ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

IMPROVING LETTER WRITING SKILLS OF GRADE 11 STUDENTS THROUGH WRITE – RIGHT PROGRAM: AN ACTION RESEARCH

Maurene S. Erellana[1], Rea Gabbey A. Lacerna[2], Kyllah Ketch C. Palmejar[3]
[123]*Student Researchers, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines*

Article DOI: https://doi.org/10.36713/epra22623
DOI No: 10.36713/epra22623

ABSTRACT

The purpose of this descriptive quantitative study was to address the letter writing skills among high school students. The study participants were 20 eleventh-grade students from Semong National High School. The study introduced an intervention called Write – Right Program (WRP) to improve the letter writing skills of the students. The pre-test and post-test results showed a significant difference: the pre-test had a mean score of 8.03 (SD = 2.09), while the post-test showed a mean score of 13.95 (SD = 4.01). The statistical analysis revealed a highly significant improvement in the letter writing skills of the students following the intervention, t (19) = 12.5, P < .001. To provide a comprehensive understanding of the students' insights during and after the intervention, the researchers conducted interviews with selected individuals. From the responses gathered, four themes emerged regarding the insights of students: enhanced understanding of writing conventions, noticeable clarity in written expression, improved confidence in writing, feedback-based and peer-supported learning

KEYWORDS: *Letter Writing Skills, Business Letters, Senior High School Students, Seminar Workshop, Action Research.*

INTRODUCTION

Writing a letter refers to the act of composing a written message or communication, typically addressed to a specific individual or group, conveying information, requests, or thoughts. Several studies have explored different letter writings this includes (Adhikari, 2022) stated that letter writing is one of the most important teaching and learning activities in school in improving their letter writing proficiency. Similarly, (Hidayat & Kurnaiwan, 2020) emphasizes that writing letter in English improve the students writing ability. Moreover, (Arzt-Grabner, 2023) letters can be formal or informal, depending on the context and recipient. Writing letters is one of the most crucial components of educational activity. Once students are proficient in writing letters, they are able to communicate with other organizations and businesses.

Students in Islam, Indonesia, struggle with letter writing due to limited vocabulary and confusion with language, which affects their confidence and ability to communicate effectively (Mahmud, 2022). Similarly, a study in India highlights that teaching methods and continuous teacher training play a crucial role in improving students' business letter writing skills, with vocabulary selection being a common difficulty (Luan et al., 2024). Additionally, research in India focusing on third-grade students in class XII IPA 2 found that using application letters significantly enhanced writing skills and recommended building students' confidence through this approach (Khadafi & Gumelar, 2024).

In the Philippine context, Antonio and Briones (2022) studied the business-letter writing skills of student-leaders at the University of Nueva Caceres College of Education. They found that while students felt competent, they often made errors in punctuation, sentence structure, and word choice, highlighting the need for stronger understanding of business writing formats and the development of innovative teaching materials. In Sampaloc, Manila, Zega et al. (2024) evaluated job application letter writing skills of 6th semester students from the English Education Study Program at the University of Nias. Most students showed "Excellent" to "Good" proficiency, though improvements were needed in crafting stronger openings and closings. Additionally, Rosalina et al. (2023) analyzed job application letters from four 12th-grade EFL students at a vocational school, finding that only half met the criteria for proper application letters. Their study emphasizes the importance of focused writing instruction to address sentence construction and early error correction to enhance student performance.

In the Division of Davao del Norte, particularly in Semong National High School, it has been determined that Grade 11 students have been struggling in writing letters based on the observation of their English teacher who have been observing their proficiency in writing. It can present a variety of difficulties, depending on the context, purpose, and the writer's level of experience. Academic letter writing is a common challenge faced by students, professionals, and anyone who is not accustomed to formal written communication. Letters require a specific tone, structure, and vocabulary, which can be overwhelming for those who are new to this style of writing or who have limited experience in formal communication (Thomas, et al., 2020).

The broader social demands for addressing problems and difficulties related to students' short attention spans are met by

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this action research. The current predominance of students' short attention spans, as well as their ability to concentrate, arouse, and distractibility, makes this action research crucial and contemporary. considering that it addresses the changing demands of the students, particularly with regard to their short attention span, this study has substantial social value. By producing enlightening findings, it improves our comprehension of how to tackle this particular issue using a variety of approaches and determines whether or not the suggested solution is successful. This information not only helps us better understand why students have short attention spans, but it also helps us figure out how to address the many demands of the students, including their inability to focus, arousal, and distractibility.

Further, through a thorough review of relevant literature on letter writing skills, the researchers identified several key studies. Ma'ruf (2020), in his study titled "Empowering Students' Writing Skill by Using Personal Letter at The Second-Grade Students at MTs DDI at-Taqwa Jampue," investigated whether the use of personal letters could enhance students' writing skills. Similarly, Zaim (2021), in "Seven C's Communication Skills Problems in Writing Business Letter of English Major Undergraduate Students," examined students' low proficiency and the challenges they faced in writing business letters. Additionally, Zega et al. (2024), in their study "Analysis of Students' Ability in Writing Job Application Letters," focused on assessing the writing abilities of sixth-semester students from the English Education Study Program at the University of Nias. However, within the scope and locale of the present study, no prior research was found that employed a descriptive quantitative method using a one-group pretest-posttest design to address students' poor letter writing skills through the Write–Right intervention. This absence of focused research highlights a gap in the literature, thereby establishing the rationale and significance of the current study.

