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THE EFFECT OF ESSAY WRITING AND IMMEDIATE FEEDBACK IN ENHANCING STUDENTS' GRAMMAR SKILLS IN VERB TENSES

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ABSTRACT

This study investigates the impact of essay writing and immediate feedback on enhancing students' grammar skills, specifically in verb tenses. Given the importance of verb tense mastery in effective communication, this research aims to determine the extent to which essay writing frequency, duration, and topic variety, alongside timely and specific feedback, contribute to students' grammatical accuracy and consistency. Utilizing a correlational research design, the study examines Grade 7 students at Assumption College of Davao, measuring their essay-writing habits, the immediacy and clarity of teacher feedback, and their grammar proficiency. The study supports the Constructivist Theory, emphasizing active engagement, self-regulation, and continuous feedback as essential components of language learning. It concludes that incorporating structured writing tasks with immediate, clear, and specific feedback enhances students' grammatical competence. Findings reveal that students exhibit a high level of engagement in essay writing, dedicating time to structured activities that allow them to apply grammar rules in meaningful contexts. Furthermore, immediate feedback significantly correlates with improved grammar accuracy, reinforcing correct verb tense usage through timely corrections and detailed explanations. However, the relationship between essay writing alone and grammar proficiency is less pronounced, indicating that writing practice is most effective when paired with constructive feedback. These findings highlight the importance of feedback-driven learning strategies in English instruction and suggest further research into optimizing feedback methods for different writing activities.

CHAPTER I
INTRODUCTION

Background of the Study

In today's educational environment, improving students' grammar skills, especially in verb tenses, is a critical concern for English language teachers. Grammar serves as the foundation for effective communication, and verb tenses are particularly essential for conveying the correct timing and aspect of actions in a sentence. Verb tenses are grammatical forms that indicate the time of an action, event, or condition in relation to the present, past, or future. They describe when something happens, whether ongoing, completed, or will happen. Mastery of verb tenses is crucial for storytelling, academic writing, and everyday conversations, providing clarity and avoiding misunderstandings. Despite its importance, many students struggle with mastering verb tenses, often making frequent errors that hinder their overall writing abilities. This issue is further compounded by the lack of immediate and personalized feedback during learning activities, which can prevent students from recognizing and correcting their mistakes in real time. English language proficiency of students in the Philippines is a point of concern by many institutions particularly as it was highlighted when the results of the first participation of the country in the Program for International Student Assessment (PISA) was released. This result calls for urgent action to enhance students' proficiency in English. Additionally, in a study conducted by Quiñones (2022), it was revealed that the common grammatical errors of the students are incorrect usage of verb tenses. Students found it difficult to remember every verb tense, thus, they struggled to utilize the appropriate tense in a sentence.

Writing is undeniably a crucial skill across various aspects of life and serves as a fundamental element of education. Engaging in essay writing is a powerful method for enhancing one's grasp of grammar. This practice compels writers to apply grammatical rules actively, fostering a deeper understanding and internalization of language structures. The iterative process of drafting and revising essays allows individuals to identify and correct errors, leading to improved grammatical accuracy over time. Studies suggest that essay writing plays a significant role in enhancing grammar skills. Meisani (2022) found that using a writing workshop approach, such as essay writing activities, helped students improve their grammatical accuracy and writing mechanics. Similarly, in a study conducted by Khan (2022), it was found that engaging in essay writing activities assisted students in mastering grammar while also enhancing their vocabulary. Regular writing practice allowed students to develop better sentence structure, improve coherence in their writing, and gain confidence in expressing their ideas effectively.

Giving feedback in the process of writing is important to improve students' writing quality (Brown, 2001). The importance of giving feedback on students' writing is equal to the importance of revising and/or editing in the writing process. Feedback given is a source of information about the students' strengths and weaknesses in their writing to do improvement. Feedback is information that is given to the learner to improve performance (1996). According to Johansson & Rau (2021), the results showed that immediate feedback is indeed effective in improving grammatical accuracy in student writing. In one of the educational institutions in Davao City, it was revealed that immediate corrective feedback presented improvement of sentence structure and grammatical skills among students, rather than using delayed feedback (Syting et. al. 2023). This helps students understand the rules and apply them immediately.

Despite the growing body of literature highlighting the effectiveness of essay writing and immediate feedback in enhancing students' grammar skills, particularly in verb tenses, several critical gaps still exist in the research. While numerous studies have demonstrated a positive correlation between essay writing and grammar improvement, there is limited exploration of the specific types of essay writing practices that are most beneficial for this purpose. Furthermore, although essay writing has been shown to promote self-regulation and critical thinking, there is little research on how different feedback techniques can specifically target students' common struggles with verb tenses, such as tense consistency and the use of past, present, and future forms. Investigating these areas can offer a more nuanced understanding of how essay writing and immediate feedback contribute to language development, providing insights into how these practices can be tailored for maximum impact. Additionally, there is a need for research that addresses the challenges and limitations students face when doing essay writing, such as the consistency of teacher monitoring and the timeliness of feedback. These factors can significantly impact the effectiveness of essay writing in improving grammar skills, as delayed or inconsistent feedback may hinder students' ability to correct their mistakes and reinforce learning.

