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TASK-BASED LEARNING THROUGH BLOGGING AND WRITING COMPETENCE AMONG GRADE 12 STUDENTS OF TANAUAN INSTITUTE INC

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ABSTRACT

Writing is a way of communicating with one another, it is essential that students should be competent in sentence structure, vocabulary, grammar, and correct usage in able to successful in communication. If someone failed to do so, then he will likely make a wrong impression. Thus, it is important for teachers to create innovative tasks that include the students' interest to improve their writing competence. The purpose of this study is to carry out a comprehensive study in order to assess the effectiveness of utilization of task-based learning in teaching and the writing skills of Senior High School students at Tanauan Institute Inc. The respondents were chosen in a non-random way, assigning forty (40) Grade 11 students at Tanauan Institute, Inc. who are taking Creative Non-Fiction subject during the academic year 2023-2024. The researcher utilized the one group pre-test post-test research design in order to determine the respondents' writing competence in terms of sentence structure, vocabulary, grammar and correct usage. The pre-test was conducted before accomplishing the blogging task while the post-test was done after the intervention was exposed to the respondents. The study revealed that there is a significant difference between the mean pre-test and post-test scores of the respondents in terms of vocabulary and correct usage which imply that the task-based activity can improve the respondents' writing competence.

KEYWORDS –*Blogging, Correct Usage, Grammar, Task-Based Learning, Structure, Vocabulary*

INTRODUCTION

Learning for students always begins with what mentors and teachers are teaching. Global teachers, who are the central figures in the teaching-learning process, keep track of students' overall progress through observation, written work, projects, and learning outputs. The consistent improvement in student achievements across the board because of what they have learned from the teachers' instructions and teaching methods is what is novel about today's reform. The most important component is using effective teaching strategies and giving students thorough information about their academic performance as well as their strengths and limitations. Due to the existing curriculum, teachers typically use the most effective teaching methods to help students attain the fundamental purpose of education.

There are several techniques to ensure that students learn the lesson of different types of learners across the world, but it is believed that giving them tasks to perform in front of the class is the most efficient. Teachers would be able to assess students' abilities to apply the skills and knowledge obtained from every topic of the lessons through their performances at school and inside the classroom. Students are challenged by performance tasks to employ their higher-order cognitive abilities to finish a task or produce a product. With task-based instruction, neither the content nor the instruction must change; rather, the student is permitted to demonstrate what they have learned in writing rather than having their knowledge of the material evaluated. With enough planning and preparation, the instructor has complete control over the writing course's content and on how it is being taught.

One of the most important classes that senior high school students in the Philippines have to take is 21st Century Creative Non-Fiction. This is because of the Enhanced Basic Education Act of 2013, which is also known as the K-12 Program. According to the K–12 Curriculum Guide on 21st Century Literature, this subject is meant to help students develop both practical and creative writing skills. It will also teach students the basic techniques for writing fiction, poetry, and drama, and it will talk about how well-known authors in different genres have used these techniques.

Parcon (2022) says that teachers are doing their best to use different teaching methods to help students learn new skills and ways to deal with the challenges of the 21st century. This is what it means to provide a good education in the classroom. To run their classes well, teachers do change the learning goals based on the students' interests, what they're talking about, and the work they need to do before

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the test. For 21st-century education, you also need new methods and a dedication to making teaching and learning work well. Different approaches and routines are needed by teachers to get students interested in schoolwork, to think deeply about the world they live in, and to use the skills needed for the learning setting.

Students will spend a lot of time looking at methods and working on their drafts in a group setting to improve their writings. Students learn how to get ideas and work them over, as well as how to build a sense of style. This lets teachers choose which teaching methods they want to use when they teach this subject. Teachers can use classroom tools and task-based learning at the same time. By doing projects, students can improve their ability to speak through writing.