RESEARCH QUESTIONS/OBJECTIVES

The objective of this research was to determine the effectiveness of the Write – Right Program (WRP) intervention in enhancing student engagement.

The research questions/objectives that guided this study were as follows:

1. What is the level of letter – writing skills among Grade 11 students before the Write – Right Program (WRP) intervention has been implemented?
2. What is the level of letter – writing skills among Grade 11 students after the Write – Right Program (WRP) intervention has been implemented?
3. What is the significant difference between pre-test and post-test employing the Write – Right Program (WRP) intervention?
4. What are the insights of students in the implementation of the Write-Right Program intervention?

HYPOTHESIS

The hypotheses which were tested at 0.05 alpha level of significance which stated that there is significant difference between the pre-test and post-test scores of Grade 11 students before and after the implementation of the Write – Right Program Intervention. The intervention resulted in improved post-test performance, indicating an increase in the students' writing skills. This improvement was statistically significant, as reflected in a high t-value and a p-value less than 0.001.

PROPOSED INNOVATION, INTERVENTION AND STRATEGY

The Write-Right Program (WRP) is a series of seminar-workshops designed to improve the letter writing skills of Grade 11 students. This intervention focused on teaching students how to craft essential types of letters, including letters of request, application letters, resignation letters, complaint letters, acknowledgment letters, and cover letters. Each seminar in the WRP was carefully structured to provide step-by-step guidance, practical exercises, and real-world applications.

The researchers implemented the Write-Right Program (WRP) to improve students' writing skills. Seminars were held every Thursday (3:15–4:15 PM) to discuss specific types of letters, followed by workshops every Friday (8:30–9:30 AM) where students applied what they learned through guided writing activities. This alternating schedule provided both theoretical knowledge and practical experience for a well-rounded learning process.

Table 1
Matrix of the Intervention

Write – Right Program (WRP) Framework		
Phase	**Description**	**Duration**
Seminar Session	Students are introduced to a specific letter (e.g., cover letter, complaint letter, resignation letter, request letter). The speakers explain the different content and structure of a specific letter and provides examples to ensure understanding	1 hour (Every Thursday of the four - week Cycle)
Workshop Session	Students apply what they learned through workshop.	1 hour (Every Friday of the four – week Cycle)

Before conducting the study, the researchers collaborated with the school head and the adviser of Grade 11, section Lyre. This has been identified as having students with poor writing skills, particularly in crafting formal and academic letters. A total of 20 students from this section, who were observed to need improvement in their writing abilities, served as the participants. To establish a baseline, a pre-test was administered

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to assess the students' initial competencies in writing various types of letters.

Each session focused on teaching the structure, tone, and purpose of specific letters. The first session began with a seminar on letters of request, where students engaged in group activities to better understand the key elements and formal tone used in such letters. This was followed by the second session, a workshop where students individually practiced writing their own letters of request and received feedback to improve their work. The third session was another seminar that tackled complaint letters, discussing the tone, structure, and purpose. Afterward, a practical workshop allowed students to apply what they had learned by crafting their own complaint letters. The fifth session covered application letters through a detailed discussion, which was immediately followed by the sixth session: a workshop where students wrote and revised their own application letters. In the seventh session, the focus shifted to resignation letters, presented through a seminar that highlighted proper etiquette and formatting. Finally, the eighth and last session was a workshop that allowed students to craft their own resignation letters, applying everything they had learned throughout the program.

During each workshop, students' outputs were checked and immediately returned with feedback individually. This allowed each student to clearly understand what needed improvement, helping them enhance their writing skills more effectively. After the learning sessions and workshops, a post-test was conducted to evaluate the students' progress. A comparative analysis between the pre-test and post-test results determined the intervention's effectiveness. Throughout the entire process, the researchers, with guidance from the school head and adviser, ensured that the sessions were tailored to the students' needs, fostering growth and confidence in their writing abilities.

Before commencing the action research, a thorough orientation was conducted to ensure that all participants fully understand the intervention's purpose and structure. During this session, students was introduced to the different activities and exercises designed to enhance their writing skills, particularly in crafting various types of academic letters. The researchers emphasized the importance of confidentiality and mutual respect throughout the study, assuring the students that their involvement will remain anonymous and their well-being is prioritized. Students were encouraged to actively engage in the program by listening and participating to various exercises that helped them develop their letter writing abilities. The main goal of the intervention was to improve their writing skills, academic performance, and overall confidence in written communication. With guidance from the principal and the Grade 11 Lyre adviser, the researchers closely monitor the progress of the 20 selected students, ensuring that the methods used in each session are tailored to meet their specific needs and support their growth.

Write-Right Program (WRP) is a comprehensive series of seminars and workshops designed to enhance students' writing skills, specifically in crafting letters for various purposes and contexts. The program incorporated interactive sessions, hands-on exercises, and real-world examples to guide students through the process of writing clear, structured, and effective letters. Students were engaged in workshops that focus on writing formal, informal, and professional letters, allowing them to build a versatile writing skill set. As a result, students developed a deep understanding and improve their ability to communicate through written letters with greater confidence and proficiency, contributing to their overall academic success.