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Statement of the Problem

This study aims to determine the effect of essay writing and immediate feedback in enhancing Grade 7 students' grammar skills in verb tenses.

Specifically, it seeks to address the following objectives:

1. To determine the extent of essay writing exposure of Grade 7 students in terms of:
   - 1.1 frequency of essay writing;
   - 1.2 duration of essay writing sessions; and
   - 1.3 variety of essay topics.
2. To determine the level of immediate feedback provided to students in terms of:
   - a) Timeliness (e.g., how quickly feedback is given after journal submission);
   - b) Clarity (e.g., how well the feedback is understood by the students); and
   - c) Specificity (e.g., how focused the feedback is on grammar errors in verb tenses).
3. To determine the level of students' grammar skills in verb tenses:
   - 2.1 accuracy in verb tense usage; and
   - 2.2 consistency in verb tense usage.
4. To examine whether there is a significant relationship between:
   - 3.1 essay writing and grammar skills in verb tenses; and
   - 3.2 immediate feedback and grammar skills.

Hypotheses

Ho1: There is no significant relationship between essay writing and grammar skills in verb tenses of the Grade 7 students.

Ho2: There is no significant relationship between immediate feedback and grammar skills in verb tenses of the Grade 7 students.

Ho3: Essay writing and immediate feedback do not significantly predict grammar skills in verb tenses among the Grade 7 students

Theoretical Framework

Constructivist Theory

This study is anchored on the Constructivist Theory by Jean Piaget (1977) which provides a solid theoretical foundation. This theory emphasizes the importance of active engagement, self-regulation, and feedback in the learning process. It suggests that learners construct knowledge through active mental processes, including reflecting on and applying information in real-world contexts. Both essay writing and immediate feedback align well with these principles.

Engaging in essay writing serves as an active learning, allowing students to delve into grammatical concepts such as verb tenses. It encourages them to practice and internalize language rules by writing regularly and applying their knowledge in meaningful ways. This process of writing regularly and applying their knowledge in meaningful ways. This process of writing and revising allows students to build connections between their writing and the grammar rules they are learning.

Piaget also suggests that cognitive development is influenced by active problem-solving and hands-on experiences, which is exactly what journal writing provides. As students write and revise their work, they apply grammatical rules, reflect on their mistakes, and make adjustments. This process of trial and error, paired with immediate feedback, allows students to refine their understanding of verb tenses and grammar rules. Thus, Piaget's theory supports the idea that engaging students in active, reflective learning experiences like essay writing combined with timely, corrective feedback can significantly improve their grammatical skills.

The framework below demonstrates how three key factors: Active Engagement, Self-regulation, and Feedback contribute to the overall Learning Process. Active Engagement emphasizes the importance of students' active participation, where they interact with the content, ask questions, and apply critical thinking to promote deeper understanding. Self-regulation refers to the ability of students to manage their learning by setting goals, monitoring progress, and adjusting strategies, allowing them to take ownership of their education. Feedback plays a crucial role by offering constructive insights into students' strengths and areas for improvement, guiding them to make necessary adjustments and enhance their performance. These three elements work together to create a more effective and personalized learning experience, fostering academic growth and equipping students with skills essential for lifelong learning.

Conceptual Framework

PREDICTIVE VARIABLES **CRITERION VARIABLE**

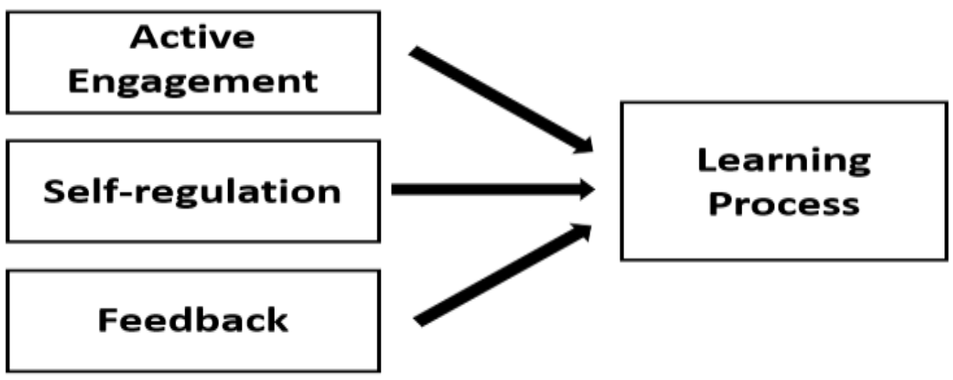


Figure 1. The research paradigm shows how **active engagement, self-regulation, and feedback contribute to the overall learning process.**

CHAPTER II
METHODOLOGY

This chapter presents the design, setting, respondents, measures, procedure, and data analysis used in this study.