In addition, task-based learning tries to improve students' second language skills by giving them chances to write in their second language. The lessons the students take part in use things from the real world. Task-based education is based on getting students involved in all aspects of literature, including writing. A task is defined as "a piece of language that engages students linguistically, physically, emotionally, and cognitively." Learners take part in the process in many ways, including socially, critically, meaningfully, creatively, aesthetically, naturally, motivatingly, and experientially.

English has four macro skills in communication namely speaking, reading, writing, and listening. One needs to learn the macro abilities in order to communicate with native speakers effectively. People learn their native tongue by listening, speaking, then reading. To communicate and understand one another, the language requires these macro talents. A learner will improve their speaking, pronunciation, vocabulary, grammar, and spelling skills by mastering these skills. The term "macro skills" refers to the core, most important, greatest skill set with regard to a certain situation.This method of communication necessitates that the receiver comprehends, interprets, and assesses what is being said. These abilities are crucial for communication and can significantly impact an individual's effectiveness at work, in social settings, and in each personal life.

But being able to write well is an important part of communicating. It's easier to get in touch with people through writing than in person, which makes writing skills better. When you write badly, you might give the wrong idea. Writing is one of the hardest skills for kids to learn because it is a process of building something. Because writing is one of the most useful skills in learning a language, writing tasks are very different from listening, speaking, and reading tasks. There are rules about how to use language that you must follow when you write to get your thoughts across and help people grow as people. Grammar and words are two parts of language that are taught in writing tasks. There are good chances for students to learn more about language when they write, as shown above.

According to Hikmah (2019), writing is a complicated process that lets writers share their ideas and thoughts. When writing, writers need to be good at using the pattern of language and a wide range of words. This is because writing requires a lot of different skills. Some have to do with correctness, like using the right form of language, which includes correct writing, punctuation, layout, words, grammar, phrases, and the right way to arrange paragraphs. It means that being able to write requires a number of different skills that must be taught along with writing.

Task-based activities are a great way to help kids get better at writing. As the main person responsible for ensuring the success of task-based learning in terms of plan, process, and evaluation, you need to make sure that your students have the right tasks to do. Students can learn how to use words by getting used to a job through a task-based exercise. This approach is now being used in schools all over the country. This also lets teachers and students change what they're learning to fit real-life situations. While teachers and students are getting used to the process, it becomes easier and more fun as they change how they learn and think. Filipino students are more interested in their work, especially when they are the ones doing the work. This performance-based teaching can connect each writing lesson to a variety of learning goals. This will get students to act while they improve their skills and abilities.

OBJECTIVES OF THE STUDY

The main purpose of this study was carried out a comprehensive study in order to assess the effectiveness of utilization of task-based learning in teaching and the writing skills of Senior High School students at Tanauan Institute Inc.
Specifically, it sought answer the following questions:

1. What is the mean pre-test score of the students before the usage of task-based learning?
2. What is the mean post-test score of the students after the usage of task-based learning?
3. Is there a significant difference between the pre-test and post-test of the respondents in the usage of task-based learning?

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METHODOLOGY

This research made use of the one group pre-test post-test research design in order to have data needed for the results and findings. The one-group pre-test-post-test design is a type of research design that was used to reveal the differences of the learning outcomes of the respondents. These were anchored on comparing the differences between the respondents' pre-test and post-test scores.

Sampling Technique

The cluster sampling was used in this study for the population of the target respondents wherein the researcher divided a population into smaller groups. After this, the researcher randomly selected from the clusters. For reliability of the results, the researcher's respondents of the study were forty (30) Grade 12 students at Tanauan Institute Inc. who are taking Creative Non-Fiction subject were the respondents of the study. The created six (6) lesson exemplars that concern six (6) topics for the subject Creative Nonfiction. The study aimed to determine whether the respondents' writing competence could improve using blogging. It is important for any learners to attain progress with their writing competence.

