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PROJECT WRITE ON: A REMEDIAL INSTRUCTION TO ADDRESS WRITING SKILL DIFFICULTIES ON ENGLISH LANGUAGE COMPOSITION

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ABSTRACT
This action research sought to determine the students' writing skills before and after using the Project Write On. This exploration also measured the effect of PWO on students' knowledge in writing. Additionally, the study investigated the challenges encountered by the research participants and their coping mechanisms in addressing the problems they experienced. The study used sequential explanatory research. The research participants consisted of thirty (30) students from the Humanities and Social Sciences (HUMSS) strand of Zamboanga del Sur National High School – Senior High during the school year 2023-2024. The students obtained below-normal scores before the utilization of PWO, but the performance of the students in writing tests significantly improved after the intervention. The drastic shift in students' writing skills proved the effectiveness of the Project Write On to the students. The participants experienced four (4) major problems or challenges: (1) Insufficient Knowledge on English Grammar (2) Lack of English Vocabulary, (3) Difficulty on Sentence Structure, and (4) Struggle with Spelling. Furthermore, the research participants articulated their four (4) coping mechanisms in handling the challenges encountered in the implementation of Project Write On: (1) Critical Thinking on Grammar Usage (2) Practicing the Language (3) Following the Basic Structure in Writing, and (4) Seeking Assistance from Classmates & Teachers. The findings of this research support the conduct of a learning program to capacitate the students in their writing skills and enhance the pedagogical skills of the Peer Tutors of the school.
KEYWORDS: *Project Write On, self-made learning activities and worksheets*

CONTEXT AND RATIONALE

Ensuring compliance with the standards and requirements set by the Department of Education (DepEd) for K–12 graduates require a thorough examination of K–12 pupils. The Early Language, Literacy, and Numeracy Program should be implemented to help every child develop writing abilities. This was stressed by Education Secretary Leonor Briones and DepEd Order No. 18 series 2017 (Department of Education 2017, 1). While a large body of research has been done on literacy programs, relatively little of it has concentrated on literacy-writing. Writing is seen as a necessary ability for effective language development. Unlike when we speak, writing is an activity that is typically done in both a private and public capacity. It is public because most writing is meant for an audience—often one that is very hard to define—but it is private since composing is by its very nature a solitary process. Writing is an act distinct from speaking. It is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot - as we do in conversation - interact with the listeners and adapt as we go along (Ahn, 2012). Hence, English writing has a great impact on the entire system of education, because it is the primary source of world knowledge. According to Deane (2018), writing is the most significant development in human history. It is a way of exchanging knowledge, information, thoughts and opinions with other countries of the world from one generation to another.

The Department of Education is aware that remedial courses are already being used by many schools to correct any learning gaps in their student body. Schools are advised to frame programs and interventions with the constraints provided in the guiding principles for resolving learning gaps in order to expedite the process and guarantee a more scientific approach to closing learning gaps. Fast interventions for correcting gaps must be implemented, according to DepEd Order No. 39 series 2012, since students will find it difficult to catch up if their comprehension gaps are allowed to grow (Department of Education, 2012).

One of the biggest issues affecting hundreds of students learning English as a second or foreign language is writing difficulties. Owing to the pressures placed on students by academic writing, such as English composition in senior high school, ZSNHS-SHS pupils only received a 43% in the Reading and Writing course, according to MPS data collected during the 2022–2023 academic year. Magsambol (2020), who said that senior high school pupils find it difficult to write in English, concurs with this. Conducting a study is crucial to determine whether students experienced significant challenges while writing reports, essays, and summaries, as well as what abilities they are able to employ when requested to compose in English.

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For the practicing user, writing is usually a relatively easy and fluent task, but for foreign learners, fluency frequently comes at the sacrifice of accuracy. However, because writing rules are more stringent than speech conventions and we are less tolerant of deviation, it is imperative that writers maintain accuracy (Yunus et al., 2013). Thus, in order for students to create better compositions, they should have access to sufficient language resources; nevertheless, some students in today's classrooms are not as proficient in this area. Writing is more than merely scribbling words down on a paper or computer screen. It also involves composition, or the creation of texts that have the ability to speak even when the creator is not there. It is therefore more difficult to learn because it is a more intricate and demanding process than reading. Teachers have a crucial responsibility to help pupils develop their writing skills, which calls for extensive planning.

The researchers' submissions of English-language works demonstrate that, as English teachers of grade XI, they truly have a problem with writing skill problems in the language. It is concerning to learn that even though they are in their senior year of high school, they are still unable to compose well.

In keeping with the aforementioned realities, solving the issue will need action. In order to create an intervention program based on the identified needs, this study aims to ascertain how the Project Write On program has affected students' writing challenges in English language composition in Humanities and Social Sciences XI of Zamboanga del Sur National High School—Senior High School—during the school year 2023–2024.

Innovation, Intervention, and Strategy

Project Write on is a remedial instruction that aims to help improve students' writing skill specifically those who are struggling writers. It is designed with 5 phases which are arranged logically from the basic to the complex one. This initiative has been realized due to the low MPS Results of the students in Reading & Writing subject last school year.