Research Design

This study will employ a correlational research design which will examine the relationship between students' engagement in essay writing and the provision of immediate feedback with their performance in grammar, specifically verb tenses. Data collection will involve measuring the frequency and quality of journal writing and feedback provided, as well as assessing students' grammar skills through standardized tests or evaluations of their written outputs. Correlation research allows researchers to predict outcomes and explore the relationships between variables. According to Cohen, Manion, and Morrison (2007), this approach involves gathering two sets of data, one of which is typically retrospective, to analyze the connection between them. Similarly, Creswell (2012) explains that correlational research designs utilize statistical tests to assess and describe the extent to which two or more variables are associated.

Respondents and Sample Size

The respondents of this study will be Grade 7 students from Assumption College of Davao during the school year 2024-2025.

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Grade 7 students were selected as respondents because they are at a critical stage in their academic development, where they are expected to compose their own literary pieces and articles. In the MATATAG Curriculum, some of the learning competencies include composing short stories (EN7LIT-II-4: Compose literary texts using appropriate structure) and original informational texts (EN7INF-III-17: Compose informational text based on the chosen text type). To write clear, well-structured sentences in their short stories and informational texts, students must understand the fundamental rules of verb tenses. Mastery of verb tenses enables students to convey their ideas with clarity and precision, ensuring that their writing is both accurate and coherent.

There are a total of 80 Grade 7 students, with 40 students selected from each of the two sections at Assumption College of Davao. To determine the appropriate sample size for this correlational research study, Slovin's formula was applied. Slovin's formula is a statistical tool used to determine an appropriate sample size when conducting research with a known population size. The calculation yielded a sample size of approximately 66.67, which is rounded up to 67 students.

Sampling Design

The study will employ a stratified random sampling design to ensure a fair representation of Grade 7 students from both sections at Assumption College of Davao. This method is appropriate given the population's division into two distinct sections, each comprising 40 students, making it critical to maintain proportional representation. Stratification is employed to enhance the efficiency of a sampling design by optimizing survey costs and improving the accuracy of the estimators (Parsons, 2017). This dual advantage makes stratified sampling particularly useful in surveys requiring cost-effectiveness and reliable, detailed insights.

Research Instrument

In this research, the researchers will make a three-part questionnaire consisting of the following parts: the first part is to measure the essay writing exposure. The second part is to measure the level of immediate feedback and the last part is an essay test to measure the students' grammar skills.

All questionnaires will undergo pilot testing and validity assessments conducted by experts in English language and communication. After successfully passing these evaluations, the researchers will proceed with the initial survey and administer the questionnaires to the respondents.

Essay Writing Exposure

Score Range	Interpretation	Description
4.21–5.00	Very High	Students consistently engage in essay writing. Sessions occur frequently, last for extended durations, and cover a wide variety of topics.
3.41–4.20	High	Students often engage in essay writing. Sessions occur regularly, last for adequate durations, and explore diverse topics
2.61–3.40	Moderate	Students occasionally engage in essay writing. Sessions happen sporadically, with moderate durations and some variety in topics.
1.81–2.60	Low	Students rarely engage in essay writing. Sessions are infrequent, short, and lack variety in topics.
1.00–1.80	Very Low	Students seldom or never engage in essay writing. Sessions are almost non-existent, very short, and lack topic diversity.

Level of Immediate Feedback

Score Range	Interpretation	Description
4.21–5.00	Very High	Feedback is consistently immediate, clear, and specific. Students receive feedback promptly after submission, understand it well, and find it highly focused on grammar errors in verb tenses.
3.41–4.20	High	Feedback is often immediate, clear, and specific. Students usually receive feedback soon after submission, understand it clearly, and find it adequately focused on grammar errors in verb tenses.
2.61–3.40	Moderate	Feedback is occasionally immediate, clear, and specific. Students sometimes receive feedback with slight delays, understand most of it, and find it somewhat focused on grammar errors in verb tenses.
1.81–2.60	Low	Feedback is rarely immediate, clear, or specific. Students experience noticeable delays in receiving feedback, often struggle to understand it and find it insufficiently focused on grammar errors in verb tenses.
1.00–1.80	Very Low	Feedback is almost never immediate, clear, or specific. Students face long delays in receiving feedback, have difficulty understanding it, and find it lacking focus on grammar errors in verb tenses. short, and lack topic diversity.

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English Grammar Proficiency

Score Range	Proficiency Level	Description
4.5-5.0	Advanced	Demonstrates exceptional grammar skills with consistent accuracy in verb tenses and minimal errors. Able to use complex sentence structures with proper tense usage.
3.5-4.4	Proficient	Exhibits strong grammar skills with a high level of accuracy in verb tenses. Occasional minor errors do not hinder overall clarity.
2.5-3.4	Developing	Shows moderate grammar proficiency. Demonstrates an understanding of verb tenses but makes occasional errors in usage or form.
1.5-2.4	Emerging	Displays a basic understanding of verb tenses. Errors in tense usage occur frequently and may impact the clarity of communication.
1.0-1.4	Beginning	Limited understanding of grammar and verb tenses. Frequent errors significantly hinder communication and require targeted support.

