Learners' Competence in Sentence Construction: Basis for a Writing Skills Enhancement Program

Mae S. Bacacao

Department of Education, St. Louis College of Bulanao, Philippines
Email: bacacaomae53183@gmail.com

Article Detail:	Abstract
	This study which assessed pupils' proficiency in spelling, capitalization, punctuation, and subject-verb agreement, underscored the significance of strong writing skills in academic development. Further aimed at proposing a writing skills enhancement program, this paper included 17 respondents from Callagdao ES and 27 respondents from Namnama ES, totaling 44 participants. This descriptive research revealed that birth order and the number of siblings studying do not significantly impact the pupils' sentence construction abilities, while the mother's occupation influences punctuation proficiency. Conversely, the father's occupation does not show a notable effect on the learners' competence in this area. Although family dynamics may play a role, the study suggests that parental occupation has limited influence on the pupils' proficiency in sentence construction; hence, parents are encouraged to engage in language practice at home to support their children's learning, complementing classroom instruction and enhancing language skills. Teachers are advised to implement collaborative learning experiences to foster teamwork, communication, and mutual learning among students. Regular assessments and feedback on spelling, capitalization, punctuation, and subject-verb agreement are also recommended to monitor progress and identify areas for improvement. Moreover, enhancement program tailored to address the specific difficulties encountered by learners may be implemented.

I. INTRODUCTION

Writing requires a foundational skill called sentence building. It is the capacity to combine words and phrases to create grammatically sound and intelligible sentences. Clear and successful communication depends on appropriate sentence form.

Research indicates that children vary widely in their ability to construct sentences, with some capable of creating intricate ones while others struggle with simple ones, and this diversity can significantly affect their writing skills. Students with poor sentence-building skills may require assistance in conveying their ideas effectively, as they might produce disjointed or grammatically incorrect writing, which can impede reader comprehension and lead to lower grades on assignments (Özkayran & Yılmaz, 2020; Hasan and Munandar, 2018; Miko, 2018).

Furthermore, children struggling with sentence structure may exhibit a reduced motivation to write, finding the task tedious and being hesitant to express

Article DOI: https://dx.doi.org/10.22161/ijeel.4.6.12

their thoughts, potentially affecting their overall academic performance negatively (Seven, 2020).

Alfaqiri (2018) investigated the writing difficulties and hurdles that Saudi Arabian English as a second language learners have at various levels of competency.

This is especially concerning in the context of the Philippine educational system, where DepEd Order No. 45, series of 2002, Regional Memorandum No. 013-2020 states that no student is expected to be promoted to the next grade "unless he or she manifests mastery of the basic literacy skills in a particular grade level." The importance of sentence structure becomes evident in the broader context of academic success, as proficient sentence construction is integral to effective writing.

In addition to mastering sentence structure, students must also cultivate a strong vocabulary, a solid grasp of grammar, organizational skills, and proficiency in mechanics to produce writing that is not only grammatically correct but also clear, concise, and logically coherent. As highlighted by Indrilla and Ciptaningrum (2018), these skills collectively contribute to the ability to express thoughts clearly and precisely. Consequently, students facing challenges in sentence structure are not only at risk of immediate academic struggles but also of hindrances in effectively conveying their ideas, impacting both their educational and professional achievements.

In Callagdao Elementary School, the test item analysis results revealed that the learners are low proficient in English as indicated by the computed value of 38.39%. Furthermore, it has also been noted that the pupils performed low along questions on identifying the structure, purpose and language features of different text types and are not proficient on the differences of simple sentences, compound sentences, and complex sentences.

These competencies are embedded skills in writing. It could therefore be concluded that there is a rising need to discover the competence of the pupils in sentence construction and study whether these results align. Data on these would be important to navigate on an enhancement program suited to the pupils.

Considering all mentioned, this study aims to determine the level of competence in sentence construction among the Grade 4 pupils of Callagdao Elementary School to develop a writing skill enhancement program tailored to their needs.

II. RESEARCH QUESTIONS

Generally, the study evaluates the pupil's competence in sentence construction as the basis for a writing skill enhancement program proposal.

Specifically, it is aimed at finding answers to the following objectives:

1. What is the profile of the respondents in terms of birth order/ordinal position in the family, number of siblings studying, occupation of father, and occupation of mother?

2. What is the level of competence of the pupils in sentence construction along spelling, capitalization, punctuation marks, and subject-verb agreement?

3. Is there a significant difference in the pupils' competence level in sentence construction along spelling, capitalization, punctuation marks, and subject-verb agreement when they are grouped according to the profile variables?

4. What program could be proposed to address the needs of the pupils in improving their sentence construction skills?

III. HYPOTHESIS

There is no significant difference in the pupils' competence level in sentence construction when grouped according to the profile variables.

1. Significance of the Study

This research has the potential to benefit a wide range of people. For starters, it can be of tremendous assistance to students who have weak sentence construction skills by pinpointing the exact skills they need to develop in this area, resulting in more effective rehabilitation programs and, ultimately, improving their overall writing performance. Furthermore, teachers will benefit from this research since it will advise them about the best ways to support students who are suffering with sentence formation, allowing them to design new teaching

materials and tactics and boosting their professional development.

