

FOLDED EVENTS STORY SESSIONS (FESS): WAYS  
TO REMEDIATE  
STUDENT'S WRITING SKILL

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FOLDED EVENTS STORY SESSIONS (FESS): WAYS TO REMEDIATE STUDENT'S WRITING SKILLS

## ABSTRACT

Developing writing skills among secondary learners is essential whatever profession they may choose in the future. This research study addresses the concerns of teachers regarding the learners' responses to the Printed Self Learning Materials (PSLMs) where learners in school as observed will just submit it without answering the part in the writing component. The researchers used a qualitative method and data analysis was completed from the tested results. There were 40 learners who responded to the Assessment test conducted. The data were interpreted using the scoring rubric of Pratiwi (2011) which assessed the content, vocabulary, language, and mechanics of learners in writing composition. During the Pre-Test, the learner respondent got a score with the verbal interpretation that ranges from very poor to poor performance. Folded Events Story Sessions was introduced to the class as a remediation activity by completing the passage or story with close supervision by the teacher monitoring the skills required for 30 days. Post Test was administered in the last part of the program to evaluate the skills gained. Results showed increased performance in skills from Average to Good. With the remediation, students become familiar with the elements of short stories and improve their skills in applying the proper mechanics in writing. It is then recommended that the result will be shared with the language teachers.

**Keywords:** Content, Folded Events Story Sessions, Mechanics, Printed Self Learning Materials, Vocabulary, Language,

### I Context and Rationale

The power of the mind can be measured by the kind of writing one can produce. Writing as a skill provides an individual an instance to engage and document the realities of life. Involvement in a form of writing adheres to the kind of information where everyone can evaluate and analyze the written text.

However, writing activity among students in high school is considered a struggle and an unpleasant encounter in the class. Students tend not to participate and skip writing tasks in answering their modules and PSLMs. The situation bothers teachers on how students would be motivated to do the writing activity, where in fact essay questions would be an appropriate preference in giving points for students' performance in the class.

Along with the scenario, innovation is simply introduced in one class of Grade 9 students of Sumirap National High School to help encourage and motivate them to develop their writing skills even in this time of the pandemic. Therefore, an innovation titled, *Crafting Folded Events of a Story: Bridging Students' Writing Skill during Pandemic*, suggests students use their time-sharing thoughts and employ connections to finish an article. Results and findings of this action research can help introduce teaching techniques in developing writing skills individually.

Furthermore, it is believed that a simple attempt to use the pen in finding appropriate words in expressing composing an article is a good start to practice and develop his potential in writing an article.

## II Innovation, Intervention, or Strategy

Forming students' skills in writing was one of the biggest problems of all schools in the country. Students' drawback in this field was the prior concern among teachers in the past years before the pandemic strikes the country two years ago. Having it now, the said skill is more than hampered by the class scenario where the teacher's actual facilitation is no longer observed in the classroom.

With fear and apprehension, that pandemic has no definite end, one could think that skill specifically writing might be compromised. As an advocate of quality learning, developing writing skills must continue by all means. Therefore, this action research is one tool that can help continue easing and bridging the gap of the writing skills of the students. This will also inspire them to be still active and has the chance to develop their writing skills.

According to Graham, Steve (2019), stated that in order to be successful in school, at work, and in their personal lives, students must learn to love and engage in writing. To process them to develop the skill, they should receive adequate practice and orientation.

Considering the complexity in teaching writing, teachers should be eloquent in dealing with competencies that would suit the learning situation of the students during this time where teachers as immediate facilitators are not evident in the classroom. Simplified and modified processes that are available have to be considered especially in this time of crisis. The proposal was believed to be one of the best learning strategies in developing the writing skills of the students not even in this time of health crisis but can be used as an instructional tool in the classroom in the coming years.

As a member of the learning institution, it is a responsibility to look for ways that learners' learning development should be given a priority. Likewise, this action research concerning the poor writing skills of the Grade 9 learners was observed which is based on the students' responses in answering the tasks found in their PSLMs.