Data Collection Procedures

In the pursuit of completing this research, the following procedures will be followed: First, a letter of permission to conduct the study and to administer a questionnaire to the respondent/s will be handed to the principal of the school. The letter will be noted by the Research Adviser and the Program Head for recommending approval.

The data collection procedure will begin with the preparation phase, during which the research instruments will be validated by subject matter experts, including English teachers and curriculum specialists, to ensure their reliability and appropriateness. Respondents will be oriented about the purpose of the study, the confidentiality of their responses, and the voluntary nature of their participation. Parental consent will be sought and secured prior to data collection. Necessary materials, such as test papers, writing prompt sheets, and answer booklets, will be prepared in advance, and coordination with the school administration will be conducted to arrange logistics and schedules. Data collection will take place during regular class hours to minimize disruptions, beginning with the administration of the Verb Tense Mastery Test, which will be supervised by the researchers and class advisers. Students will have 30 minutes to complete this test.

All test papers and writing outputs will be collected immediately after completion and organized systematically for scoring and analysis. This procedure ensures the collection of comprehensive and reliable data for the study.

Data Analysis

The data gathered in this study will be analyzed quantitatively to explore the respondents' mastery of verb tenses. Descriptive statistics, including mean, standard deviation, and frequency distribution, will be used to summarize the scores from the Verb Tense Mastery Test, providing an overview of the respondents' performance. To determine patterns or trends in the data, statistical tools will be employed to identify the overall level of verb tense mastery among the respondents. The results will be interpreted to draw meaningful conclusions about the respondents' understanding and application of verb tenses, addressing the study's research objectives effectively.

Ethical Considerations

In conducting this study, the researchers will ensure strict adherence to ethical standards to protect the rights and well-being of all respondents. A formal letter of approval will be obtained from the school principal, granting permission to conduct the research within Assumption College of Davao. Informed consent will also be secured from all student respondents and their parents or guardians, ensuring that they fully understand the purpose of the research, which aims to assess the extent of media exposure, vocabulary levels, and reading comprehension among students. The confidentiality of respondents will be prioritized by anonymizing all personal data to prevent the identification of individuals. Only aggregated results will be used in the analysis. Additionally, respondents will be informed that they can withdraw from the study at any point without facing any negative consequences.

The researchers will also avoid harm, discomfort, or undue pressure on the respondents. The content and nature of the vocabulary and comprehension tests will be designed to match the students' educational level, ensuring that no unnecessary stress or anxiety is induced. Moreover, the researchers will remain transparent in communicating the academic purpose of the study and how the results will benefit both the respondents and the broader educational community. The study will follow ethical guidelines set by the school and relevant research bodies, ensuring that the investigation into media exposure, vocabulary levels, and reading comprehension will be conducted with integrity, fairness, and respect for all respondents throughout the research process.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents the findings of the study, emphasizing the key results obtained from the systematic analysis of the collected data. The data were carefully examined using appropriate statistical techniques to address the research questions and objectives outlined in the study. The presentation of results is organized to provide a clear understanding of the patterns, relationships, and significant trends observed in the data.

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Table 1. Level of students' Essay Writing in terms of Frequency, Duration, and Variety

		Mean	SD	Description
	Frequency			
1	In my English class, I was encouraged to write essays as part of our academic activities.	4.138	0.891	High
2	In my English class, I was encouraged to complete essay-writing tasks as homework or outside-class activities.	3.875	1.065	High
3	In my English class, I was encouraged to engage in essay-writing activities that integrate content from different subjects.	3.750	1.112	High
	Category Mean	**3.921**	**0.750**	High
	Duration			
4	In my English class, I was encouraged to utilize sufficient time during class for working on essay-writing tasks.	3.838	1.006	High
5	In my English class, I was encouraged to participate in essay-writing sessions that typically last more than 30 minutes.	3.738	1.191	High
6	In my English class, I was encouraged to revise and improve essays with adequate time provided before submission.	4.112	1.037	High
	Category Mean	**3.896**	**0.831**	High
	Variety			
7	In my English class, I was encouraged to choose essay topics based on my interests.	3.825	1.222	High
8	In my English class, I was encouraged to write essays on topics that are interesting and relevant to my experiences or learning.	4.100	1.079	High
9	In my English class, I was encouraged to explore essay topics aligned with my interests with teacher support.	4.275	1.000	Very High
10	In my English class, I was encouraged to use essay-writing activities to help me improve my grammar skills.	4.612	0.750	Very High
	Category Mean	**4.203**	**0.679**	High
	Overall Mean	**4.007**	**0.632**	High

