing Rubrics modified and aligned to the objectives of the study.

The first table shows the demographic data as shown in Table 1.

Table 1. Student's Demographic

	<i>Variables</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>
<i>Gender</i>	Male	41	58.6	58.6
	Female	29	41.4	41.4
	Total	70	100.0	100.0
<i>Age</i>	16	23	32.9	32.9
	17	39	55.8	55.8
	18	8	11.3	11.3
	Total	70	100.0	100.0
<i>Academic Level</i>	Grade 11	70	100	100
	Total	70	100.0	100.0

Table 1 shows the result of demographic: gender, age, and academic level. According to gender, this table shows that out of 70 participants there were 41 male and 29 female students. This population accords to the participants who voluntarily signed up to join the study and its activities, the Batanes National Science High School's population under General Academic Strand is 120 in total where 23.91% did not consent. During the data gathering, every learner was given informed consent adapted and modified from Hofstra University.

According to age, students aged 16, (32.9%), 17 (55.8%) and 18 (11.3%). This shows that majority of the students are aged 17. Regarding academic level, 100% of the learners are Grade 11, senior high schools.

The objective of this study lies in the measurement essay writing capability of learners taking Creative Writing as a subject. It was found that;

Table 2. Result of Mean and Standard Deviation using IBM SPSS v. 26

	<i>Dimensions</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>N</i>
1	Ideas and Analysis	2.8571	1.37562	70
5	Content and Relevance	2.8382	1.27678	68
2	Development & Support	2.8143	1.15837	70
3	Organization	2.7000	1.10794	70
4	Language Used	2.5000	1.05802	68
7	Updated Content	2.3333	1.00976	69
6	Citation and References	1.7941	.98585	68

Table 2 responds to the mean and standard deviation results. The means are ordered according to the description and dimensions with means highest to lowest as stipulated in the Multidimensional Evaluation ACT writing tool. The highest mean is Item number 1 (m=2.85) under the dimension of Ideas and Analysis. This result was also found in the study of Pablo & Lasaten (2018) where connectives in terms of content and ideas were lacking. Although this

dimension gained the highest mean, it still reflects a low range of mean compared to the target men score. Another dimension that was emphasized is the content and relevance (m=2.83). The researchers manually evaluated the learners output, emphasizing the need to interrelate the rubrics to the content, hence the mean score being in low level. Contradicting to this however, is the use of Automated Writing Evaluation that potentially assists educators in creating a higher prospective scores under content and relevance, however, technology addresses lower level skills in grammar, highlighting the mechanics in terms of capitalization, use of comma and point and vocabulary that is related language use having (m=2.5) result similar to the discussion of Link, Mehrzad & Rahimi, (2020); Liunokas, (2020). Development and Support (m=2.81) was evident but to only a few essay submitted and needs further enhancement. The implication under this dimension covers the support of claims within the text to broaden the ideas and analysis presented. Updated content (m=2.33) was observed as well but derivations are arguments only pursued personally by experience. This helped strengthen the intention and authenticity of work and motivated students to enhance skills in writing likewise observed in Nguyen, Hwang, Pham & Pham, (2020). Citations and References (m=1.79) was little to not observed in the papers presented. Dyiwanti & Suswanati (2021) expressed that teachers experience plagiarism in the outputs of learners-moreover, the participants work submitted during the implantation of this study was observed on 10% of the papers submitted by count.

In determining the level of essay writing, the indicators of ACT writing rubrics was used-elaborated as;

- 6 – demonstrate effective writing skills
- 5 – well-developed skill in writing
- 4 – adequate skill in writing
- 3 – some developing skill in writing
- 2 – weak or inconsistent skill in writing
- 1 – little or no skill in writing craft essay

Table 3. Results of Mean according to dimensions using ACT Writing Rubrics

	<i>Ideas & Analysis</i>	<i>Development & Support</i>	<i>Organization</i>	<i>Language Use</i>	<i>Content & Relevance</i>	<i>Citation & References</i>	<i>Updated Content</i>
<i>Mean</i>	2.85	2.81	2.70	2.50	2.85	1.79	2.33
<i>Median</i>	3	3	3	3	3	1	2
<i>Mode</i>	3	4	2	3	2	1	3

Table 3 shows the result of mean in each dimension sent in this study, and in terms of Ideas and Analysis (m=2.85, Me=3), Development & Support (m=2.81, Me=3), Organization (m=2.70, Me=3), Language Use (m=2.50, Me=3), Content and Relevance (m=2.85, Me=3) are aligned with the criteria in the level 3 with qualitative interpretation of adequate skill in writing, while Updated Content (m=2.33, Me=2) is qualitatively interpreted as weak or inconsistent skill in writing. Regarding Citation and Reference (m=1.79, Me=1) is qualitative interpreted as little to no skill in writing. This result is similar to Pablo & Lasaten (2018) having found a poor to fair academic essay ranges while specifically, in this paper, there are some developing skills in the level of essay writing in recognition of the submitted essay tasks manually evaluated.