The product of the investigation among teachers with regards to students' attitude in answering essay questions, it came out that most students in Grade 9 did not provide answers leaving the space blank. There were some who tried to respond but did not follow the structure and mechanics in writing a paragraph. This brought a problem that students have difficulty in

answering essay questions. In an interview with some of the students, they said that they don't understand the instruction and they don't know how to write a sentence.

” Folded Event Stories (FEES) Sessions,” is one strategy that helps the student to think about situations that are linked and related to one topic. Each student is given an assigned task to write a paragraph that is connected to the preceding section of the article. The process is done by providing the introduction of the article or story which will be continued by each student in a group. The first member will continue by writing the second paragraph which contains more than 5 connected and logical sentences. The procedure will be repeated until the last member of the group will write the conclusion of the article or the ending of the story.

Observing the weekly distribution of PSLMs, students have enough time to compose or write a composition.

### III – Action Research Questions:

The study aims to assess the learners' skills in writing at Sumirap National High School as perceived by the teachers based on the learners' responses in the learning tasks found in their PSLMs. Specifically, the study aimed to answer the following questions:

1. What is the level of a student's writing skills in terms of:
  - a. Content
  - b. Vocabulary
  - c. Language
  - d. Language
2. Is there a significant difference between the level of students' writing skills during Pre-Test and Post Test assessments?

### IV – Action Research Methods

## 1. Research Design

This chapter presents the respondents of the study, data gathering procedure, and data analysis.

- **Participants and/or sources of Data and Information**

The respondents of this study cover the entire class of one section with 46 learners in the Grade 9 curriculum of Sumirap National High School, Sumirap, Tangub City.

- **Data Gathering Methods**

This research used both qualitative and quantitative research to determine the effectiveness of the Folded Events Story Sessions (FESS) in bridging the writing skills of the learners' respondents.

. To determine the writing skills of the learners' respondents, pretest was administered which was basically similar to composition writing where learners can freely continue the essay/story based on the learners' knowledge. The study uses the adapted analytic scoring rubrics from the study of Pratiwi (2011) in assessing students' competence in writing compositions.

### Scoring Rubric of Writing Skill

Score	Level	Criteria
Content	30 – 27	<b>Very Good to Excellent</b> Details and information of the subject are clear and understandable
	26 - 22	<b>Average to Good</b> Understandable but lacks detail about the subject, limited support sentences to the topic
	16 - 13	<b>Very Poor</b> Does not show information of the subject, and does not represent the topic
Vocabulary	20 – 18	<b>Very Good to Excellent</b> Variety, effective words/idiom choice, and usage of a word from mastery (appropriate meaning), appropriate register
	17 - 14	<b>Average to Good</b> Quite variety, sometimes errors of words/idiom form, choice, usage but easy to understand
	9 - 7	<b>Very Poor</b>



		Usually translate the word, not good enough of English vocabulary, idioms or word form
Language	25 - 22	<b>Very Good to Excellent</b> Effective, grammatically structured, few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
	21 - 18	<b>Average to Good</b> Effective but simple, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom confused
	17 - 11	<b>Poor to Fair</b> Major problem is simple/arranged a sentence, frequent errors of negations, agreement tense, number, word order/function, articles, pronouns, preposition and/or fragments meaning confused
	10 – 5	<b>Very Poor</b> Does not know the grammatical rule, dominated by errors
Mechanics	5	<b>Very Good to Excellent</b> Few errors of spelling, punctuation, capitalization, and paragraphing
	4	<b>Average to Good</b> Occasional errors of spelling, punctuation, capitalization, and paragraphing
	3	<b>Poor to Fair</b> Frequent errors of spelling, punctuation, capitalization, and paragraphing
	2	<b>Very Poor</b> Dominated by errors of spelling, punctuation, capitalization, and paragraphing

### 1.1 Pre-Test

Prior to the current observations of students' writing skills in essay type of test in PSLMs, A pre-Test was set to fully determine the students' competence in composition writing. The result will be the basis of their recent writing performance.