Table 1 shows the level of students' essay writing. In the study, students' essay writing focuses on frequency, duration, and variety as indicators. Computations yield an overall mean score of 4.007, which is described as high, indicating that the essay writing among students often engages in essay writing. Sessions occur regularly, last for adequate durations, and explore diverse topics. Further, the respondents' responses are homogenous, as manifested by the overall standard deviation of 0.632. Among the indicators of essay writing, variety has the highest mean of 4.203 and a standard deviation of 0.679, which is described as high. Duration has the lowest mean of 3.896 and a standard deviation of 0.831, which is described as high. The result of the study titled "Investigating Writing Difficulties in Essay Writing: Tertiary Students' Perspectives" conducted by Bulqiyah et al. (2021) supports this result. The research highlights that students' attitudes and the teaching approach significantly influence their writing experiences. This suggests that when students perceive essay writing as a regular and engaging activity, they are more likely to explore diverse topics and dedicate adequate time to their writing tasks. Therefore, fostering a positive attitude and providing supportive teaching methods can enhance students' engagement in essay writing, leading to more frequent, varied, and sustained writing sessions.

Table 2. Level of Students' Immediate Feedback in terms of timeliness, clarity, and specificity

		Mean	SD	Description
	Timeliness			
1	In my English class, feedback is given immediately after I submit my essays.	3.575	1.149	High
2	In my English class, I receive feedback on my essays within a reasonable timeframe (e.g., within a day or two).	3.725	1.129	High
3	In my English class, delays in feedback affect my ability to revise and improve my essays.	3.075	1.273	High
	Category Mean	**3.459**	**0.837**	**High**
	Clarity			
4	In my English class, receiving immediate feedback helps me improve my grammar and writing skills.	4.238	1.110	Very High
5	In my English class, the feedback I receive on my essays is clear and easy to understand.	4.375	0.954	Very High
6	In my English class, my teacher explains the corrections or suggestions clearly and in detail.	4.575	0.803	Very High
7	In my English class, after reviewing the feedback, I feel more confident about my grammar and writing skills.	4.188	1.038	High
	Category Mean	**4.344**	**0.668**	Very High
	Specificity			
8	In my English class, the feedback I receive focuses on specific grammar errors, such as verb tense mistakes.	4.225	1.095	Very High
9	In my English class, feedback includes examples or detailed explanations to help me correct my mistakes effectively.	4.238	1.052	Very High

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10	In my English class, I find the feedback helpful for improving the overall quality of my essays beyond grammar, such as in content and organization.	4.400	0.903	Very High
11	In my English class, immediate feedback helps me avoid repeating the same verb tense errors.	4.112	1.118	High
12	In my English class, I find that regular essay writing improves my grammar skills and verb tenses.	4.462	0.948	Very High
	Category Mean	**4.288**	**0.737**	Very High
	Overall Mean	**4.030**	**0.628**	High

Table 2 shows the level of students' immediate feedback. In the study, students' immediate feedback focuses on timeliness, clarity, and specificity as indicators. Computations yield an overall mean score of 4.03, which is described as high, indicating that the feedback is often immediate, clear, and specific. Students usually receive feedback soon after submission, understand it clearly, and find it adequately focused on grammar errors in verb tenses. Further, the respondents' responses are homogenous, as manifested by the overall standard deviation of 0.628. Among the indicators of immediate feedback, clarity has the highest mean of 4.344 and a standard deviation of 0.668, which is described as very high. Timeliness has the lowest mean of 3.459 and a standard deviation of 0.837, which is described as high. A study that supports these findings is by Williams (2024) titled "Delivering Effective Student Feedback in Higher Education: An Evaluation of the Challenges and Best Practice" which examines the challenges and best practices in providing effective student feedback. The study emphasizes the importance of delivering feedback promptly and ensuring that students have the opportunity to use it to improve learning, highlighting that feedback should be clear and specific to be effective. This aligns with this study's findings, where students reported receiving feedback that is often immediate, clear, and specific, with clarity being the highest-rated indicator. The study also discusses various approaches to delivering more effective student feedback, including the principle of feedforward, directive versus facilitative feedback, and the use of digital and AI technologies. These approaches aim to enhance the effectiveness of feedback processes, which can influence student motivation, engagement, self-reflective learning, and performance.

Table 3. Level of Students' Grammar Skills in terms of accuracy and consistency.

	Mean	SD	Description
Accuracy			
Content and Ideas	4.338	0.651	Proficient
Organization	4.300	0.640	Proficient
Category Mean	**4.319**	**0.602**	**Proficient**
Consistency			
Grammar and Mechanics	4.188	0.743	Proficient
Verb Tense Usage	4.100	0.800	Proficient
Creativity and Engagement	4.325	0.721	Proficient
Category Mean	**4.204**	**0.674**	Proficient
Overall Mean	**4.262**	**0.603**	Proficient