RESEARCH DESIGN

This study employed quantitative research using a pre-experimental descriptive one-group pretest posttest research design. A one-group pretest-posttest design is a type of group research design in which a single participant group is observed twice (pretest-posttest), according to Thyer (2012). Efficacy studies, which were conducted using unique therapy or interventions, are used to show whether a certain treatment can yield favorable outcomes. It is a practical instrument that aids in determining any modifications to the indicators that take place prior to and following the implementation of the intervention or treatment.

The researchers conducted pretest and posttest to measure the changes in students' letter writing. The intervention included seminar and workshop session in sharing and recognizing if student learned something. Surveys were also used, and the numerical data collected supported a quantitative evaluation of the interventions' effectiveness.

Additionally, ten (10) participants comprising students were selected for qualitative data collection, participating in in-depth interviews. These qualitative insights complemented the quantitative data, enriching the study's understanding of the intervention's impact on enhancing letter writing skills.

Research Respondents

Semong National High School, a secondary public school located in Purok 3, Damsite, Semong, Kapalong, Davao del Norte, was the chosen site of this study. In terms of participant selection, all Grade 11 students were chosen for the study. At least 20 participants would be needed for a quantitative study with a diverse sample. In qualitative study, ten (10) students were chosen to participate in the in-depth interview. The researchers chose twenty (20) Grade 11 students as respondents in this study, with assistance from the teachers in the school and basing on the results of the pre-test. Majority of the participants were attended at Semong National High School. Additionally, this study used purposive sampling, a non-probability sampling technique that entails the purposeful selection of participants based on their relevance to the study. This method is especially useful when the researcher can select a sample that is most representative of the population and has specialized knowledge about the population (Curtis, 2011).

Research Instrument

To assess the students' letter writing skills, the researchers employed standardized rubrics as the primary research instruments. These rubrics were carefully selected based on their alignment with the specific types of formal letters taught and evaluated during the intervention, namely letters of request, letters of complaint, cover letters, and resignation letters. Each

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rubric provided clear, structured criteria for evaluating various aspects of writing, including format, organization, tone, grammar, and clarity of expression. To help present and interpret the collected data, the researchers used a table showing the mean percentage by the National Center for Education Statistics (2012), ensuring a clear and accurate understanding of the results.

The letter of request and letter of complaint rubric were sourced from Stanford University's Tiger Literacy Project (n.d.), which outlined specific components for evaluating both content and mechanics in these types of letters. For the cover letter, the researchers used a rubric obtained from Scribd, which emphasizes structure, personalization, language use, and persuasiveness (Anonymous, n.d.-a). To assess resignation letters, a rubric from Course Hero was used, focusing on tone, professionalism, and the appropriateness of content (Anonymous, n.d.-b). These instruments were either directly applied or slightly adapted to fit the study's context and ensure alignment with the instructional objectives. Utilizing these rubrics allowed for consistent and objective scoring across all student outputs and supported a comprehensive evaluation of the impact of the intervention on different types of formal letter writing.

Data Collection Procedure

Equivalent Percentage	Description	Interpretation
90 – 100%	Excellent	This means that the level of mastery in letter – writing is always manifested.
80 – 89%	Very Good	This means that the level of mastery in letter – writing is oftentimes manifested.
70 – 79%	Good	This means that the level of mastery in letter – writing is sometimes manifested.
60 – 69%	Satisfactory	This means that the level of mastery in letter – writing is seldom manifested.
50 – 59%	Fair	This means that the level of mastery in letter – writing is rarely manifested.
0 - 49%	Needs Improvement	This means that the level of master in letter – writing is hardly ever manifested.

Mathison (1988) emphasized how essential it is to gather data from various sources to ensure it is trustworthy. In this study, researchers used a pre-test and post-test approach to collect data, focusing on the reading comprehension levels of participants through the Write-Right Program (WRP). The researchers worked closely with the Grade 11 - Lyre adviser to ask permission to implement such intervention. Once confirmed, the researchers respectfully asked each student if they were interested in participating, making it clear that participation was voluntary. For those who declined, the researchers expressed appreciation for their honesty and apologized for any time taken. To build trust, the researchers also introduced themselves openly to the students, showing their commitment to the study's purpose. The study began with a pre-test, where participants were given an assessment sheet to evaluate their writing problems in making different academic letters. Following the pre-test, the Write-Right Program was implemented to improve students' mastery in writing letters. Spanning 1 month and half with sessions held every Thursday and Friday, the program followed a six-week cycle for each concept. In the first week, pretest was conducted and followed by the seminars and workshops. Thus, the intervention ran for 6 weeks, totaling 12 hours. After the sessions, a post-test was conducted to gauge any changes in the participants' writing skills.

Before starting the study, the researchers worked closely with the Grade 11 English teacher at Semong National High School. They also took approval from the school principal and Grade 11 class advisers, ensuring they are informed about the study's schedule and duration. For the pre-test, the researchers used an adapted and modified test, which the English teacher reviewed and validate to ensure it meets the study's standards. During the pre-test, students was seated in a quiet room to minimize distractions, helping them focus on the assessment. After collecting the pre-test responses, researchers analyzed the scores to calculate the average scores for each indicator. Following this, they implemented the Write-Right Program (WRP), designed to enhance students' writing skills through seminars. This intervention ran for six weeks. After completing the intervention, the researchers administered the same test used in the pre-test as a post-test to measure any changes in students' writing skills. This data collection process helped assess any increases or decreases in average scores before and after the intervention, providing a clear picture of the program's impact on writing skills.