### 1.2 Post-Test

The second test will be conducted after the intervention to determine the improvement of the learners' writing skills.

The scoring rubrics was used to objectively assessed the writing skills coupled with interview of learners.

### Statistical Treatment

The scores of both the pretest and the posttest were taken and these data were coded, tallied, and were statistically treated using the mean and standard deviation,

The mean and the standard deviation were used to determine the writing skills of learners, while the t-test was employed to determine the significant difference of the mean scores on pretest and posttest of both groups.

### V. Results and Discussions

The following are the results and the analysis done from the data

To determine the writing skills of the learners, pretest was administered using the scoring rubrics of Pratiwi (2011). It focused on four (4) categories in assessing the writing composition skills of learners namely: content, vocabulary, language, and mechanics. The criteria range from

**Table 1: The Writing Skills of Learners during PRE-TEST**

Learners	Content		Vocabulary		Language		Mechanics	
	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation
1	16	Very Poor	9	Very Poor	21	Average to Good	3	Poor to fair
	14	Very Poor	9	Very Poor	19	Average to Good	3	Poor to fair
3	22	Average to Good	8	Very Poor	19	Average to Good	4	
4	24	Average to Good	20	Very Good to Excellent	18	Average to Good	4	
5	30	Very Good to Excellent	20	Very Good to Excellent	22	Very Good to Excellent	5	Very Good to Excellent
6	28	Very Good to Excellent	18	Very Good to Excellent	24	Very Good to Excellent	5	Very Good to Excellent
7	27	Very Good to Excellent	19	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
8	27	Very Good to Excellent	20	Very Good to Excellent	25	Very Good to Excellent	5	Very Good to Excellent
9	15	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
10	14	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
11	13	Very Poor	8	Very Poor	16	Poor to fair	3	Poor to fair
12	23	Average to Good	17	Average to Good	22	Very Good to Excellent	4	Average to Good

13	24	Average Good to	16	Average Good to	22	Very Good to Excellent	4	Average to Good
14	23	Average Good to	15	Average Good to	22	Very Good to Excellent	4	Average to Good
15	22	Average Good to	16	Average Good to	21	Average to Good	4	Average to Good
16	27	Very Good to Excellent	20	Very Good to Excellent	25	Very Good to Excellent	5	Very Good to Excellent
17	25	Average Good to	20	Very Good to Excellent	25	Very Good to Excellent	4	Average to Good
18	13	Very Poor	7	Very Poor	20	Average to Good	3	Poor to fair
19	14	Very Poor	7	Very Poor	10		2	
20	28	Very Good to Excellent	20	Very Good to Excellent	22	Very Good to Excellent	5	Very Good to Excellent
21	22	Average Good to	20	Very Good to Excellent	22	Very Good to Excellent	4	Average to Good
22	23	Average Good to	20	Very Good to Excellent	22	Very Good to Excellent	4	Average to Good
23	24	Average Good to	18	Very Good to Excellent	21	Average to Good	4	Average to Good
24	25	Average Good to	18	Very Good to Excellent	21	Average to Good	4	Average to Good
25	13	Very Poor	7	Very Poor	10	Very Poor	2	Very Poor
26	13	Very Poor	7	Very Poor	11	Poor to Fair	2	Very Poor
27	13	Very Poor	7	Very Poor	11	Poor to Fair	2	Very Poor
28	14	Very Poor	7	Very Poor	12	Poor to Fair	2	Very Poor
29	15	Very Poor	7	Very Poor	13	Poor to Fair	2	Very Poor
30	14	Very Poor	7	Very Poor	12	Poor to Fair	2	Very Poor
31	27	Very Good to Excellent	20	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
32	28	Very Good to Excellent	20	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
33	22	Average Good to	15	Average to Good	11	Poor to Fair	2	Very Poor
34	23	Average Good to	15	Average to Good	11	Poor to Fair	2	Very Poor
35	13	Very Poor	7	Very Poor	11	Poor to Fair	2	Very Poor
36	13	Very Poor	7	Very Poor	11	Poor to Fair	3	Poor to fair
37	14	Very Poor	7	Very Poor	11	Poor to Fair	3	Poor to fair
38	14	Very Poor	7	Very Poor	11	Poor to Fair	2	Very Poor
39	14	Very Poor	7	Very Poor	11	Poor to Fair	2	Very Poor
40	15	Very Poor	7	Very Poor	11	Poor to Fair	2	Very Poor
TOTAL	788		515		696		130	
Mean	19.7	Poor	12.8 75	Very Poor	17.4	Poor to fair	3.25	Poor to fair