Research Procedure

The researcher crafted pre-test and post-test which both consisted of 40 questions concerning the four (4) writing competences. Also, she created six (6) lesson exemplars about the subject Creative Nonfiction. Before the actual execution of the study, the researcher conducted the pilot testing to 12 college students who did not belong to the respondents. After the result of the pilot testing passed the required Cronbach's alpha, the pre-test and post-test was qualified to be facilitated. Once the researcher was given the permission, the researcher oriented the students-respondents. Before the treatment was conducted, the student-respondents were requested to answer the pre-test to determine the initial condition of the respondents before the treatment. The students were given ample time to answer the pre-test.

The researcher discussed lesson exemplars to the respondents. The students were then tasked to write their blogs which cover topics such as key lesson from elderly, a character who struggles to express his feelings and thought, topics they wanted to write about, story of their life in an inverted chronological order, an animal that symbolizes anything, and their favorite trip. Then each week or month, they were required to write a new blog entry using different writing styles like opinion, biography, how-to, product review, pros/con comparison, personal story or inspiration/quote. During the lesson, the respondents cooperated and were very interested since the lessons were about their real-life experiences.

Each lesson then was followed by blogging tasks wherein the students created their WordPress account. In this website, the students can post their works. Their blogs can be read and commented by their fellow classmates. The students found it enjoyable since blogging has been a trend to their generation. Also, there were very active since they were excited to share their personal experiences.

After the respondents posted their blogs, the researcher personally administered the post-test among the target respondents in order to get necessary information regarding the study. However, considering the current situation, the tests were done in the easiest and safest possible way.

After all the students agreed on the scheduled date of data collection, the researcher then asked the assistance of three (3) experts in the field of writing to assess the writing skills of the students under this study. After gathering the data needed, the researcher prepared and applied the possible statistical treatment for the study. These results were tabulated, read, interpreted, and gave the implications that would lead to the findings, conclusions, and recommendations of the study.

Statistical Treatment of Data

The statistical analysis of data is an important step in any research study as it ensures the reliability and objectivity of the data collected by the researcher. In this study, appropriate statistical tools were utilized to analyze and interpret the data effectively.

1.Paired T- Test was used to identify if there is a difference between the two variables, the pre-test and post-test scores on the level of utilization of task-based instructions in teaching and the writing skills of the Grade 11 students.

2.Frequency was used to declare the exact number of the respondents who fall into a certain category. In this study, the number of respondents determined if the majority of them are categorized as "VERY SATISFACTORY", "SATISFACTORY", "FAIR", or "NEEDS IMPROVEMENT" in each writing competence.

3.Percentage was determined depending on the frequency declared.

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RESULTS AND DISCUSSION

Table 1
Mean Pretest Scores of The Students Before Using Task-Based Learning Through Blogging

Writing Competence	Mean	Std.Deviation	Verbal Interpretation
Sentence Structure	6.20	1.27	Satisfactory
Vocabulary	6.63	1.43	Satisfactory
Grammar	6.53	1.89	Satisfactory
Correct Usage	6.63	1.38	Satisfactory

Legend: 7.50-10.00 Very Satisfactory, 5.00-7.49 Satisfactory, 2.50-4.4.99 Fair, 0.00-2.49 Needs Improvement

The table above shows the mean pre-test scores of the students before using task-based activities through blogging. The first row contains sentence structure wherein the mean is 6.20 and the standard deviation is 1.27 which means that in the beginning, the respondents' skills in sentence structure is "SATISFACTORY". The respondents already know how to create sentence because they already learned it from their past grade levels. Furthermore, in terms of vocabulary, the respondents scored 6.63 in mean and 1.43 in standard deviation which means that their skills in vocabulary is "SATISFACTORY". The respondents' pool of words was already satisfactory since they were already learning English words from their younger years. Additionally, in terms of grammar, the respondents' mean score is 6.53 and the standard deviation is 1.89 wherein their skills in grammar is considered as "SATISFACTORY". This means that the respondents had schema or background knowledge of how to apply the rules of using words in a certain structure. Lastly, in terms of correct usage, the respondents' mean score is 6.63 and the standard deviation is 1.38 which means that their skills in correct usage is "SATISFACTORY". This translates to the fact that the respondents were already conscious on what words should be used in making their write-ups.