The data that was gathered from the pre-test and post-test was then tabulated. After compiling the students' scores, the researchers entered the data into a Microsoft Excel spreadsheet. Statistical authority was given so that computations, tables, and careful data analysis could be performed. The effectiveness of the intervention was evaluated based on the tabulation findings.

In order to provide a clear explanation of the intervention's efficacy, the researchers immediately conducted interviews with the students and teachers from that particular area to acquire further information about their experiences and insights. The researchers used a thematic analysis to extract themes from the responses following the In-depth Interview (IDI).

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Data Analysis
Statistical tools were used in this study to identify patterns and draw conclusions by evaluating probabilities and analyzing collected data. Information was gathered from multiple sources to answer research questions effectively. These methods helped in interpreting results and addressing key inquiries (Buckley et al., 1976).

The study followed a one-group pretest-posttest design to measure changes before and after the intervention. Researchers calculated the mean scores from both tests to evaluate any improvement. The mean gave a general view of the students' performance across the assessments.

Mean. The mean, or average, was found by adding all student scores and dividing by the total number of students. It allowed for comparison between pre-test and post-test results to observe improvements after the intervention.

Standard Deviation. This statistic shows how much scores differ from the average. A low standard deviation means the scores are close to the mean, while a high one shows greater variation (Moore, McCabe, & Craig, 2017). It helped assess the consistency of student performance.

Paired t-test. Also known as the dependent t-test, this method compared average pre-test and post-test scores. It's suitable for studies with related groups and determined whether score differences were statistically significant or due to chance (Gleichmann, 2020), offering evidence of the intervention's effectiveness.

Cohen's d. This measure evaluated the effect size of the intervention by showing the standardized difference between two means. Cohen's d classifies effects as small (0.2), medium (0.5), or large (0.8) (Cohen, 1988). In this study, it helped determine how meaningful the improvements were beyond statistical significance.

Thematic Analysis. For the qualitative part, interviews with ten students provided insights into their experiences. These interviews were recorded, transcribed, and translated into English when needed. The participants' responses were coded from IDI-001 to IDI-010. Researchers analyzed the transcripts to find recurring ideas and grouped them into themes. This approach revealed deeper reflections from students. A data expert also reviewed and confirmed the accuracy of the themes to ensure the findings were trustworthy.

Statistical Treatment of Data
The study employed four key statistical tools: mean, paired t-test, standard deviation, and Cohen's d. The mean was used to determine the average scores of students during the pre-test and post-test, giving a general overview of their performance in letter writing before and after the intervention. The paired t-test was applied to compare these average scores, helping to identify whether the improvement in performance was statistically significant.

The standard deviation provided insight into the spread or variability of the scores, indicating how consistent or varied the students' performances were across both test phases. This helped in understanding whether the improvement was shared evenly among the participants.

Lastly, Cohen's d was used to measure the effect size of the intervention, offering a sense of how meaningful the observed differences were. This tool allowed the researchers to go beyond statistical significance and assess the practical impact of the intervention on students' engagement and writing skills.

RESULTS AND DISCUSSION

This section shows the main findings of the study and explains what they mean. The results are organized based on the research questions and goals. Each part highlights important patterns or changes found in the data. These findings are also compared to other studies to see how they support or differ from past research. Moreover, the section discusses what the results suggest and what they could mean for future studies.

Research Question No. 1: Level of Letter – Writing Skills Among Grade 11 Students Before the Implementation of the Write- Right Program (WRP) Intervention
Based on the data provided, a mean score of 35.22 indicates that the level of letter writing skills among Grade 11 students before the implementation of the Write-Right Program (WRP) intervention was with a descriptive equivalent of unsatisfactory. This suggests that, prior to the intervention, the students demonstrated limited proficiency in essential aspects of letter writing, such as organization, grammar, tone, clarity, and content development.

This is in accordance with the study of Gutierrez de Blume et al. (2021) which states that Students struggle with letter writing due to lack of practice, weak grammar and vocabulary, and poor instruction. Without regular writing, they don't build confidence or fluency. Limited language skills make it hard to express ideas clearly, and unclear teaching leaves them confused about proper letter format and tone.

These also corresponds to the study of Peter and Singaravelu (2021) which states that Poor letter writing skills in students are often caused by limited writing practice, weak language skills, and unclear instruction. Without enough practice, they fail to develop confidence and structure. Weak grammar and vocabulary hinder clear expression, while inadequate teaching leaves them unsure how to write letters properly.

Moreover, this is also in line with the study of Hadi et al. (2021) which states that Students often find letter writing difficult due to lack of practice, limited vocabulary, and insufficient guidance. Without regular writing, they struggle to organize ideas well. A poor vocabulary makes it harder to express thoughts clearly, and without proper instruction, they may not understand the correct format and tone for different types of letters.

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Table 2: Level of Letter – Writing Skills Among Grade 11 Students Before the Implementation of the Write- Right Program (WRP) Intervention

Indicators	Pre-test	
	Average Percentage Scores (%)	Description
Resignation Letter	37.50	Unsatisfactory
Request Letter	33.57	Unsatisfactory
Complaint Letter	33.75	Unsatisfactory
Cover Letter	36.07	Unsatisfactory
Overall Percentage Score (%)	**35.22**	**Unsatisfactory**

Resignation Letter

The data from Table 1 highlights a significant improvement in students' resignation letter writing skills following the Write-Right intervention. Before the intervention, the students scored an average of 37.50%, with a descriptive equivalent of unsatisfactory which means that it is hardly ever manifested by the students. This low performance indicates that students had considerable difficulty with fundamental aspects of resignation letter writing.