The table shows the writing skills of the learners as categorized in the content, vocabulary, language and mechanics with scores of: 19.7 for content having a verbal interpretation of POOR;

for vocabulary of 12.875 having a verbal interpretation of VERY POOR: 17.4 for Language with a verbal interpretation of POOR TO FAIR; and 3.25 with verbal interpretation of POOR TO FAIR.

During this time of the pandemic, when students stay at home while doing learning tasks, the scenario of poor performance in writing has become widely anticipated in all learning areas that require students to answer in a form of an essay. Shreds of evidence are clear and unanswered test items in the PSLMs.

The results of the activity prepared during the Pre Test as interpreted simply confirms the submitted output of the learners in their PSLMs at the same time prevails the need to introduce intervention to uplift their performance as rated VERY POOR TO FAIR based from the tool used.

Writing is a skill not preferably to many. Competence in this field most likely depends on the interest of students in being expressive in matters that pertain to opinions and ideas. Most students consider writing a tough task or activity in the classroom. However, there is no room in the classroom to exclude writing as the basic educational performance among students. Students' opinions describe their perception of classroom assessment: the assignments' interest and importance, students' self-efficacy for accomplishing the tasks, and the good orientations behind their efforts at learning (Brookhart, Susan M., and Diane L. Bronowicz, 2003).

One reason that caught the teachers' attention and alarmed them is the poor writing responses of the students in PSLM (Printed Self Learning Materials) in terms of tests or exercises that need a personal point of view. The results confirm the status of learners in writing composition.

**Table 2. The Writing Skills of Learners during POST-TEST**

Learners	Content		Vocabulary		Language		Mechanics	
	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation
1	27	Very Good to Excellent	9	Very Poor	21	Average to Good	3	Poor to fair
2	16	Very Poor	9	Very Poor	19	Average to Good	3	Poor to fair
3	26	Average to Good	8	Very Poor	19	Average to Good	4	Average to Good