This study can also help parents understand the importance of sentence structure and receive tools and activities to help their children learn this ability at home. Finally, legislators can use the research findings to make educated judgments and create policies and efforts to improve students' writing skills, such as establishing standards for teaching sentence structure or giving funds for remedial programs. As a result, this research has the potential to improve numerous areas of education and the support systems that surround it.

2. Underpinning Theory

Constructivism is one theory that can be used to study learners' ability in sentence creation. Jean Piaget's (1970) constructivism is a learning theory that emphasizes the necessity of active knowledge-building by learners. Constructivist thinkers argue that learners learn best when investigating and manipulating their surroundings.

Constructivism in the context of sentence formation proposes that learners learn to construct sentences by actively participating in the writing process. This could include creating stories, poetry, or essays, revising and editing their work, and discussing it with others. As they participate in these activities, students gain a grasp of grammar and syntax principles and how to use these rules to produce grammatically accurate and meaningful phrases.

According to research, constructivism can be an effective technique for teaching sentence formation. For example, Friantary et al., (2020) discovered that a constructivist-based sentence construction intervention helped enhance the sentence construction skills of students with learning difficulties. Islamiyah & Fajri (2019) discovered that a constructivist-based sentence-building intervention helped enhance sentence construction skills and overall writing performance of children with reading impairments.

Constructivism is a well-established learning theory that can help learners improve their sentence-constructing skills. Constructivist concepts can be used to create interesting and supportive learning environments and offer learners the opportunities

and feedback they need to improve their sentence construction skills.

IV. LITERATURE REVIEW

4.1 Sentence Construction

Sentence formation serves as a fundamental pillar of language, facilitating effective communication through the generation of well-formed and structured sentences. The implications of this essential feature are explored through a comprehensive survey of related literature, aiming to deepen our understanding of its significance and the involved techniques.

Cognitive processes underlying sentence creation are illuminated by various studies, with psycholinguistic research revealing the intricate coordination of mental functions such as lexical retrieval, syntactic planning, and grammatical rule application. The "lemma model" proposed by Levelt and colleagues (1990) underscores the complexities inherent in phrase production, emphasizing the activation of word lemma representations and the subsequent retrieval and construction of necessary syntactic structures. This paradigm highlights the pivotal role of understanding underlying cognitive systems in successful sentence generation.

From a linguistic perspective, Chomsky's (1957) transformational grammar introduces a theoretical framework emphasizing that sentence building transcends mere word concatenation. It emphasizes the complexity of the process, guided by grammatical rules and linguistic principles. Practical issues in sentence construction, as revealed by Indrilla & Ciptaningrum (2018), further emphasize the impact of elements such as sentence length, clause count, and grammatical structure distribution on readability and understanding. The findings underscore the need for authors to be attentive to sentence construction when aiming to express information effectively.

The significance of punctuation in sentence formation is underscored by Farooq et al. (2020), who address typical punctuation problems in English writing. This study not only identifies issues but also provides practical advice for correct usage, highlighting the crucial role punctuation plays in deciphering sentence meaning and enhancing overall

understanding. These findings underscore the need for a nuanced understanding of punctuation rules to improve sentence clarity and coherence.

Advancements in natural language processing, exemplified by Pham's (2018) study on a recursive neural network model, signify a technological breakthrough. The model, trained on a vast corpus of sentences, effectively generates cohesive and grammatically sound sentences through machine learning algorithms. This exemplifies how computational models contribute to comprehending and enhancing phrase formation, offering valuable insights into the intersection of technology and linguistic processes.

The cited studies emphasize that sentence creation is a nuanced process involving intricate cognitive and linguistic actions. Practical considerations, including sentence length, syntactic complexity, and punctuation mark usage, significantly impact sentence clarity and readability. The emergence of computational models further enriches our understanding, marking a paradigm shift in sentence building. Overall, this literature overview not only underscores the importance of sentence design in facilitating effective communication but also paves the way for future research in this dynamic field.

2.1. Writing Competencies

Writing is a fundamental skill that enables individuals to effectively communicate thoughts, ideas, and information. It plays a crucial role in various aspects of life, from academic essays and professional reports to personal narratives and creative expression. This review examines the key components of writing competencies, the impact of writing skills on various domains, and strategies for improving writing proficiency.

Scholars and researchers have identified several crucial components that contribute to effective writing. Pongsukvajchakul (2019) emphasizes the significance of fluency, clarity, and structure in writing. The ability to organize thoughts coherently and express them in a clear and structured manner is essential for producing well-written texts.

In addition to fluency and clarity, strong writing skills encompass mastery of language mechanics, including vocabulary, syntax, and punctuation. Prihandani (2023), Bakoko and Pratiwi (2021) highlight the significance of these mechanics in ensuring effective communication. A rich vocabulary, proper sentence structure, and correct punctuation usage enhance the clarity and precision of written expression.