Table 4. Descriptive Statistics of responses on factor “Clear Evaluation Criteria” influencing the support mechanisms in facilitating the implementation of multidimensional evaluation in the context of Senior High School essay writing.

<i>Scale</i>	<i>Item</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Valid Percentage</i>
2	The evaluation criteria are neither clear nor unclear, there is a moderate level of clarity.	7	8.6	10.0
3	The evaluation criteria are neither clear nor unclear; there is a moderate level of clarity.	9	11.1	12.9
1	The evaluation criteria for assessing Senior High School essays are unclear, making it difficult for students to understand what is expected.	11	13.6	15.7
5	The evaluation criteria are extremely clear, leaving no room for ambiguity.	11	13.6	15.7
4	The evaluation criteria are clear, providing students with a good understanding of expectations.	32	39.5	45.7
	Total	70	86.4	100.0
	Missing	11	13.6	
	Total	81	100.0	

Table 4 shows that evaluation criteria is perceived by 39.5% of respondents as clear and provides students with good understanding of expectations and falls under the “Agree” with a scale of 4. The number of participants increased 13.6% in the survey form created through google forms as the same group of respondents consented with this activity.

Table 5. Descriptive Statistics of responses on factor “Teacher Timely Feedback” influencing the support mechanisms in facilitating the implementation of multidimensional evaluation in the context of Senior High School essay writing.

<i>Scale</i>	<i>Item</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Valid Percentage</i>
3	Feedback from teachers is moderately timely, neither too delayed nor too prompt.	7	8.6	10.0
1	Teachers rarely provide feedback on Senior High School essays, and when they do, it is significantly delayed.	8	9.9	11.4
2	Feedback from teachers is infrequent, and there are delays in providing comments on student essays.	10	12.3	14.3
5	Teachers always provide prompt and constructive feedback, contributing significantly to student learning.	16	19.8	22.9
4	Teachers consistently provide timely feedback, helping students improve their writing skills.	29	35.8	41.4
	Total	70	86.4	100.0
	Missing	11	13.6	
	Total	81	100.0	

Table 5 shows the result of survey in Likert scale where 35.8% agreed that consistent provision of timely feedbacks help students improve their writing skills consistent with Paulus, 1999; Saeli & Rahmart 2023. The number of participants increased 13.6% in the survey form created through google forms as the same group of respondents consented with this activity.

Table 6. Descriptive Statistics of responses on factor “Support for Students” influencing the support mechanisms in facilitating the implementation of multidimensional evaluation in the context of Senior High School essay writing.

<i>Scale</i>	<i>Item</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Valid Percentage</i>
1	There is minimal support available for Senior High School students, hindering their essay writing progress.	8	9.9	10.7
2	Support for students is limited, and they face challenges in getting assistance when needed.	11	13.6	14.7
3	There is moderate support available for students, with room for improvement.	14	17.3	18.7
4	Adequate support mechanisms are in place to assist students in their essay writing endeavors.	20	24.7	26.7
5	Comprehensive support systems are established to help students succeed in essay writing, addressing all their needs.	22	27.2	29.3
	Total	75	92.6	100.0
	Missing	6	7.4	
	Total	81	100.0	

Table 6 shows that 27.2% responded that there is a comprehensive support system in helping students succeed in the essay writing, specifically addressing their needs. This optimistic view of respondents carry out a positive relationship of learners and teachers in writing activities in schools. This area increased 7.4% who consented however, did not write the essay during the data gathering period.

Table 7. Descriptive Statistics of responses on factor “Technology Tools” influencing the support mechanisms in facilitating the implementation of multidimensional evaluation in the context of Senior High School essay writing.

<i>Scale</i>	<i>Item</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Valid Percentage</i>
1	Technology tools are not integrated into the evaluation process, hindering the effectiveness of assessment.	7	8.6	8.6
2	Limited use of technology tools in the evaluation process impacts the overall assessment experience.	10	12.3	12.3
5	The use of technology tools is integral to the evaluation process, significantly improving the overall assessment experience.	15	18.5	18.5
3	There is a moderate level of integration of technology tools in the evaluation process, with room for improvement.	18	22.2	22.2
4	Technology tools are effectively utilized in the evaluation process, enhancing assessment efficiency.	31	38.3	38.3
	Total	81	100.0	100.0

Table 7 shows that 38.3% views technology as an effective tool in the evaluation process and enhancing assessment. In this area, 81 respondents successfully consented the google forms.

With the findings discussed above, this study derives to manage crafting the tools capturing the results where learners according to the ACT writing Rubrics qualitative interpretation as to having developing skills in essay writing to little or no skills in writing craft essays the need to incorporate discussions and activities that enhances writing skills during the course of creative writing among Grade 11 learners. Alongside with this, is crafting quality assured module in writing craft essay aligned with the most essential learning competency within and beyond their level of understanding.