These are aligned with the findings of Swedberg (2022) which emphasizes that seminar workshops significantly enhance students' communication skills, particularly in formal writing like resignation letters. Through practical activities, feedback, and real-life scenarios, these seminars help students gain confidence and become more competent in writing clear, respectful, and professional resignation letters.

Moreover, these finding also aligned with the study of Chang et al., (2022) which Chang et al. (2022) found that seminar workshops on resignation letters help students develop professional communication skills by providing guidance and real-world practice, preparing them for workplace writing.

Request Letter

The pretest and post-test data for letter writing among Grade 11 students reveal a remarkable improvement. Initially, the students exhibited low levels of writing skills, specifically in writing letter of request, which contains the beginning, details, vocabulary, conclusion, and contention, with a percentage score of 36.07% and has a description of unsatisfactory and is hardly ever manifested.

This was consistent with the study of Kong (1998) which states that students struggle with writing request letters due to unclear purpose, informal language, and lack of exposure to proper examples. These lead to vague content and incorrect tone or format.

This was also in line with the study of Basis (2024) which states that Writing request letters can be difficult for students because they often lack experience, struggle with formal language, and are unsure of the proper format. This makes it challenging to clearly express their needs while maintaining a respectful and appropriate tone.

Complaint Letter

The pretest results indicate that participants showed relatively poor levels of mastery in letter writing in complaint letter. Specifically, the percentage score of complaint letter in the pretest which contains the beginning, details, vocabulary, conclusion, and conventions, which has a percentage of 33.75% and has a description of unsatisfactory and is hardly ever manifested.

This was corroborated by the findings of Razmi and Ghane (2024), which states that Written corrective feedback (WCF) supports the Write-Right Program's goal of improving Grade 11 students' complaint letter writing by enhancing skills, confidence, and reducing anxiety. Based on Razmi and Ghane's findings, WCF provides focused feedback that helps students improve structure, tone, and language use.

This was also in accordance with the study of Halliwell et al. (2022) which states that Students struggle with complaint letters due to lack of practice, limited vocabulary, and poor understanding of formal structure. These issues make it hard for them to express concerns clearly and respectfully.

Cover Letter

The results of the pre-test and post-test for Cover Letter writing indicate a notable improvement in students' performance following the Write-Right intervention. In the pre-test, the average percentage score for the Cover Letter was 36.07%, which falls under the "Unsatisfactory" description which means that it hardly ever manifested by the students. This suggests that before the intervention, students lacked essential skills in writing effective cover letters, likely struggling with structure, tone, purpose, and grammar.

This was in agreement with the findings of Ameen and Praharaj (2021) which states that seminar workshops effectively improve students' letter writing skills, especially in crafting professional cover letters. These workshops offer practical, hands-on learning that helps students understand tone, format, and content, while also preparing them for real-world job applications.

Moreover, these are also in line with the work of Ingraham et al., (2021) which indicates that seminar workshops significantly enhance students' ability to write effective cover letters. Through guided instruction and hands-on activities, students learn proper structure, tone, and how to tailor letters to specific jobs, resulting in improved confidence and job market readiness.

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Table 4: Frequency of the Pretest Scores

Pre-test		
Score	**Frequency**	**Percentage (%)**
12	1	5
11	1	5
10	6	30
9	2	10
8	2	10
7	3	15
6	3	15
5	2	10
Total	**20**	**100 %**
Mean	**8.03**	
SD	**2.09**	

The pre-test results show a standard deviation of 2.09, which means that the students' scores were fairly close to the average score of 8.03. This small variation suggests that most students had similar performance levels before any intervention, with fewer students scoring much higher or lower than the mean.

Research Question No. 2: Level of Letter – Writing Skills Among Grade 11 Students After the Implementation of the Write- Right Program (WRP) Intervention

After the implementation of the Write-Right Program (WRP), Grade 11 students achieved a mean score of 63.52, which falls under the Satisfactory level. This indicates that the program had a positive effect on their letter writing skills, helping them reach an acceptable level of performance, though further improvement is still needed to achieve higher proficiency.

This was aligned with the study of Al-Ahdal and Abduh (2021) which stated that Students' letter writing skills improve through strong language proficiency, regular practice, effective teaching, and constructive feedback. Motivation, access to resources, and peer interaction also support growth, while first language and cultural background may influence writing style and understanding.

This was also consistent with the study of Tambunan et al. (2022) which emphasized that Students' letter writing skills improve through real-life writing situations, clear guidance on format and purpose, and supportive activities like peer editing. Personal interest, writing time, and using tools like grammar apps also help enhance their skills.

Moreover, this also corresponds to the study of Ruini and Mortara (2022) which stated that Students' letter writing skills can improve through creative writing activities that build expression, and vocabulary-building exercises that enhance clarity. Participation in writing contests or school publications boosts motivation. Access to a quiet study space and scheduled writing time also encourages focus and consistency in writing practice.