4	26	Average Good to	20	Very Good to Excellent	18	Average Good to	4	Average Good to
5	30	Very Good to Excellent	20	Very Good to Excellent	22	Very Good to Excellent	5	Very Good to Excellent
6	30	Very Good to Excellent	18	Very Good to Excellent	24	Very Good to Excellent	5	Very Good to Excellent
7	28	Very Good to Excellent	19	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
8	28	Very Good to Excellent	20	Very Good to Excellent	25	Very Good to Excellent	5	Very Good to Excellent
9	20	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
10	15	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
11	15	Very Poor	8	Very Poor	16	Poor to fair	3	Poor to fair
12	28	Very Good to Excellent	17	Average Good to	22	Very Good to Excellent	4	Average Good to
13	26	Average Good to	16	Average Good to	22	Very Good to Excellent	4	Average Good to
14	26	Average Good to	15	Average Good to	22	Very Good to Excellent	4	Average Good to
15	26	Average Good to	16	Average Good to	21	Average Good to	4	Average Good to
16	29	Very Good to Excellent	20	Very Good to Excellent	25	Very Good to Excellent	5	Very Good to Excellent
17	28	Very Good to Excellent	20	Very Good to Excellent	25	Very Good to Excellent	4	Average Good to
18	15	Very Poor	7	Very Poor	20	Average Good to	3	Poor to fair
19	15	Very Poor	7	Very Poor	10		2	
20	29	Very Good to Excellent	20	Very Good to Excellent	22	Very Good to Excellent	5	Very Good to Excellent
21	26	Average Good to	20	Very Good to Excellent	22	Very Good to Excellent	4	Average Good to
22	26	Average Good to	20	Very Good to Excellent	22	Very Good to Excellent	4	Average Good to
23	26	Average Good to	18	Very Good to Excellent	21	Average Good to	4	Average Good to
24	30	Very Good to Excellent	18	Very Good to Excellent	21	Average Good to	4	Average Good to
25	15	Very Poor	8	Very Poor	10	Poor to fair	3	Poor to fair
26	15	Very Poor	9	Very Poor	11	Poor to fair	2	Very Poor
27	16	Very Poor	9	Very Poor	11	Poor to fair	2	Very Poor
28	16	Very Poor	7	Very Poor	12	Poor to fair	2	Very Poor
29	17	Very Poor	7	Very Poor	13	Poor to fair	3	Poor to fair
30	15	Very Poor	8	Very Poor	12	Poor to fair	3	Poor to fair
31	30	Very Good to Excellent	20	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
32	30	Very Good to Excellent	20	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
33	25	Average Good to	15	Average Good to	15	Poor to fair	3	Poor to fair
34	24	Average Good to	15	Average Good to	15	Poor to fair	3	Poor to fair
35	16	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
36	16	Very Poor	7	Very Poor	15	Poor to fair	3	Poor to fair

37	12	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
38	16	Very Poor	7	Very Poor	15	Poor to fair	3	Poor to fair
39	16	Very Poor	7	Very Poor	12	Poor to fair	3	Poor to fair
40	22	Very Poor	8	Very Poor	13	Poor to fair	3	Poor to fair
TOTAL	899		524		722		139	
Mean	22.5	Average to Good	13.1	Average to Good	18.05	Average to Good	4.375	Average to Good

Table 2 on the Learners Performance in the Post Test shows an increasing performance in composition writing from **VERY POOR TO FAIR** in the **PRETEST** and **AVERAGE TO GOOD** in the **POST TEST** as interpreted in the scoring rubric after the introduction of the remediation using FESS.