Though the results of the pre-test stated that they were already satisfactory, meaning, they have an average knowledge on the writing competence, for their grade level, they should have improved more. It is since in college, their subject areas will not focus on basic skills in writing, but more on more complex subject areas. Giridahan (2013) noted that the students had difficulties in writing and it cause mainly by poor grammar knowledge and inadequate vocabularies. He further elaborated that the students had difficulties in organizing paragraphs and ideas. Brindle et al. (2016) suggested that in able to improve someone's writing skills, the teacher should employ teaching strategies that help the students write in a more practical way and use their critical thinking skills. In this study, the researcher will be employing blogging as a task to enable students to write in a practical way such as expressing their selves and involve their personal experiences since the subject is Creative Nonfiction and it is about real-life experiences that should be written in a creative way.

Table 2
Mean Post-Test Score of The Students After Using Task-Based Learning Through Blogging

Writing Competence	Mean	Std. Deviation	Verbal Interpretation
Sentence Structure	6.80	1.19	SATISFACTORY
Vocabulary	5.23	1.30	SATISFACTORY
Grammar	7.07	1.14	SATISFACTORY
Correct Usage	8.93	1.60	VERY SATISFACTORY

Legend: 7.50-10.00 Very Satisfactory, 5.00-7.49 Satisfactory, 2.50-4.4.99 Fair, 0.00-2.49 Needs Improvement

Table 2 shows the mean post-test score of the respondents. In terms of correct usage, the respondents' score is 8.93 in mean and 1.60 in standard deviation which means that their skills in correct usage is "VERY SATISFACTORY". This means that the respondents gained more knowledge in using the correct words. Meanwhile, in terms of grammar, the respondents scored 7.07 in mean and 1.14 in standard deviation which means that their skills in grammar is "SATISFACTORY". On the other hand, in terms of sentence structure, they scored 6.80 in mean and 1.19 in standard deviation which means that their skills in sentence structure is "SATISFACTORY". Lastly, in terms of vocabulary, the respondents scored 5.23 in mean and 1.30 in standard deviation which means that their vocabulary skillis "SATISFACTORY".

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The respondents showed improvement in correct usage, they became aware on how to use words in their appropriate placements. This is also due to the fact that the teacher asked them to post their blogs. This made them feel conscious about their classmates' comments. After the post-test, they gained the conclusion that they should be able to be use words correctly to avoid being embarrassed. Students also gained higher scores in terms of correct usage since they were expected to be fully conscious of their word choice self in able to be understood. In fact, they knew how to appropriately, accurately, and contextually use words in order to be understood.

On the other hand, in terms of sentence structure, grammar, and vocabulary, they were still in the average level because these writing competences were very complicated. Hikmah (2019), stated that writing is a complex process wherein it helps the writers to express their thoughts and ideas. But in his terms, in able to be successful in terms of writing, the writer should be able to be skilled in terms of vocabulary, grammar, and constructing sentences. If the student failed in one competence, he will fail to the other ones since these were all connected to each other. This is the reason why they improved in correct usage but not in terms of the other writing competence.

Students found it difficult to comprehend unfamiliar words since they were not exposed to the words given before. Although there were context clues to help them identify these, because they have not used these words yet in their own sentences, they could not figure out the meaning of the words. By this, they also found it difficult to choose correct prepositions and linking verbs and because grammar is essential also in sentence structure, they could not also identify correct sentence also. It was found in the situations wherein they deal with much complex sentence structures such as different placements of subject, verbs, and objects.