Table 3: Level of Letter – Writing Skills Among Grade 11 Students After the Implementation of the Write- Right Program (WRP) Intervention

Indicators	**Post-test**	
	Average Percentage Scores (%)	**Description**
Resignation Letter	56.77	Fair
Request Letter	53.21	Fair
Complaint Letter	86.25	Very Good
Cover Letter	57.86	Fair
Overall Percentage Score (%)	**63.52**	**Satisfactory**

Resignation Letter

The study revealed that Grade 11 students scored an average of 56.77 in writing resignation letters after the Write-Right Program (WRP), with a descriptive equivalent of fair. This indicates a basic understanding of letter writing, but continued improvement is needed in areas like grammar, tone, and organization.

This was in accordance with the study of Albright (2024) which states that students improve in writing resignation letters by learning workplace norms, communication skills, and how to handle sensitive topics professionally while maintaining positive relationships.

Moreover, this was also related to the study of Dunn (2021) which indicates that students' resignation letter writing can also improve through career orientation programs that explain real job processes, exposure to HR policies, and discussions on transitioning professionally. Learning how timing and tone affect future opportunities also helps refine their writing.

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Request Letter

The study showed that Grade 11 students scored an average of 53.21 in writing request letters after the Write-Right Program (WRP), with a descriptive equivalent of fair. This suggests that while students have a basic grasp of request letter structure and content, they still need improvement in clarity, tone, and proper formatting to reach a higher level of proficiency.

This pertains to the study of Offutt (2020) which emphasizes that Students' ability to write effective request letters can improve through learning persuasive techniques, understanding the importance of clarity, and practicing how to state purpose respectfully. Exposure to real-life request scenarios and discussions on audience expectations also help sharpen their skills.

Further, this was also in line with the study of Day (2021) Students' request letter writing can also improve through vocabulary-building exercises, practicing proper formatting, and studying tone for different situations. Feedback from teachers and peer reviews further help refine their writing.

Complaint Letter

The study revealed that after the implementation of the Write-Right Program (WRP), Grade 11 students achieved a mean score of 86.25 in writing complaint letters, with a descriptive equivalent of very good. This indicates that students showed a strong grasp of the proper format, appropriate tone, and clear organization, producing well-structured and grammatically correct complaint letters.

This was in accordance with the study of Butar (2022) which indicates that Students improve in writing complaint letters by learning how to express concerns clearly, use polite but firm language, and organize details logically. Analyzing sample complaints and discussing problem-solving approaches also enhance their writing skills.

Moreover, this was also aligned with the study of Hartford and Mahboob (2020) which emphasizes that Students' complaint letter writing can also improve through critical thinking activities that teach them to identify valid issues, lessons on emotional control in writing, and understanding the importance of evidence or documentation. Exposure to consumer rights topics further strengthens their ability to write effective complaints.

Cover Letter

The study showed that Grade 11 students achieved a mean score of 57.86 in writing cover letters after the implementation of the Write-Right Program (WRP), with a descriptive equivalent of fair. This suggests that while students demonstrated a basic grasp of cover letter structure and purpose, they still require improvement in areas such as content development, coherence, and language use to reach a higher level of proficiency.

This was in line with the study of Hachfi et al. (2024) which states that students' cover letter writing can improve through career guidance sessions, understanding job descriptions, and learning how to match their skills to employer needs. Practice in highlighting achievements and customizing letters for specific roles also enhances their effectiveness.

Further, this was also consistent with the study of Bahadoran et al. (2021) which emphasizes that students' ability to write strong cover letters can improve through building self-awareness of their strengths, studying successful samples, and developing confidence in professional self-expression. Participation in mock applications and resume-writing workshops also supports their growth.

Post-test		
Score	**Frequency**	**Percentage (%)**
22	1	5
20	2	10
19	1	5
17	1	5
16	2	10
15	2	10
14	1	5
13	3	15
12	2	10
11	2	10
10	1	5
8	1	5
7	1	5
Total	**20**	**100 %**
Mean	**13.95**	
SD	**4.01**	

The post-test results show a standard deviation of 4.01, which means that students' scores varied moderately around the average score of 13.95. This indicates that while some students performed much higher or lower than the average, most scores were fairly close to it. The variation suggests differences in how well students understood the lesson or task.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Research Question No. 3: Significant difference between pre-test and post-test employing the Write – Right Program (WRP) intervention?

The findings presented in Table 3 demonstrate a statistically significant improvement in students' letter writing skills, as indicated by the comparison of pretest and posttest scores. A paired sample *t*-test was conducted, yielding a test statistic of $t(19) = 12.5$, $p < .001$. This result indicates a highly significant difference between the two sets of scores. Therefore, it can be inferred that the intervention or instructional strategy implemented between the pretest and posttest had a positive and meaningful effect on student performance.

The mean score increased from 8.03 in the pretest to 13.95 in the posttest, resulting in a mean difference of 5.92. This substantial gain is supported by the effect size calculated using Cohen's d = 2.79, which is considered very large according to standard interpretation guidelines. A Cohen's d value above 0.8 typically reflects a strong effect, making 2.79 a clear indication of the intervention's effectiveness. Furthermore, the standard error (SE) of the difference was 0.475, further reinforcing the reliability of the observed mean difference.