The benefits of strong writing skills extend beyond academic success. Writing is a valuable asset in the professional realm, where effective communication is highly valued. A study by the National Commission on Writing (2004) revealed that over half of employers were dissatisfied with their employees' writing abilities. This underscores the importance of writing skills in securing employment and advancing in professional careers.

Beyond academic and professional spheres, writing plays a crucial role in personal growth and development. It serves as a tool for introspection, self-discovery, and personal expression. Individuals can explore their thoughts, emotions, and experiences through journaling, creative writing, and other forms of written expression (Awada & Plana, 2018). Writing can be a therapeutic process that facilitates self-awareness and personal growth.

The studies highlight the importance of writing competencies for effective communication and personal development. Strong writing skills enable individuals to express their thoughts and ideas clearly, persuasively, and professionally, leading to success in various aspects of life.

Individuals can employ various strategies to improve their writing skills. Consistent practice is essential for developing fluency and refining writing techniques. Seeking feedback from peers, instructors, or writing experts can provide valuable insights and help identify areas for improvement (Nygaard & Dahlgren, 2018; Castillo-Cuesta, 2022). Additionally, engaging in extensive reading exposes individuals to different writing styles, enriches vocabulary, and enhances grammar proficiency.

Writing skills are essential for effective communication and personal development. The ability to generate and organize thoughts coherently, master language mechanics, and adapt writing style to different contexts is crucial for achieving success in various aspects of life. By engaging in consistent

practice, seeking feedback, and actively reading, individuals can enhance their writing skills and improve their ability to convey their thoughts and ideas effectively.

This cited studies have highlighted the key components of writing competencies, the impact of writing skills on various domains, and strategies for improving writing proficiency. By understanding the importance of writing and implementing effective strategies for improvement, individuals can empower themselves to communicate effectively and achieve their personal and professional goals.
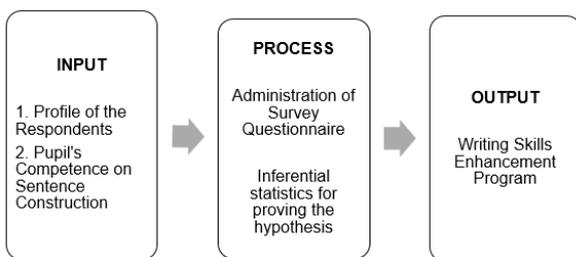
3. Research Paradigm

Figure 1. Research Paradigm

V.   METHOD

3.1.   Research Design

The research design for this study is a descriptive research design. The quantitative component was used to gather numerical data on the profile of the respondents, their competence level in sentence construction, and any significant differences based on profile variables.

3.2.   Participants of the Study

The study was conducted within the two (2) schools of Southern Tabuk District 1 Department of Education-City Division of Tabuk, namely Callagdao Elementary School and Namnama Elementary School.

There were 17 respondents from Callagdao ES and 27 respondents from Namnama ES. In total, there are 44 respondents included in the study.

3.3.   Instrumentation

The researcher adopted and modified a sentence writing activity sheet from the Department of Education learning module for Grade 5 where the learners were tasked to write sentences according to structure. It was evaluated by three (3) Master

Teachers and a school head. Part 1 solicited information about the profile of the respondents specifically birth order, number of siblings studying, and occupation of parents. Part 2 required the respondents to write sentences according to prompt provided. The following rubrics was used to score the outputs:

11 – 20 errors   Needs Improvement (NI)

6 - 10 errors   Basic (B)

3 – 5 errors   Proficient (P)

0 – 2 errors   Excellent (E)

**Appendix A
Instrumentation**

Dear Respondent:

Thank you for participating. The purpose of this is to assess your competence in various skills related to sentence construction.

> 11 – 20 errors – Needs Improvement (NI)
> 6 - 10 errors – Basic (B)
> 3 – 5 errors – Proficient (P)
> 0 – 2 errors – Excellent (E)

Rest assured that all responses shared through this test questionnaire will be held confidential.

Section 1: Demographic Profile

Check the appropriate parenthesis with your correct answer.

Birth Order: ( ) 1st Child
              ( ) Middle Child
              ( ) Last Child

Number of Siblings Studying: ( ) None
                              ( )1-3
                              ( )4 and above

Occupation of Mother: ( ) Professional
                        ( ) Non Professional
                        ( ) OFW

Occupation of Father: ( ) Professional
                        ( ) Non Professional
                        ( ) OFW

Section 2. Competence in Sentence Construction as to Purpose

Give/Write 3 (three) examples of each sentence as to purpose.

Examples of Declarative Sentence:

1._____
2. _____
3. _____

Examples of Exclamatory Sentence:

1._____
2. _____
3. _____

Examples of Imperative Sentence:

1._____
2. _____
3. _____

Examples of Interrogative Sentence:

1._____
2. _____
3. _____

3.4.   Data Gathering Procedure

The data gathering procedure for the study on evaluating pupils' competence in sentence construction commenced upon securing clearance to conduct data gathering given by the defense panel. The researcher began the modification of the adopted sentence writing activity sheets which was later validated. The following were the specific steps:

A structured questionnaire was used to collect information on birth order, number of siblings studying, occupation of the father, and occupation of the mother. The learners' competence in sentence construction was measured by administering a sentence writing activity designed to measure the pupils' competence in sentence construction. More specifically, the activity was introduced as part of the activities during a catch-up Friday session.