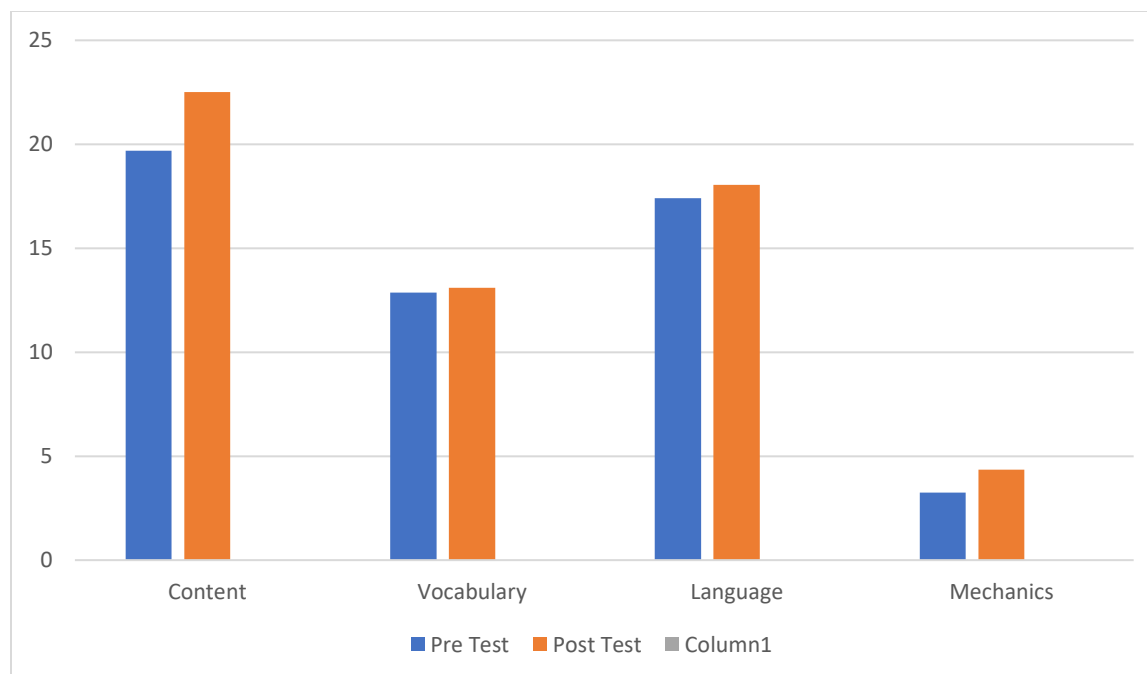
This educational activity is done by writing logical paragraphs individually owned by each member in a group to develop a single composition. The benefits gained are heightening their sense of responsibility towards the task, promoting the sharing of new information, allowing the sharing of expertise, helping narrow down information, and negotiating successfully by using Facebook as a means to continue their discussion on matters which they had difficulty in resolving through face-to-face interactions (Fong, Lin Siew, 2012).

Moreover, Folded Events Story Session (FESS), is a strategy to motivate students to engage in writing specifically in one section or classroom in the Grade 9 curriculum. This learning experience is coupled with collaboration among members of a group to create one output a story, an article, essay, or any written document.

Comparing the Results of Pre-Test and Post Test to determine the level of Performance among learners in the class.

Using mean and standard deviation to calculate the spread of test among students, whether most students score close to average and to understand which item had the highest variation in test scores among students.

**Figure 1: Graphical Presentation of Pre Test and Post Test**



The graph prevails the increasing performance of learners in writing composition. The poor performance in content during the Pre-Test increases to AVERAGE TO GOOD in the Post Test; the VERY POOR performance in vocabulary increases to AVERAGE TO GOOD in the Post Test; and the language and mechanics that are both POOR TO FAIR increase to AVERAGE TO GOOD.

## Findings

### From the data gathered, the researchers find out the following:

The learners writing skills in Grade 9 Section Ostrich during Pre-Test are as follows: the content is 19.7 with a verbal interpretation of POOR; for vocabulary, it has a score of 12.875 having a verbal interpretation of VERY POOR; 17.4 for Language with a verbal interpretation of POOR TO FAIR; and 3.25 with the verbal interpretation of POOR TO FAIR

During Post Test, the writing skills of the learners as categorized in the content, vocabulary, language, and mechanics are as follows: 19.7 for content having a verbal interpretation of POOR; for the vocabulary of 12.875 having a verbal interpretation of VERY POOR: 17.4 for Language with a verbal interpretation of POOR TO FAIR; and 3.25 with the verbal interpretation of POOR TO FAIR.

There is increased performance in the learners' writing skills during the Post-test. The poor performance in content during the Pre-Test increases to AVERAGE TO GOOD in the Post Test; the VERY POOR performance in vocabulary increases to AVERAGE TO GOOD in the Post Test; and the language and mechanics that are both POOR TO FAIR increase to AVERAGE TO GOOD.

## Conclusion

In the light of the findings, the researchers conclude that folded events story sessions and the remediation of writing skills improve learners' performance in writing composition as the learners become familiar with the elements of a short story, compose a paragraph and apply appropriate words.

## Recommendations

In the context of the findings of the study, the following are proposed:

1. The remediation program will be continued to the same set of learners to see progress when given in a long time.
2. The results of this research will be shared with the language teachers in school.