Table 3 shows the level of students' grammar skills. In the study, students' grammar skills focus on accuracy and consistency as indicators. Computations yield an overall mean score of 4.262, which is described as proficient, indicating that the students exhibit strong grammar skills with a high level of accuracy in verb tenses. Occasional minor errors do not hinder overall clarity. Further, the respondents' responses are homogenous, as manifested by the overall standard deviation of 0.603. Among the indicators of grammar skills, accuracy has the highest mean of 4.319 and a standard deviation of 0.602, which is described as proficient. consistency has the lowest mean of 4.204 and a standard deviation of 0.674, which is described as proficient. A previous study titled "The Impact of Grammatical Skills on English Language Proficiency of Grade 12 SHS Students" by Alejandro G. Albarico (2021) also concluded that grammatical skills did not significantly impact English language proficiency, suggesting that other factors may contribute to students' language proficiency. This finding aligns with this study's results, where students demonstrated strong grammar skills with a high level of accuracy in verb tenses, as indicated by the overall mean score of 4.262. The occasional minor errors observed did not hinder overall clarity, and the respondents' responses were homogenous, as evidenced by the standard deviation of 0.603. These findings suggest that while students may exhibit proficiency in grammar, other factors could influence their overall language proficiency.

Table 4. Significance of the relationship between essay writing and immediate feedback on the grammar skills of students

Independent Variable	Grammar Skills		
	r-value	p-value	Remarks
Journal Writing	0.184	0.103	Not Significant
Immediate Feedback	0.338	0.002	Significant

Table 4 shows the results of the test on the significance of the relationship between essay writing and immediate feedback on the grammar skills of students. It shows that the essay writing of students has an insignificant, weak positive relationship with grammar skills, as evidenced by the p-value of 0.103, which is greater than 0.05, and an r-value of 0.184. Hence, this implies that there is no strong evidence that may lead to a conclusion that spiritual and social media behavior are related. Also, it shows that immediate feedback from students has a significant, moderate positive relationship with grammar skills, as evidenced by the p-value of 0.002, which is less than 0.05, and an r-value of 0.338. As immediate feedback increases, the grammar skills of the students tend to increase. Hence, this implies that there is moderate evidence that may lead to a conclusion that immediate feedback and grammar skills are related. This finding aligns with the previous research titled "Bridging the Gap Effective Strategies for Integrating Constructive Feedback in Writing Instruction" by Madaka Vijaya Kumar and Dr. Amit Kumar, published in August 2024, which emphasized the importance of specific, actionable commentary that focuses on strengths and areas for improvement in student writing. The study highlighted various strategies and best practices for delivering constructive feedback in English language classrooms, including the use of clear and specific language, customization to individual student needs, and the integration of rubrics and structured feedback forms to promote transparency. This finding aligns with the previous study's results suggesting that immediate feedback has a significant, moderate positive relationship with grammar skills, as evidenced by the p-value of 0.002 and an r-value of 0.338. The

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study underscores the effectiveness of timely and constructive feedback in improving students' writing proficiency.

Discussion

This research explores the interconnected elements of student engagement, feedback, and grammar skills within the context of essay writing development. It examines how these factors contribute to students' overall writing proficiency and suggests implications for pedagogical practice.

The study reveals a strong foundation in essay writing engagement among students. They are frequently engaged in writing activities, dedicating substantial time to the process, and exploring a diverse range of topics. This multifaceted approach, emphasizing frequency, duration, and personalized exploration, fosters a sense of ownership and empowers students to express themselves effectively. This high level of engagement is likely a crucial driver in developing their writing proficiency and critical thinking skills. Furthermore, the research highlights the generally positive perception of immediate feedback on essay writing. Students find the feedback timely, clear, and specific, contributing to their writing development and boosting their confidence. The clarity and specificity of the feedback are particularly valued, enabling students to understand their errors, correct them effectively, and avoid repeating them in future writing.

The study also delves into the students' grammar skills, revealing a proficient level of competency across various aspects, including content, organization, grammar mechanics, and verb tense usage. This proficiency suggests a solid understanding of language principles and their application in writing. Crucially, the research establishes a significant relationship between immediate feedback, particularly on journal writing, and the development of grammar skills. This finding emphasizes the critical role of timely and specific feedback in enhancing grammar proficiency. The act of writing, combined with immediate feedback, allows students to identify and correct errors promptly, reinforcing correct grammar usage and facilitating improvement. Interestingly, while feedback on journal writing showed a strong correlation with grammar improvement, the relationship between feedback on other forms of writing, such as essays, and grammar skills was not as clearly significant in this particular study. This suggests a potential area for further investigation, exploring the nuances of different writing tasks and feedback mechanisms in relation to grammar development.

Conclusion

This study concludes the importance of a holistic approach to writing instruction that prioritizes frequent writing practice, timely and specific feedback, and opportunities for personalized exploration. The high levels of student engagement observed across frequency, duration, and variety of essay writing activities suggest that students are invested in the writing process, creating a fertile ground for skill development. This engagement, coupled with the generally positive perception of immediate feedback—particularly its clarity and specificity—reinforces the crucial role of feedback in guiding student improvement. Students value the opportunity to identify and correct errors, especially in verb tenses, leading to increased confidence and a reduced likelihood of repeating mistakes.