IV. Conclusion

This paper reflects the result of essay writing with the topics forming the socio cultural and political issues in the society addressing the known and unknown issues as perceived by Grade 11 learners. Topics range equally on the social issues around. This implication gives the teachers the opportunity to develop and educate learners which can increase the awareness and formulation of solutions to perceived problems. Moreover, the goal of the paper was intended to facilitate learning writing craft essay utilizing multidimensional evaluation which can identify the low and high points of build up and create a learning environment for writers to improve and implement the strategic use of different writing tools that can be associated to the topics involved. The paper found that the level of essay writing skills is qualitatively interpreted as having some developing skills and little to no skills in writing. There are factors affecting the results and the number of participants who consented. Gaps were also identified as;

Gap 1: Respondents identified are not interested in writing essay.

Gap 2: There is a limited connectivity (internet) in the area limiting the writers to source out materials online.

Gap 3: Time constraints limited the respondents to elaborate their identified topics.

Therefore, this study proposes the following;

1. Increase the technical assistance to learners to explore resources that can help mitigate the lack of technical writing skills including citations and references.
2. Capacitate teachers in using Automated Writing Evaluation Tools to enhance timely feedback and checking of outputs.
3. Craft a module capturing the factors reflected in this paper in enhancing the writing of craft essay in the subject Creative Writing.

REFERENCES

In the completion of this paper, the researchers would like to thank and acknowledge the respondents for contributing and making it possible to complete the study with the given data. In line with this, we thank the institution for allowing us to embark on this journey and contribute to the writing adventure in English Classes.

Our families, who patiently supported us with our tremendous task and responsibility in the academic adventure we are in.

Our Professor, Doc Bam, for the guidance, encouragement and the challenge that brought us here, specially that we are but beginners in the field of research, you are such an epitome of greatness in the field of research. Bringing us to this great opportunity, we are looking forward for more.

And most importantly, the Almighty for the fervent guidance and abundant health.

REFERENCES

- [1] Allen, L.K., Likens, A.D., McNamara, D.S. (2019) Writing flexibility in argumentative essays: A Multidimensional analysis. *Reading and Writing*, 32 pp. 1607-1634
- [2] Jaca, J., Lonoy, C., Mendoza, E.L., Mercado, R., Sandimas, P. (2019) Teacher's perspective on the reading and writing subject of the Senior High School curriculum. *International Journal of Education and Research*. 7(6), pp. 309-322
- [3] Lianokas, Y. (2020) Assessing students ability in writing argumentative essays at an Indonesian Senior High School. *IDEAS. Journal in English Language Teaching and Learning Linguistics and Literature*. 8(1) pp 184-196
- [4] Link, S., Mehzrad, M., & Rahimi, M., (2020) Impact of Automated Writing Evaluation on teacher feedbacks, student revision, and writing improvement, computer assisted language learning. 35:4, 605-34: DOI: 10.1080/09588221-220.143323
- [5] Makowski, D., Ben-Shachar, M. S., Patil, I., & Lüdecke, D. (2020). Methods and algorithms for correlation analysis in R. *Journal of Open Source Software*, 5(51), 2306.
- [6] Mishra, S. B., & Alok, S. (2022). *Handbook of research methodology*.
- [7] Nguyen, T.H., Hwang, W.Y., Pham, X.L. & Pham T. (2022) Self-experienced storytelling in an authentic context to facilitate EFL writing. *Computer Assisted Language Learning*, 35:4, 666-695, DOI: 10.1080/09588221.2020.1744665
- [8] Noviana, H., Sumardi, S., & Tarjana, S.S. (2018) Senior high school students' problems in writing: a preliminary study of the implementing writing e- journal as self-assessment to promote students' writing skill. *English Language and Literature International Conference Proceedings*. Vol. 2, pp. 216-219
- [9] Pablo, J.I., & Lasaten, R.S. (2018) Writing difficulties and quality of academic essays of senior high school students, *Asia Pacific Journal of Multi-disciplinary Research*. 6(4), 46-47
- [10] Pariscal, D.R.P., & Gonzales-Aboy, I. (2022) Practices in the contextualization of the English Curriculum in the Public Secondary Schools. *Technium Social Science*. Pp. 37-60
- [11] Protillo-San Miguel, E.J. (2021) Writing difficulties encountered by Humanities and Social Sciences Students in Philippine Politics and Governance. *International Journal of Language and Literary Studies*. 3(3). Pp. 156-157. <https://doi.org/10.36892/ijlls.v2i3.656>
- [12] Saeli, H. & Rahmati, P. (2023). Developments in learners' affective engagement with written peer feedback: The affordances of in situ translanguaging. *Journal of Second Language Writing*. DOI: <https://doi.org/10.1016/j.asw.2023.100788>
- [13] Sangthong, M. (2020). The effect of the likert point scale and sample size on the efficiency of parametric and nonparametric tests. *Thailand Statistician*, 18(1), 55-64.
- [14] Sarmiento, D.H. & Orale, R.L. (2016) Senior High School Curriculum in the Philippines, USA and Japan. *Journal of Academic Research*, pp. 12-23

[15] The Centre of Teaching Excellence (n.d.) University of Waterloo, Canada.
[Uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheers/rubrics-useful-assessment-tool](https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheers/rubrics-useful-assessment-tool)