## V Work Plan and Timelines

Program Description	Objectives	Strategies/Activities	Time Frame	Persons Involved	Source of Fund	Expected Output
Review on the elements of a short story	Identify the elements of a story presented	Attach printed learning materials in their weekly PSLMs explaining and illustrating the topic	5 days (1 week)	Teacher Adviser & students	Personal	Familiarization with the elements of a short story
Modeling and orientation of the activity	Provide a clear picture of the program showing guide on how it is conducted in the class	Provide sample copies of how the activity is conducted,  Start the activity by writing a paragraph that connects to the preceding text.	5 days (1 week)	Teacher Adviser & students	Personal	Learning of the program and composing a paragraph that connects to the preceding text
Exchange of material (every	Write paragraph/s that connect	Continue writing a paragraph that is	5 days (1 week)	Teacher Adviser	personal	Learning of the program and composing



week) up to when the suggested ending of the story is required	to the preceding text up to when the required number of paragraphs	related to the preceding text.		& students		a paragraph that connects to the preceding text
Improving vocabulary for writing purposes	To enhance the writing skills using effective word choice	Provide a copy of 200 helpful synonyms in English to strengthen English vocabulary and use it in the sentences of their paragraph	5 days (1 week)	Teacher Adviser & students	Personal	Apply appropriate words in their composition
Enhancing writing skills towards the language	Enrich writing skills following grammar rules	Introduce basic rules in subject-verb agreement to improve the language usage and structure of sentences	5 days (1 week)	Teacher Adviser & students	Personal	Apply basic rules in subject-verb agreement in writing sentences for the paragraph
Enhancing writing skills following the standards and mechanics in writing composition	Improve composition by applying the standards, mechanics, punctuations, and capitalization	Introduce to the students the standards, mechanics, correct use of punctuation marks, and capitalization	5 days (1 week)	Teacher Adviser & students	Personal	Produce a well-organized composition

## VI Cost Estimates

General Description	Quantity	Unit	Unit Price	Total Estimated Cost
Bondpaper	10	Rim	150.00	1,500.00
Folder	40	piece	5.00	400.00
Load	5	week	150	750.00
Total				2,650.00

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**PRE TEST**

Learners	Content			Vocabulary			Language			Mechanics		
	Score			Score			Score			Score		
1	16			9			21			3		
2	14			9			19			3		
3	22			8			19			4		
4	24			20			18			4		
5	30			20			22			5		
6	28			18			24			5		
7	27			19			23			5		
8	27			20			25			5		
9	15			8			15			3		
10	14			8			15			3		

11	13			8			16			3		
12	23			17			22			4		
13	24			16			22			4		
14	23			15			22			4		
15	22			16			21			4		
16	27			20			25			5		
17	25			20			25			4		
18	13			7			20			3		
19	14			7			10			2		
20	28			20			22			5		
21	22			20			22			4		
22	23			20			22			4		
23	24			18			21			4		
24	25			18			21			4		
25	13			7			10			2		
26	13			7			11			2		
27	13			7			11			2		
28	14			7			12			2		
29	15			7			13			2		
30	14			7			12			2		
31	27			20			23			5		
32	28			20			23			5		
33	22			15			11			2		
34	23			15			11			2		
35	13			7			11			2		
36	13			7			11			3		
37	14			7			11			3		
38	14			7			11			2		
39	14			7			11			2		
40	15			7			11			2		
<b>TOTAL</b>	<b>788</b>			<b>515</b>			<b>696</b>			<b>130</b>		
<b>Mean</b>	<b>19.7</b>			<b>12.875</b>			<b>17.4</b>			<b>3.25</b>		