Table 6: Significant Difference in Students' Letter – Writing Skills Before and After the Implementation of the Write – Right Program (WRP) Intervention

Student's Test Statistic Pretest – Post Test	df	p	Decision	Mean difference	SE difference	Cohen's d (Effect Size)
12.5	19.0	<.001	Significant	5.92	0.475	2.79

Research Question No.4: Insights of Students in the Implementation of the Write-Right Program

To answer this research question, a thorough interview was carried out with the selected informants and participants. The purpose of this question was to gather their insights and reflections on their experiences with the Write-Right intervention. Table 3 presents the main themes and sample statements related to Research Question 1, providing a summary of the participants' shared experiences and insights. From the participants' answers, four major themes emerged: (1) Enhanced Understanding of Writing Conventions, (2) Noticeable Clarity in Written Expression, (3) Improved Confidence in writing and (4) Feedback-based and Peer-supported Learning.

Table 7: Insights of Students in the Implementation of Write- Right Program
(Bezbaruah, 2025)

Emerging Themes	Supporting Statements
Enhanced Understanding of Writing Conventions	• The Write-Right really helped me understand the flow of writing. Before, I just wrote without structure, but now I know there should be a clear introduction, body, and closing. I also feel more confident writing now. Now, I know how to start with a proper greeting and what tone to use if it's formal. (IDI-006) • The program guided me on how to write a letter that looks clear and respectful. It's not just about grammar—it also teaches you what's appropriate to say depending on who you're writing to. (IDI-007) • It's a good way for us to learn formal writing. I realized that the tone of the letter is important. It should sound professional too. Before, I was always told my tone was too informal. Now I'm aware of how to sound professional. (IDI-008) • Now I know how to construct proper sentences and use formal words when needed. My writing is now more organized. I know how to make an introduction, body, and closing. (IDI-010)

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Noticeable Clarity in Written Expression	• I noticed that my writing is now clearer. It's no longer hard to read and has better flow. (IDI-006) • The Write-Right Program served as a guide. It didn't just teach grammar but also how to express yourself respectfully and clearly. (IDI-007) • There's really big improvement. I can see that my writing is clearer, no longer choppy, and more presentable. (IDI-009) • It's very clear that Write-Right is effective because before, I always had wrong grammar and format. Now I know the structure of a letter. (IDI-010)
Improved Confidence in Writing	• I'm more confident submitting letters to my teacher now. Before, I was afraid my structure was wrong. (IDI-007) • It boosted my confidence in writing. Before I was hesitant to express myself, but now I know how to construct formal sentences. (IDI-009) • The Write-Right really helps, especially for people like me who aren't confident in writing. (IDI-010)
Feedback-based and Peer-supported Learning	• That activity where we had to make a draft and revise it after feedback—that was the most helpful. You really see where you went wrong. (IDI-006) • The peer review was helpful. Your classmates give feedback, not just the teacher, so it's easier to understand. (IDI-010) • I liked the group sharing after writing because you get to hear tips from others too. (IDI-007)
Engaging and Practical Learning Applied to Real-Life Contexts	• It wasn't just theory; we practiced immediately. (IDI-002) • The program really helped me... especially in writing my application letter for OJT. (IDI-003) • We did a lot of activities. It was engaging. (IDI-005) • Even in personal life, it helps because I can now send messages in a clear and proper format. (IDI-009) • Because the seminar was interactive, I understood it quickly. (IDI-010)

The first theme, Enhanced Understanding of Writing Conventions, shows that the Write Right Program helped students write in a more formal and organized way. Before the seminars, many wrote freely without structure, but now they recognize the importance of having an introduction, body, and conclusion. They also learned to adjust tone for different audiences, especially in formal settings. More than just grammar, students gained skills in writing clearly and respectfully. This aligns with writing theory, which states that conventions ensure clarity and coherence. Without them, writing becomes confusing and hard to follow. Mastering these conventions empowers students to communicate effectively and authentically (Bezbaruah, 2025).

Additionally, a meta-analysis on writing instruction highlights that teaching explicit strategies for planning, revising, and organizing ideas greatly improves writing quality. These strategies help students see writing as a structured process, not just spontaneous expression. In the Write Right Program, students practiced outlining, organizing, and purposeful revising. They learned to craft clearer, more logical letters. This led to greater confidence and skill in formal writing. Their growth shows a stronger grasp of audience, tone, and structure—key aspects of writing conventions (Graham et al., 2023).

The second theme, Noticeable Clarity in Written Expression, highlights how students became better at expressing their thoughts clearly and smoothly. They improved in grammar, punctuation, and letter formatting, making their writing easier to follow. Many no longer felt their writing was "choppy" or confusing. This supports Vu Pham's study, which found that clear examples and collaboration improve writing fluency. Meaningful practice helped students organize ideas and express them more effectively (Pham, 2021).

Another study that supports this improvement is by Yu and Liu (2021), who emphasized that writing develops best through focused feedback and real-world tasks. They found that clarity improves when students write for clear purposes and audiences, such as in letter writing. Repeated practice and revision help learners internalize proper structure and language. This mirrors the Write Right Program's approach of workshops, feedback, and task-based activities. As a result, students expressed their ideas more fluently and coherently

The third theme, Improved Confidence in Writing, shows how the program helped students become more confident in their writing. Students with high self-esteem are more motivated and engaged in learning, which positively affects their writing performance. When they feel confident, they are more willing to take on writing tasks, improve their skills, and express their ideas clearly. This self-assurance leads to greater pride in their work, better task completion, and overall writing success (Escandallo et al., 2024).