3.5.   Analysis of Data

Profile variables was analyzed using descriptive statistics (e.g., mean, median, mode) to understand the characteristics of the respondents. To determine if there are significant differences in competence levels based on profile variables, ANOVA test was used.

To interpret the level of ability in sentence building, the following Likert scale was utilized:

Table 1. Sentence Construction Proficiency Rubrics

Criteria	Excellent 0-2 Errors (1)	Proficient 3-5 Errors (2)	Basic 6-10 Errors (3)	Needs Improvement 11-20 Errors (4)
Spelling	Very few or no spelling errors	Few spelling errors	Several spellings errors	Numerous/frequent spelling errors
Capitalization	Consistent and correct capitalization	Mostly correct capitalization	Inconsistent capitalization	Frequent capitalization errors
Punctuation	Correct use of punctuation marks throughout	Mostly correct use of punctuation marks	Some errors in punctuation	Frequent errors in punctuation
Subject-Verb Agreement	Subject and verb consistently agree in number and tense.	Mostly consistent agreement in number and tense	Some errors in subject-verb agreement	Frequent errors in subject-verb agreement

Source: Biahan, N. D. (2022, February 08). Sentence Construction Rubric. Retrieved from https://www.scribd.com/document/557523472/Sentence-Construction-Rubric

Table 2. Four-Point Likert Scale on the Competency Level

The table below categorizes academic scores into four levels (Excellent, Proficient, Basic, Needs Improvement) based on a 0-20 score range, providing corresponding scale values, limit, and symbols for easy reference.

Errors	Scale	Limits	Description	Symbol
11-20	1	3.26 – 4.00	Needs Improvement (Numerous errors)	NI
6-10	2	2.51 – 3.25	Basic (Several errors)	B
3-5	3	1.76 – 2.50	Proficient (few errors)	P
0-2	4	1.00 – 1.75	Excellent (very few errors)	E

Table 3. Basis for Accepting and Rejecting the Null Hypothesis

Moreover, in order to determine if the null hypothesis could be accepted or rejected, the following was used:

Condition	Decision
P value > 0.05	Accept H_o
P value $\leq$ 0.05	Reject H_o

VI.   RESULT

3.6.   Profile of the Respondents

Table 4 presents and describes the respondent's profile characteristics based on birth order, Number of Siblings Studying, Occupation of Mother, and the occupation of Father.

Table 4. Frequency Counts and Percentage Distributions of Various Profile Characteristics of the Respondents

Birth Order	Frequency	Percentage
1st Child	15	34.09
Middle Child	19	43.18
Last Child	10	22.73
TOTAL	44	100.00
No. of Siblings Studying	Frequency	Percentage
None	10	22.73
1-3	30	68.18
4 and above	4	9.09
TOTAL	44	100.00
Occupation of Mother	Frequency	Percentage
Employed	12	27.27
Unemployed	29	65.91
OFW	3	6.82
TOTAL	44	100.00
Occupation of Father	Frequency	Percentage
Employed	8	18.18
Unemployed	34	77.27
OFW	2	4.55
TOTAL	44	100.00

The table presents the demographic profile of the participants. Interestingly, the data shows that 43.18% of the respondents belong to the middle child category based on their parents' employment, the number of siblings pursuing higher education, and their birth order. This suggests that there are more people with ordinal positions other than first or last born than usual. This finding also prompts a closer examination of the unique experiences and dynamics associated with middle children in the context of academic achievements and language proficiency. Furthermore, 68.18% of respondents reported having

one to three siblings enrolled in school, compared to 9.09% who reported having four or more siblings enrolled in school. This indicates a potential influence of family size on educational pursuits. When it comes to the jobs that parents hold, a sizable fraction of moms (65.91%) are unemployed, while a comparatively smaller amount (6.82%) work abroad. In a same vein, 77.27% of fathers do not have a job, although 4.55% of fathers are overseas Filipino workers (OFWs). This result underscores the impact of migration on family dynamics and its potential influence on language development. These findings highlight the prevalence of middle-class respondents, those with a modest number of siblings enrolled in college, and a notable proportion of parents without jobs in the sample.

3.7. Level of Competency of Learners on Sentence Construction

The data which pertained to the respondent's Levels of Competence on Sentence Construction along Spelling, Capitalization, Punctuation Marks, and Subject-Verb Agreement is shown in Table 5.

Table 5. Mean table on the level of competence of the pupils in sentence construction along Spelling, Capitalization, Punctuation and Subject-Verb-Agreement.