Table 3
Significant Difference Between Mean Pre-test and Post-Test of The Respondents After Usage of the Task-Based Learning

Writing Competence	Pretest		Posttest		T	Df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Sentence Structure	6.20	1.27	6.80	1.19	-1.90	29	0.068
Vocabulary	6.63	1.43	5.23	1.30	4.11	29	0.000
Grammar	6.53	1.89	7.07	1.14	-1.68	29	0.103
Correct Usage	6.63	1.38	8.93	1.60	-7.06	29	0.000

Legend: if the p-value <0.05, then it is statistically significant.
If the p-value >0.05, then it is NOT statistically significant.

Table 3 shows the significant difference between the mean pre-test and post-test performance of the respondents in their writing competence before and after using task-based learning through blogging.

Specifically, in terms of sentence structure, the results show a p-value of 0.068, which is greater than 0.05 level of significance which indicates that the mean pre-test score has no significant difference with the posttest performance of the respondents in their writing competence in terms of sentence structure.

Nordquist (2020) stated that in a sentence, there are things to consider such as the placement of words, phrases, and clauses, knowing the structural arrangement such as syntax and syntactics, and the other forms of sentence constructions in conventional grammar. This is complicated since there are lots to consider. As for Nordquist (2020), the placement of words, phrases, and clauses within a sentence are what should be considered which was not reinforced through blogging. Since students were only asked to write about their personal experiences, they only focused on how to correctly express their thoughts so that their audience can understand them other than being able to correctly construct their sentences.

Meanwhile, the result presenting a p-value of 0.000 shows that there is a significant difference between the mean pretest and the posttest performance of the respondents in their writing competence in terms of vocabulary.

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Though there is a significant difference in terms of vocabulary, it was only considered because the mean post-test score was significantly lower than their mean pre-test score. This was unusual since the objective of the study was to improve the writing competence of the respondents. According to Ehmer (2020), the respondents should be exposed in able to learn new words. The blogging activity facilitated bythe researcher did not help the students much in being able to gain new words and be exposed with these. Also, according to him, words are naturally picked up through conversation, social interaction, reading, and media. By this activity, the respondents were only exposed to writing their own blogs. They were not required to read other entries and because of this, they were not able to learn new words from each other and be only aware on what they already know. On the other hand, because the questions in the post-test were new to the students, they found it hard to comprehend the unfamiliar words from these items.

On the other hand, the result of p-value of 0.103 reveals that there is no significant difference on the mean pre-test and post-test performance of the respondents in their writing competence in terms of grammar.

In terms of grammar, according to Keyser (2018), in able to teach grammar, there should be exerted effort in teaching how to construct, critically evaluate, and reformulate assumptions through the English language. There are standards in grammar that are difficult and crucial to teach such as deductive reasoning, arguments, and the eight parts of speech of the English grammar. On the other hand, teaching sentence structure is also complex because it is entailed on their grammatical skills. Furthermore, Stathis&Gotsch (2013)stated that evaluation and revision could help the students improve their grammar skills and since the activity did not include these processes, the students were not able to determine their mistakes. Being able to read feedbacks from their classmates and teacher could be essential in helping them re-evaluate their works and revise it in a way that their sentence structure could be improved also.

Lastly, the result of p-valueof 0.000 reveals that there is a significant difference on the pre-test and post-test performance of the respondents in their writing competence in terms of correct usage.

According Kafipour, et al. (2018), students' writing abilities can be improved when they participate in writing assignments, in this case, respondents' writing skills have been improved though blogging in terms of correct usage. This helped them be conscious and avoid embarrassment from those who would read their blogs. They should be, and were expected, to be aware of using words appropriately since this would also mean that they were able to In terms of correct usage, Toppr (2021) stated that individuals need to always use the right words whenever they need to. During this study, the respondents improved in terms of correct usage since they need to be understood with the writing task they were assigned to. The task given by the researcher helped the students practice their correct usage of words. From satisfactory, the students became very satisfactory after the task was done. Also, they improved in terms of correct usage since they did not want to be embarrassed. Unlike other writing competence, this was the competence that the student progressed since their task was to express their selves and the first thing to consider in properly expressing is through correct choice of words.