The study's confirmation of students' proficient grammar skills, including accurate and consistent verb tense usage, indicates a solid foundation upon which to build. The significant relationship identified between immediate feedback on journal writing and grammar skill enhancement provides strong evidence for the efficacy of timely and targeted feedback in solidifying grammar knowledge. The act of writing, combined with immediate feedback, creates a powerful learning loop, enabling students to internalize correct grammar principles and apply them effectively. However, the nuanced finding that feedback on essay writing did not demonstrate the same level of significant relationship with grammar improvement as journal writing raises important questions. This discrepancy warrants further investigation to understand the potential influence of task type, feedback delivery methods, or other contextual factors. Future research could explore these nuances, potentially leading to more tailored feedback strategies for different writing genres and a deeper understanding of how feedback mechanisms interact with specific grammar skills, such as verb tense mastery.

Ultimately, this research reinforces the pedagogical value of integrating frequent essay writing, personalized topic selection, and immediate, clear, and specific feedback into writing curricula. While students enter the classroom with a certain level of grammatical proficiency, the consistent application of these principles, particularly in the context of journal writing, appears to be a catalyst for further growth, especially in verb tense accuracy and consistency. By understanding the complex interplay between engagement, feedback, and grammar skills, educators can create more effective learning environments that empower students to become confident and proficient writers.

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APPENDIX A
PARENT'S CONSENT

Dear Parent/Guardian,

We, the graduate students from Holy Cross of Davao College, are conducting a research study titled **"The Effect of Essay Writing and Immediate Feedback in Enhancing Students' Grammar Skills in Verb Tenses"** as part of our academic requirements. The aim of the study is to investigate the potential benefits of essay writing and immediate feedback on students' grammar proficiency, particularly in the use of verb tenses.

Your child has been selected as a potential participant in this study. Participation will involve answering a questionnaire designed to assess their grammar skills in verb tenses. The activity will take approximately duration, e.g., 20–30 minutes, and all data collected will be used solely for academic purposes.

We assure you that the study will adhere to strict ethical standards to protect your child's privacy and well-being. Here are key points to note:

1. **Voluntary Participation**: Participation in this study is entirely voluntary, and your child may withdraw at any time without any consequences.
2. **Confidentiality**: All information gathered will remain confidential and will be anonymized to protect your child's identity.
3. **Purpose**: The study is purely academic and aims to contribute to improving teaching and learning strategies.

If you agree to allow your child to participate in this study, please sign the acknowledgment below and return this form to their teacher/adviser by **January 27, 2025.**

For further questions or concerns, please feel free to contact us at 09999099775 or hanavictor98@gmail.com.

Thank you for your cooperation and support in advancing educational research.

Sincerely,

H , LPT

APRIL ROSE I. AÑORA, LPT
Researchers

Acknowledgment and Consent

I, the undersigned, parent/guardian of _____ a Grade 7 student at Assumption College of Davao, have been fully informed about the study **"The Effect of Essay Writing and Immediate Feedback in Enhancing Students' Grammar Skills in Verb Tenses."** I understand the purpose, procedures, and my child's rights as a participant in this research.

I hereby:

☐ **Grant permission** for my child to participate in the study.

☐ **Do not grant permission** for my child to participate in the study.

Parent/Guardian's Name: _____
Signature: _____
Date: _____

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APPENDIX B
LETTER OF PERMISSION

January 22, 2025

NOVILLA R. CANALITA, MAST-Bio
Principal, Elementary and Junior High School
Assumption College of Davao

Dear Ma'am Canalita,

Good day!

We, the graduate students from Holy Cross of Davao College, are currently enrolled in the course ENGL. 301 – Advanced Grammar and Composition. This course aims to enhance students' mastery of English grammar and composition skills, enabling them to write with precision, coherence, and sophistication. Our final examination is to conduct a study related to our course. Our study is entitled **"The Effect of Essay Writing and Immediate Feedback in Enhancing Students' Grammar Skills in Verb Tenses".**

In line with this, we kindly request your permission to involve the Grade 7 students (St. Anne and St. Bernadette) as part of our participants in our research study. We will also conduct a **pilot testing on Grade 8 OLHR students**. All activities will adhere to ethical research standards, ensuring the students' safety, privacy, and voluntary participation.

To proceed, we will secure parental/guardian consent for each participant and will strictly comply with all school and local education authority guidelines regarding research involving minors.

We deeply value your support and cooperation in facilitating this endeavor.

Thank you for considering our request. We sincerely hope for your favorable response and look forward to working with you to make this study a success.

Respectfully,

HANA A. VICTOR
APRIL ROSE C. ILUSTRE-AÑORA, LPT
Researchers

Noted by:

NOVILLA R. CANALITA, MAST-BIO
Principal, Elementary and Junior High School Units

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APPENDIX C
INSTRUMENT OF THE STUDY

Dear Respondent,

The undersigned researcher is asking for your full cooperation in the conduct of this study. Please respond to the following survey questionnaires in order to gather the necessary information for the thesis paper entitled: The Effect of Essay Writing and Immediate Feedback in Enhancing Students' Grammar Skills in Verb Tenses.