AREAS OF SENTENCE CONSTRUCTION	1 (NI)	2 (B)	3 (P)	4 (E)	MEAN	DESCRIPTION
Spelling	17	6	6	15	2.57	Basic
Capitalization	20	1	7	16	2.57	Basic
Punctuation	15	5	8	16	2.43	Proficient
Subject-Verb-Agreement	16	9	11	7	2.79	Basic
Overall Mean					2.59	Basic

Table 5 evaluates the competence of pupils in sentence construction across spelling, capitalization, punctuation, and subject-verb agreement, using a scoring basis that categorizes competence levels as Excellent (E), Proficient (P), Basic (B), and Needs Improvement (NI). With mean scores of 2.57 for both spelling and capitalization, the average results for each category show that students demonstrate a high degree of proficiency in these areas and a firm grasp of the related linguistic principles.

With a mean score of 2.43, punctuation falls into the basic category. This suggests that one's command of punctuation rules has to be strengthened.

However, subject-verb agreement is ranked in the proficient category with a higher mean score of

2.79. The information points to a solid grasp of the grammatical rules pertaining to this particular topic.

3.8. Test of Significant Differences in the Pupil's Competence Level in Sentence Construction with Respect to Profile Variables

Table 6. ANOVA table on the pupils' competence level in sentence construction when they are grouped according to birth order, No. of Siblings Studying, Occupation of Mother, and Occupation of Father.

PROFILE	P.value	Interpretation
Birth Order	0.509	Not Significant
No. of Siblings Studying	0.326	Not Significant
Occupation of Mother	0.909	Not Significant
Occupation of Father	0.913	Not Significant

The ANOVA analysis on the pupils' competence level in sentence construction, grouped by birth order, number of siblings studying, occupation of mother, and occupation of father, revealed non-significant results across all factors. The p-values for birth order (0.509), number of siblings studying (0.326), occupation of mother (0.909), and occupation of father (0.913) indicate that none of these variables have a significant impact on the competence level in sentence construction among pupils. This suggests that factors such as birth order, the number of siblings studying, and the occupations of the parents do not play a significant role in determining the pupils' competence level in sentence construction.

VII. DISCUSSION

This paper generally revealed that while the respondents progress towards proficiency in English grammar, there remains a room for improvement in their reading comprehension which could be utilized as basis for a writing enhancement program proposal.

The study generally suggests that factors such as birth order, the number of siblings studying, and the occupations of the parents do not have a significant impact on the pupils' competence level in sentence construction. Despite variations in the profile variables of the respondents, including ordinal position in the family and parental occupations, the pupils demonstrate consistent levels of proficiency in spelling, capitalization, punctuation,

and subject-verb agreement. This indicates that individual differences in these profile variables do not strongly influence the writing skills of the learners. The study highlights the importance of focusing on enhancing specific language elements, such as subject-verb agreement and punctuation, to improve overall writing proficiency, irrespective of demographic factors.

The data analysis unveils interesting insights specifically into the demographics of the learners. It indicates that a significant portion of the learners fall within the middle child category, while a smaller proportion represents the youngest in the family. Moreover, concerning the number of siblings studying, the majority of learners have 1-3 siblings engaged in studying activities. Delving into the occupation of parents, a substantial number are unemployed, while a minority are identified as overseas workers. These findings shed light on the familial and socioeconomic backgrounds of the pupils, potentially influencing their educational experiences and outcomes.

The study of Xing (2023) and Lyu et al. (2019) align with the demographic insights revealed in this study. It delves into the impact of family factors, such as family income and education investment, on students' academic performance, highlighting the significance of family dynamics in shaping educational outcomes. The data analysis, indicating a significant portion of learners as middle children with fewer youngest siblings, and the majority having 1-3 siblings studying, reflects the diverse familial backgrounds of the pupils. Additionally, the findings related to the occupation of parents, with a substantial number being unemployed and a minority as overseas workers, underscore the socioeconomic diversity among the learners' families. These demographic patterns shed light on the varied familial and socioeconomic backgrounds of the pupils, suggesting that these factors may play a crucial role in influencing their educational experiences and outcomes. The study on family factors and academic performance complements the demographic insights by emphasizing the importance of considering family dynamics and socioeconomic backgrounds in understanding and supporting students' educational success. The findings illuminate the diverse familial and socioeconomic backgrounds of learners, suggesting potential impacts on their educational experiences and outcomes.

The findings from Table 5, detailing the competence of pupils in sentence construction across spelling, capitalization, punctuation, and subject-verb agreement, have significant implications for language instruction and educational support. The categorization of spelling and capitalization in the basic level with mean scores of 2.57 points towards the importance of reinforcing fundamental language skills in the curriculum. Educators can use these results to design targeted lessons and activities that focus on improving spelling accuracy and proper capitalization, enhancing students' written communication abilities. Addressing these foundational skills can lay a strong groundwork for students to express themselves clearly and effectively in written form.

The presented implication of spelling is supported by Лісогор (2019) who explored on the significance of spelling skills in writing. The research emphasized that spelling is crucial for various reasons, highlighting its impact on developing general literacy skills and enhancing communication effectiveness. It provides valuable insights into the importance of correct spelling in fostering effective written expression and improving overall writing quality. The findings underscore the essential role of spelling proficiency in enhancing credibility and communication effectiveness in written works. Pan et al. (2021) suggests correct spelling confers a "halo effect." The idea that correct spelling and proper capitalization can enhance a writer's credibility and qualifications adds another layer of significance to the actual findings in this study. It offers a chance for improvement in the sentence construction abilities of the learners. Even if learners face challenges in constructing grammatically correct sentences, their attention to spelling and capitalization reflects a level of detail and care in their written communication.