**Table 2. The Writing Skills of Learners during POST-TEST**

Learners	Content		Vocabulary		Language		Mechanics	
	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation	Score	Verbal Interpretation
1	27	Very Good to Excellent	9	Very Poor	21	Average to Good	3	Poor to fair
2	16	Very Poor	9	Very Poor	19	Average to Good	3	Poor to fair
3	26	Average to Good	8	Very Poor	19	Average to Good	4	Average to Good
4	26	Average to Good	20	Very Good to Excellent	18	Average to Good	4	Average to Good
5	30	Very Good to Excellent	20	Very Good to Excellent	22	Very Good to Excellent	5	Very Good to Excellent
6	30	Very Good to Excellent	18	Very Good to Excellent	24	Very Good to Excellent	5	Very Good to Excellent
7	28	Very Good to Excellent	19	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
8	28	Very Good to Excellent	20	Very Good to Excellent	25	Very Good to Excellent	5	Very Good to Excellent
9	20	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
10	15	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
11	15	Very Poor	8	Very Poor	16	Poor to fair	3	Poor to fair
12	28	Very Good to Excellent	17	Average to Good	22	Very Good to Excellent	4	Average to Good
13	26	Average to Good	16	Average to Good	22	Very Good to Excellent	4	Average to Good
14	26	Average to Good	15	Average to Good	22	Very Good to Excellent	4	Average to Good
15	26	Average to Good	16	Average to Good	21	Average to Good	4	Average to Good
16	29	Very Good to Excellent	20	Very Good to Excellent	25	Very Good to Excellent	5	Very Good to Excellent
17	28	Very Good to Excellent	20	Very Good to Excellent	25	Very Good to Excellent	4	Average to Good
18	15	Very Poor	7	Very Poor	20	Average to Good	3	Poor to fair
19	15	Very Poor	7	Very Poor	10		2	
20	29	Very Good to Excellent	20	Very Good to Excellent	22	Very Good to Excellent	5	Very Good to Excellent
21	26	Average to Good	20	Very Good to Excellent	22	Very Good to Excellent	4	Average to Good
22	26	Average to Good	20	Very Good to Excellent	22	Very Good to Excellent	4	Average to Good
23	26	Average to Good	18	Very Good to Excellent	21	Average to Good	4	Average to Good
24	30	Very Good to Excellent	18	Very Good to Excellent	21	Average to Good	4	Average to Good
25	15	Very Poor	8	Very Poor	10	Poor to fair	3	Poor to fair
26	15	Very Poor	9	Very Poor	11	Poor to fair	2	Very Poor
27	16	Very Poor	9	Very Poor	11	Poor to fair	2	Very Poor
28	16	Very Poor	7	Very Poor	12	Poor to fair	2	Very Poor
29	17	Very Poor	7	Very Poor	13	Poor to fair	3	Poor to fair
30	15	Very Poor	8	Very Poor	12	Poor to fair	3	Poor to fair
31	30	Very Good to Excellent	20	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
32	30	Very Good to Excellent	20	Very Good to Excellent	23	Very Good to Excellent	5	Very Good to Excellent
33	25	Average to Good	15	Average to Good	15	Poor to fair	3	Poor to fair
34	24	Average to Good	15	Average to Good	15	Poor to fair	3	Poor to fair
35	16	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
36	16	Very Poor	7	Very Poor	15	Poor to fair	3	Poor to fair

37	12	Very Poor	8	Very Poor	15	Poor to fair	3	Poor to fair
38	16	Very Poor	7	Very Poor	15	Poor to fair	3	Poor to fair
39	16	Very Poor	7	Very Poor	12	Poor to fair	3	Poor to fair
40	22	Very Poor	8	Very Poor	13	Poor to fair	3	Poor to fair
<b>TOTAL</b>	<b>899</b>		<b>524</b>		<b>722</b>		<b>139</b>	
<b>Mean</b>	<b>22.5</b>	<b>Average to Good</b>	<b>13.1</b>	<b>Average to Good</b>	<b>18.05</b>	<b>Average to Good</b>	<b>4.375</b>	<b>Average to Good</b>