Name (Optional): _____

Part I. ESSAY WRITING. Check the option that best describes your experience with Essay Writing. Use the following scale below:

5 - **Always** (A) - happens all the time
4 - **Very Often** (VO) - happens frequently
3 - **Often** (O) - happens regularly
2 - **Sometimes** (S) - happens occasionally
1 - **Never (N)** - does not happen at all

	A 5	**VO 4**	**O 3**	**S 2**	**N 1**
In my English class, I was encouraged to…					
1. write essays [1] as part of our academic activities.					
2. complete essay-writing tasks as homework or outside-class activities.					
3. engage in essay-writing activities that integrate content from different subjects.					
4. utilize sufficient time during class to work on essay-writing tasks.					
5. participate in essay-writing sessions that typically last more than 30 minutes.					
6. revise and improve essays with adequate time provided before submission.					
7. choose essay topics based on my interests.					
8. write essays on topics that are interesting and relevant to my experiences or learning.					
9. explore essay topics aligned with my interests with teacher support.					
10. uses essay writing activities to help me improve my grammar skills.					

Part II. IMMEDIATE FEEDBACK. Check the option that best describes your experience with Essay Writing. Use the following scale below:

5 - **Always** (A) - happens all the time
4 - **Very Often** (VO) - happens frequently
3 - **Often** (O) - happens regularly
2 - **Sometimes** (S) - happens occasionally
1 - **Never** (N) - does not happen at all

	A 5	**VO 4**	**O 3**	**S 2**	**N 1**
In my English class…					
1. feedback [2] is given immediately after I submit my essays.					
2. I receive feedback on my essays within a reasonable timeframe (e.g., within a day or two).					
3. delays in feedback affect my ability to revise and improve my essays.					
4. receiving immediate feedback helps me improve my grammar and writing skills.					
5. the feedback I receive on my essays is clear and easy to understand.					
6. my teacher explains the corrections or suggestions clearly and in detail.					
7. after reviewing the feedback, I feel more confident about my grammar and writing skills.					
8. the feedback I receive focuses on specific grammar errors, such as verb tense mistakes.					
9. feedback includes examples or detailed explanations to help me correct my mistakes effectively.					
10. I find the feedback helpful for improving the overall quality of my essays beyond grammar, such as in content and organization.					
11. immediate feedback helps me avoid repeating the same verb tense errors.					
12. I find that regular essay writing improves my grammar skills and verb tenses.					

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Part III. GRAMMAR SKILLS. This test assesses your ability to write a composition with correct and effective use of verb tenses.
Directions: Imagine a scenario where popular digital platforms like TikTok, CapCut, and Mobile Legends are banned due to concerns over their impact on mental health, academic performance, and data privacy. These platforms, while offering entertainment, creativity, and social interaction, have also been criticized for encouraging addiction, distracting users from responsibilities, and posing security risks. The debate over whether to ban these applications raises questions about balancing their advantages and disadvantages.
Compose an expository essay discussing whether banning TikTok, CapCut, and Mobile Legends would have a positive or negative impact on society. In your essay, clearly explain your reasoning and support your ideas with examples. Consider both the advantages and disadvantages of these platforms, using a variety of verb tenses (at least 10 different tenses). Underline the verbs used in various tenses to demonstrate your ability to apply different verb forms. Ensure that your essay is well-organized, with a clear introduction, body paragraphs, and a conclusion. Pay close attention to grammar, punctuation, and overall coherence.
Rubric for Essay Writing:

Criteria	Excellent 5 points	Good 4 points	Satisfactory 3 points	Needs Improvement 2 points	Poor 1 point
Content and Ideas	The essay thoroughly addresses the topic, provides a clear argument, and includes multiple well-supported examples.	The essay addresses the topic clearly with good reasoning and some examples.	The essay addresses the topic but lacks depth or sufficient examples.	The essay partially addresses the topic with minimal reasoning or examples.	The essay fails to address the topic and lacks clarity or relevance.
Organization	The essay is well-structured with a clear introduction, body, and conclusion.	The essay is organized, but transitions could be smoother.	The essay has some organization but lacks clarity in some sections.	The essay is poorly organized and difficult to follow.	The essay lacks organization and is unclear.
Grammar and Mechanics	No grammatical, capitalization, or punctuation errors.	There are a few minor errors in grammar, capitalization, or punctuation.	Noticeable errors in grammar, capitalization, or punctuation.	Frequent errors in grammar, capitalization, or punctuation.	Numerous errors that affect understanding.
Verb Tense Usage	Excellent use of at least 10 tenses, demonstrating correct and varied application.	Good use of 8-9 tenses with minor errors.	6-7 tenses were used, with several tense errors.	Less than 6 tenses used; frequent tense errors.	verb tense Usag
Creativity and Engagement	The essay is highly engaging and demonstrates original thought.	The essay is engaging and shows some original ideas.	The essay is engaging but lacks originality.	The essay is minimally engaging with few original ideas.	The essay is unengaging and lacks originality.