On the other hand, the basic ranking of punctuation with a mean score of 2.43 highlights the need for explicit instruction and practice in punctuation rules. Educators can utilize these findings to create engaging lessons that help students understand and apply punctuation marks correctly in their writing. By addressing punctuation

challenges, students can enhance the organization and coherence of their written work, ultimately improving the overall quality of their compositions.

The study of Nalb (2023) delves into the crucial role of punctuation marks in enhancing the clarity and coherence of students' written work, emphasizing the significance of mastering punctuation skills for academic writing proficiency. Educators can draw insights from this research to develop effective instructional strategies that focus on teaching punctuation rules and practices to improve students' writing skills and overall composition quality. By utilizing these insights and emphasizing explicit instruction in punctuation, educators can create engaging lessons that help students understand and apply punctuation marks correctly in their writing. Addressing punctuation challenges through targeted instruction allows students to enhance the organization and coherence of their written work, leading to improved overall quality in their compositions. The alignment between the study's emphasis on punctuation importance and the need for explicit instruction highlighted in the findings reinforces the critical role of punctuation skills in enhancing students' writing proficiency and communication effectiveness in academic contexts. This is similar with the findings of Husada et al. (2018) which identified two types of punctuation- period and comma that omitted and added unnecessarily by the students in their written texts. This finding aligns with the notion of learners struggling with punctuation in their writing.

The proficient level ranking of subject-verb agreement with a mean score of 2.79 signifies a strong grasp of this grammatical concept among students. This positive finding suggests that students have a solid understanding of subject-verb agreement rules, contributing to the grammatical accuracy of their sentences. Educators can build upon this strength by incorporating more advanced grammar exercises and activities to further refine students' language skills and promote precision in their written expression. This finding aligns with the essence of the study by Nayan et al. (2009), which likely explored the progression and understanding of subject-verb agreement from novice to expert levels. The strong grasp of subject-verb agreement demonstrated by students in the current research indicates a solid comprehension and application of this grammatical rule, contributing to the clarity and correctness of their written communication. With these findings, educators can gain a deeper understanding of the developmental trajectory and proficiency levels in subject-verb agreement among writers, informing instructional approaches to enhance students' grammatical skills and writing proficiency.

In summary, the respondents in the study exhibit strengths in various areas of sentence construction.

They demonstrate a basic level of proficiency in spelling, with 68% scoring in the (NI) category, showcasing a good grasp of spelling. Additionally, the respondents show competence in capitalization, with 80% scoring in the (NI) category, indicating a basic understanding of capitalization rules. Moreover, the respondents display proficiency in punctuation, as 60% score in the (NI) category, highlighting a strong command of punctuation rules. Furthermore, the respondents excel in subject-verb agreement, with 64% scoring in the (NI) category, demonstrating a strong grasp of this grammatical concept.

In terms of weaknesses observed among the respondents, there are areas that require improvement in sentence construction.

While the majority perform well in spelling, 18% score in the (B) category, indicating a need for enhancement in spelling accuracy. Additionally, a small percentage of respondents (3%) struggle with capitalization, scoring in the (B) category, highlighting a weakness in this aspect that needs attention. Moreover, some respondents (15%) demonstrate a need for improvement in punctuation, scoring in the (B) category, suggesting a weaker understanding compared to other areas of sentence construction. Furthermore, a minority of respondents (27%) score in the (B) category for subject-verb agreement, indicating a slight weakness in this grammatical area that could be addressed through further practice and learning.

The implications of the findings underscore the importance of targeted language instruction that addresses specific areas of weakness while building upon existing strengths in students' sentence

construction abilities. By tailoring teaching strategies to enhance spelling, capitalization, punctuation, and subject-verb agreement skills, educators can empower students to communicate effectively and confidently through their written work, fostering academic success and language proficiency.

The findings of Alharti et al. (2021) revealed that students may excel in certain areas like subject-verb agreement while facing challenges in punctuation, spelling, and capitalization.

Cuesta & Fernandez (2022) supports the implications of the findings that underscore the importance of targeted language instruction in addressing specific areas of weakness and building upon existing strengths in students' sentence construction abilities. This systematic research synthesis highlights the impact of task-based language teaching interventions on improving writing skills among language learners, emphasizing the effectiveness of tailored language instruction in enhancing language proficiency.

The findings from the study align with the notion of tailoring teaching strategies to enhance spelling, capitalization, punctuation, and subject-verb agreement skills to empower students to communicate effectively and confidently through their written work. By focusing on individual needs and providing personalized support, educators can help students overcome linguistic challenges and improve their overall writing abilities. The systematic research synthesis further supports the idea that targeted language instruction plays a crucial role in fostering academic success and language proficiency by addressing specific areas of weakness and building upon students' existing strengths in sentence construction.