Moreover, research shows that writing confidence is closely tied to students' motivation and willingness to write. When given clear instruction, practice opportunities, and constructive feedback, their anxiety decreases, and confidence improves. A supportive environment helps students take ownership of their writing and develop a positive mindset. In the Write Right

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Program, regular workshops and personalized feedback provided this support. As a result, students overcame their fear of mistakes and saw writing as a skill they could grow with practice (Rahimi & Fathi, 2022).

The fourth theme, Feedback-based and Peer-supported Learning, underscores t the importance of feedback and collaboration in improving student writing. In the Write Right Program, students valued receiving specific comments from peers and mentors, which helped them see what to improve. Revising based on feedback enhanced their clarity and deepened their understanding of writing. Peer activities like group editing created a supportive space for sharing ideas and learning from others. This collaborative environment reduced fear of mistakes and made writing more engaging and enjoyable (Zadorozhnyy & Lee, 2024).

According to Yaacob et al. (2021), peer feedback encourages deeper thinking and sustained engagement in writing. It fosters a sense of teamwork, allowing students to learn from each other, not just from teachers. Group-based reflection promotes deeper learning through idea sharing and exposure to diverse perspectives. This process helps students become more aware of their strengths and areas for growth. Overall, feedback supports not only writing improvement but also the development of more thoughtful and responsible learners.

Lastly, the fifth theme highlights how real-life topics made writing more meaningful for students. Tasks like letters and opinion pieces about their communities sparked genuine engagement. Students felt more motivated and confident expressing their ideas. This approach helped develop both writing skills and critical thinking. Real-world relevance gave their writing a clearer purpose (Gallagher, 2023).

Moreover, connecting writing activities to students' lived experiences encouraged deeper reflection and personal expression. When learners see the relevance of writing in their daily lives, they are more likely to participate actively and persist through challenges. This practical approach transforms writing from a classroom requirement into a valuable life skill (Bean & Melzer, 2021).

CONCLUSION

Students' knowledge about crafting different kind of letter are limited, especially if they are not exposed in making one. However, there are some students who sometimes create a specific letter for convenience, but is not exposed into making other letters, especially if they see this as irrelevant to their lives. This lack of exposure and knowledge in writing letters significantly impacts their skills and future convenience, especially when they apply for a job, make a formal request, and other purposes related to sending letter for formal information or to make communication. In response to this problem, the researchers implemented an intervention aimed to give knowledge on how to properly construct and write a letter. Recognizing that our participants were Grade 11 students, the researchers decided to apply workshops or seminars in improving the letter writing skills of the students, specifically in resignation letter, request letter, complaint letter, and cover letter.

Before the intervention, students demonstrated poor performance in letter writing, as reflected in the pretest mean score of 35.22. This score falls well below an acceptable proficiency level, indicating that most students lacked fundamental skills in organizing thoughts, using proper grammar, and applying appropriate letter writing formats. The low performance suggests that existing teaching strategies were insufficient in developing students' writing competencies. These findings underscore the need for a more structured and focused instructional approach to address these deficiencies. The pre-intervention data serve as a crucial baseline for evaluating the effectiveness of subsequent teaching strategies aimed at improving letter writing skills.

Following the implementation of the intervention, students demonstrated improved performance, with their posttest scores falling under the "satisfactory" category. This outcome indicates that the instructional strategy employed was effective in developing their letter writing skills. The observed progress suggests that learners were able to grasp and apply the writing concepts and techniques introduced during the intervention, leading to noticeable enhancement in their overall writing proficiency. Reaching a satisfactory level reflects that, although further growth is possible, the intervention effectively targeted critical learning gaps and facilitated significant academic advancement. Furthermore, the results of the paired sample t-test revealed a statistically significant improvement in students' writing performance. This strong statistical evidence reinforces the effectiveness of the intervention in elevating students' letter writing abilities. In summary, the intervention made a substantial impact on student achievement, validating its use as a beneficial instructional approach in addressing specific learning needs.

Moreover, the students' insights revealed several key themes that highlight the positive impact of the intervention on their letter writing skills. One of the most prominent emerging themes was an enhanced understanding of writing conventions, as students demonstrated a clearer grasp of structure, grammar, and formal tone. Additionally, many expressed a noticeable improvement in the clarity of their written expression, reflecting their ability to communicate ideas more effectively and coherently. Another significant theme was improved confidence in writing, with students reporting a greater sense of assurance and motivation when completing writing tasks. Finally, the value of feedback-based and peer-supported learning emerged as a critical factor in their progress, as students emphasized how collaborative activities and constructive feedback contributed to their development. Collectively, these themes underscore the meaningful and multifaceted benefits of the intervention, not only in enhancing technical skills but also in fostering a more supportive and engaging learning environment.

RECOMME88t5NDATION

Based on the findings, it is recommended that future educators adopt seminar workshop strategy like the Write-Right Program

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intervention in teaching the proper construction of letter. Teachers should be encouraged to attend training or workshops on letter writing based learning to effectively implement such approaches. Schools may also support the integration of seminar workshop in developing letter writing of the students by providing appropriate resources, guidance and feedback. Further studies can explore its application across different grade levels and subjects to maximize its impact.

Funding and Conflicts of Interest
The authors declare no funding and conflicts of interest for this research.

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