Hikmar (2019) stated that face-to-face conversation, just like the lecture the researcher had conducted, can lead to better writing skills. Sentence structure and vocabulary are the two linguistic components that can be emphasized in writing exercises, just like the blogging task that the researcher assigned to the respondents. During any writing lesson, the teacher should always incorporate performance-based instruction which can encourage the students to perform while using their skills.

Since the beginning of the pandemic, DepEd had introduced 4A Budget of Work which features the most essential learning competencies (MELCs). These MELCs are taught using the four main teaching-learning phases known as IDEA, I-ntroduction, D-evelopment, E-ngagement, and A-ssimilation. In the recent study, the researcher employed face-to-face lecture followed by a writing task in able to improve and teach the essential skills to improve the respondents' writing competence. It is also stated by Parcon (2022), teacher should adjust their teaching strategies in able to adjust to learning objectives. In this paper, the researcher adjusted her lecture to highlight the improvement of the four skills. Furthermore, Faltano (2016), learners use writing as their expressions of thoughts and feelings, and using this as a task can help the students relate and be engaged on the task more while improving their skills. In this process, the teacher should assist them during the process, helping them know the purpose and discover and improve their skills.

With their scores in terms of grammar, sentence structure, and vocabulary, they still needed to be exposed more in writing tasks.Overall, the task-based activity through blogging improved the students' skills in correct usage. However, there should be an adjustment for the task to improve the students' other skills in the rest of the other competences.

Since Brindle et al. (2016) stated that the success of teaching the English language writing competence depends on the teachers' concepts and expertise, the teacher should focus on herself and should understand that students appreciate writing in a more practical way. She

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should also reflect on how she delivers the lesson and how she motivates the students. Moreover, by blogging as said by Hamilton (2020), the students can be more engaged in this task whenever they express their idea and when they receive feedback from it.Also, Stathis & Gotsch (2013) stated that grammar instruction should be done not only as an independent work, but also as a small-group and pairwork. In able to help the students realize their errors, learn, and reevaluate their selves, the students can evaluate the paper of their classmates and point out their mistakes or things to be improved. By this, the students can revisit their works and can learn from the critiques of their classmates. They can also ask their classmates for further clarifications and ask them for advices. Also, because of this, as said by Viera (2016) and Ehmer (2020), when they read the blog of their classmates, they can be exposed to new words that they do not know and their vocabulary can be improved. By being able to read other works, they can gain new techniques on using words into sentences.Lastly, this peer critique task can help the students be guided on how they are going to revise their blogs and apply new knowledge regarding this. This can also be reinforced by the teacher and formally address the mistakes that should be improved in able to avoid these in the future.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the researcher concluded that:

1. There is a significant difference between the students-respondents' mean pre-test and post-test scores before and after using task-based learning in terms of vocabulary and correct usage. But there is an improvement only on the respondents' writing competence in terms of correct usage after the treatment was applied. The null hypothesis in terms of grammar and correct usage was rejected.

Based on the results and conclusions of the study, the following recommendations are hereby suggested:

1. Because the study proved that there is an improvement in terms of vocabulary and correct usage, the teachers may employ the same teaching strategy to help enhance the students' writing competence. This can be done through peer critique activity wherein the students write their blogs and let their classmates write a critique about it. The evaluation of their classmates can guide the students in revising their works;
2. The school heads may use the results of the study as basis for future seminars and trainings for teachers such as in-service trainings wherein the teachers were suggested to create writing tasks that include practical purposes;
3. The future researchers may conduct a study using other teaching and learning strategies and/or approaches to improve their grammar, vocabulary, and sentence structure.

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