ACKNOWLEDGEMENTS

REFERENCES

[1] Alfaqiri, M. (2018). English Second Language Writing Difficulties and Challenges Among Saudi Arabian Language Learners. Journal for the Study of English Linguistics, 6(1), 24-36. https://doi.org/10.5296/jsel.v6i1.12740

[2] Alghazo, K., & Alshraideh, M. K. (2020, August 24). Grammatical Errors Found in English Writing: A Study from Al-Hussein Bin Talal University. International Education Studies; Canadian Center of Science and Education. https://doi.org/10.5539/ies.v13n9p1

[3] Alharthi, S. (2021). From Instructed Writing to Free-Writing: A Study of EFL Learners. Sage Open, 11(1). https://doi.org/10.1177/21582440211007112

[4] An Analysis of the Most Common Essay Writing Errors among EFL Saudi Female Learners (Majmaah University) – AWEJ. (n.d.). https://dx.doi.org/10.24093/awej/vol10no3.26

[5] Aspiras, Quia & Manalo, Erika & Lapada, Maverick & Castro, Calvin & Alido, Charles. (2020). Parents' Occupation: Its Implication on Child-parent Relationships. 10.13140/RG.2.2.35837.79842.

[6] Atashian, S., & Al-Bahri, K. (2018). Towards Arab Students' Grammatical Errors in Academic Writing& their Perceptions. Arab World English Journal (AWEJ). Proceedings of 1st MEC TESOL Conference 2018. https://doi.org/10.24093/awej/MEC1.10

[7] Awada, G., & Plana, M. G. C. (2018). Multiple strategies approach and EFL reading comprehension of learners with dyslexia: Teachers' perceptions. International Journal of Instruction, 11(3), 463–476. https://doi.org/10.12973/iji.2018.11332a. DOI: https://doi.org/10.12973/iji.2018.11332a

[8] Bakoko, R., & Pratiwi, D. I. (2021). The application of cooperative principle in learning spoken English. International Journal of Education and Language, 1(1), 1–10. https://doi.org/10.5349/ijel.v1i01.

[9] Boroditsky, L. (2001). Does language shape thought? Mandarin and English speakers' conceptions of time. Cognitive Psychology, 43(1), 1-22.

[10] Brown, A. L. (1992, April). Design Experiments: Theoretical and Methodological Challenges in Creating Complex Interventions in Classroom Settings. Journal of the Learning Sciences, 2(2), 141–178. https://doi.org/10.1207/s15327809jls0202_2

[11] Castillo-Cuesta, L. (2022). Using Genially Games for Enhancing EFL Reading and Writing Skills in Online Education. International Journal of Learning, Teaching and Educational Research, 21(1), 340–354. https://doi.org/10.26803/ijlter.21.1.19. DOI: https://doi.org/10.26803/ijlter.21.1.19

[12] Combs-Draughn, Alissa Jo, "The impact of psychological birth order on academic achievement and motivation" (2016). Walden Dissertations and Doctoral Studies. 2529. https://scholarworks.waldenu.edu/dissertations/2529

[13] Cuesta, Paola & Fernández, Alberto. (2022). The effectiveness of task-based language teaching on the writing skill: a systematic research synthesis. Ciencia Digital. 6. 27-46. 10.33262/cienciadigital.v6i1.1953.

[14] Department of Education. (2002). DepEd Order No. 45, series of 2002. Policy on the No Read, No Pass Policy.

[15] Department of Education. (2020). Regional Memorandum No. 013-2020. Reiteration of the "No Read, No Pass" Policy.

[16] Evi Schmid & Veerle Garrels (2021) Parental involvement and educational success among vulnerable students in vocational education and training, Educational Research, 63:4, 456-473, DOI: 10.1080/00131881.2021.1988672

[17] Farooq, M. S., Uzair-Ul-Hassan, M., & Wahid, S. (2020). Opinion of second language learners about writing difficulties in English language. South Asian Studies, 27(1).

[18] Friantary, H., Afriani, Z. L., & Nopitasari, Y. (2020). The Implementation of Indonesian Language Learning for Dyslexic in Children at Elementary Schools in Bengkulu. Linguists : Journal Of Linguistics and Language Teaching,6(2),23. https://doi.org/10.29300/ling.v6i2.3750. DOI: https://doi.org/10.29300/ling.v6i2.3750

[19] Ghadah Al Murshidi, Sumaya Daoud, Ruwaya Al Derei, Hebat Alhamidi, Waheeda Jabir, Neama Sayed,Parental involvement in English as foreign language learners' education: Challenges and solutions in a post-pandemic era, International Journal of Educational Research Open, Volume 5, 2023, 100297, ISSN 2666-3740, https://doi.org/10.1016/j.ijedro.2023.100297.

[20] Hasan, I. & Munandar, A. (2018). Grammatical errors produced by UGM English department students. Lexicon, 5(2), 107-114.

[21] Husada, Sarif & Hidayati, Hidayati & Humaira, Humaira. (2018). AN ERROR ANALYSIS OF USING PUNCTUATION MADE BY STUDENTS IN DESCRIPTIVE TEXT AT THE SECOND YEAR STUDENTS OF SMPN 3 WERA IN ACADEMIC YEAR 2017/2018. Pendekar : Jurnal Pendidikan Berkarakter. 1. 23. 10.31764/pendekar.v1i1.253.

[22] Indrilla, N., & Ciptaningrum, D. S. (2018). An approach in teaching writing skills: Does it offer a new insight in enhancing students' writing ability. Journal: A Journal on Language and Language Teaching, 21(2), 124–133.

[23] Islamiyah, M., & Fajri, M. S. Al. (2019). Error Analysis and Its Implications for the English Classroom : A Case Study of an Advanced English Learner. Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature, 5(2), 113. http://ejournal.kopertais4.or.id/mataraman/index.php/efi/article/view/3736.

[24] Nalb, Nada. (2023). The Importance of Punctuation for EFL Students in Academic Writing The Importance of Punctuation for EFL Students in Academic Writing. 10.13140/RG.2.2.18521.19045.

[25] Nayan, Surina & Jusoff, Kamaruzaman. (2009). A Study of Subject-Verb Agreement: From Novice Writers to Expert Writers. International Education Studies. 2. 10.5539/ies.v2n3p190.

[26] National Commission on Writing. (2004). The neglected "R": How our schools fail to teach writing.

[27] Nygaard, L., & Dahlgren, L. O. (2018). The effects of peer feedback on writing skills: A meta-analysis. Educational Research Review, 24, 19-34.

[28] Lyu, M., Li, W., & Xie, Y. (2019). The influences of family background and structural factors on children's academic performances: A cross-country comparative study. Chinese Journal of Sociology, 5(2), 173-192. https://doi.org/10.1177/2057150X19837908

[29] Miko, A. J. (2018). Analysis of students' grammatical errors in writing. Unpublished MA Thesis, Ar-Raniry State Islamic University, Darussalam-Banda Aceh, Indonesia.

[30] Pan, S.C., Rickard, T.C. & Bjork, R.A. Does Spelling Still Matter—and If So, How Should It Be Taught? Perspectives from Contemporary and Historical Research. Educ Psychol Rev 33, 1523–1552 (2021). https://doi.org/10.1007/s10648-021-09611-y

[31] Pham, T. T. T. (2018). Teaching practice collaborative learning in English for Academic Purposes writing classes at Vietnam National Economics University. Can Tho University Journal of Science, 54(2), 84-89.

[32] Permatasari, A. D., Wijayatiningsih, T. D., & Mulyadi, D. (2018). Error Analysis on EFL Learners' Analytical Exposition Writing. Surakarta English and Literature Journal, 1(1), 22–30. https://doi.org/10.52429/selju.v1i1.204. DOI: https://doi.org/10.52429/selju.v1i1.204

[33] Pongsukvajchakul, P. (2019). Error analysis in English paragraph writings of Thai university students. Udon Thani Rajabhat University Journal of Humanities and Social Science, 8(2), 141-155.

[34] Prihandani, A. M. (2023, July 15). An Analysis of Students' Grammatical Errors in Writing Narrative Texts. International Journal of Language and Literature. https://doi.org/10.23887/ijll.v7i2.29453

[35] Putri, Amara & Sukesi, Erni & Zahrida,. (2023). EFL Students' Difficulties on Using Subject-Verb Agreement. Journal of English Education and Teaching. 7. 703-716. 10.33369/jeet.7.3.703-716.

[36] Ramadan, M. (2019). Basic Ideas and Techniques for Teaching the Four Language Skills. English Language Teaching & Testing Guide © 2019/2020.

[37] Swanson, E. A., & Hoskyn, M. (2001). Sentence writing for students with learning disabilities: A componential approach. Learning Disabilities Research & Practice, 16(1), 46–60.

[38] Talmy, L. (2000). Toward a cognitive semantics (Vol. 1). Cambridge, MA: MIT Press.

[39] Wang, & Zhong. (2021). Research and Implementation of English Grammar Check and Error Correction Based on Deep Learning. Hindawi Scietific Programming, 1-10. https://doi.org//10.1155/2022/4082082. DOI: https://doi.org/10.1155/2022/4082082

[40] Wulandari, R. S., & Harida, R. (2021). Grammatical error analysis in essay writing. Deiksis, 13(1), 73–81.

[41] Xing, Zhuoran. (2023). Explore How Family Factors Affect Students' Academic Performance -Based on Literature Analysis. Journal of Education, Humanities and Social Sciences. 10. 91-98. 10.54097/ehss.v10i.6897.

[42] Лісогор, Ю. (2019). ОКРЕМІ ПИТАННЯ ДЕКЛАРУВАННЯ ЯК ОСНОВНОГО СКЛАДНИКА МИТНОГО ОФОРМЛЕННЯ. South Ukrainian Law Journal. 20-23. 10.32850/sulj.2019.3-5.

[43] Yoandita, P. E. (2019). An Analysis of Students' Ability and Difficulties in Writing Descriptive Text. Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching), 7(1). https://doi.org/10.35194/jj.v7i1.534. DOI: https://doi.org/10.35194/jj.v7i1.534