In the realm of education, the acquisition of proficient writing skills in the English language stands as a cornerstone for academic success and effective communication. However, a growing concern permeates classrooms as educators grapple with the challenges presented by students experiencing difficulties in mastering the art of composition. Recognizing the pivotal role that writing plays in both scholastic and real-world contexts, this research embarks on a journey to initiate remedial instruction tailored to address the nuanced complexities of English language composition.

The initiation of remedial instruction represents a proactive response to the pressing need to bridge the gap of students grappling with writing skill difficulties. By delving into the intricacies of these challenges, we seek to unravel the root causes, identify effective intervention strategies, and lay the groundwork for a comprehensive remedial program. This research aspires to contribute not only to the academic understanding of writing difficulties but also to the practical implementation of targeted instructional methodologies that empower students to navigate and excel in the realm of written expression.

This study proposed a self-made learning activities and worksheets to address the writing skill difficulties of students on English Language Composition. The intervention program has five parts which are stated below:

The **Part 1 is Writing a Short Composition About Oneself** where students will have to fill out words or phrases on the blank portions of the given composition. This activity will help the learners understand how to connect ideas in compositions and develop their vocabulary and word choice. According to Vygotsky's ZPD(1978), effective learning occurs when students engage in tasks that are just beyond their current level of competence but achievable with support. Writing about oneself allows students to draw upon their personal experiences, making the task more accessible and providing a supportive foundation for further writing development.

The **Part 2 is Composition Writing Based on Given Pictures** wherein the students will say something about the given pictures by writing it on the space provided for them. According to Lynell Burmark (2002) of Visual Literacy: Learn to See, See to Learn, and Neil Cohn (2014) Visual Language: Perspectives for Both Makers and Users that Visual literacy is the ability to interpret and create visual messages. Writing compositions based on given pictures integrates visual elements into the writing process. The theory emphasizes the importance of understanding and effectively communicating through visual forms.This theory collectively contribute to the understanding of how incorporating visual elements, such as pictures, into writing activities can enhance learning and cognitive processes.

The **Part 3 is Fragments and Run – on Sentences Identification** where students will find out whether the given phrase is a fragment or a run-on sentence. They will then correct the fragments and run-on sentences. The identification and correction of fragments and run-

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on sentences align with principles from various linguistic and writing theories. According to the books of Teach Writing as a Process, Not a Product by Donald M. Murray (1972), and The Composing Processes of Twelfth Graders by Janet Emig (1971) that writing process model emphasizes the importance of revision and editing. Identifying and correcting sentence errors, such as fragments and run-ons, are integral steps in the writing process. This linguistic and writing theory collectively contributes to the understanding of why identifying and correcting fragments and run-on sentences is crucial for effective communication and writing proficiency. They provide a foundation for teaching and practicing grammatical conventions within the broader context of language and writing theories.

The **Part 4 is Guided Story Writing** wherein the teacher will state a short introduction and then the students will continue the story. Here they could broaden their thinking and imagination while completing the story. The practice of guided story writing aligns with principles from various educational theories and instructional approaches that emphasize creativity, narrative development, and collaborative learning. One of these theories is the Vygotsky's Zone of Proximal Development (ZPD) of Lev Vygotsky. It suggests that effective learning occurs when students engage in tasks just beyond their current level of competence but achievable with support. Guided story writing offers guidance and support, allowing students to develop their narrative skills within their zone of proximal development.

The **Part 5 is Journal Writing** where students will write journal about their learnings from part 1 to part 5 of the intervention. According to Donald Schön (1983) of The Reflective Practitioner: How Professionals Think in Action that reflective practice involves self-awareness and critical reflection on experiences. Journal writing provides a structured avenue for individuals, including students, to reflect on their thoughts, experiences, and learning processes.

This intervention was designed to meet the students' need of addressing their writing difficulties on English language compositions and the activities were designed in ascending order of difficulty. The teachers checked religiously the students' output using a rubric with complete indicators for the students to be acquainted with their mistakes and progress.

Teaching-writing was done actively and explicitly in a developmental sequence. It used multi-sensory teaching to incorporate all the senses in a fun and engaging way, ensuring that all children learn regardless of learning style or background (Smith, 2015).

ACTION RESEARCH QUESTIONS

The principal objective of this action research is to ascertain the effect of Project Write On on the writing difficulties in English language composition faced by students in Humanities and Social Science XI at Zamboanga del Sur National High School – Senior High School (ZSNHS-SHS) during the school year 2023-2024. The anticipated outcome of this study is to share the research findings and best practices to other educators and stakeholders, contributing to the field of English language composition.
Specifically, this action research seeks answers to the following queries:

1. What is the students' level of writing skill difficulties on English language composition before the Project Write On?
2. What is the students' level of writing skill difficulties on English language composition after the Project Write On?
3. Is there a significant difference of the level of students' Mastery on English language composition before and after the Project Write On?
4. What problems did the students encounter during the Project Write On?
5. What coping mechanisms did the students employ after they encountered the problems?
6. What remedial instruction can be employed to develop students' mastery on English Language composition?

ACTION RESEARCH METHODS

Research Design

This study utilized a mixed methods sequential explanatory design, wherein quantitative and qualitative data are analyzed sequentially. After employing the Project Write On and completing the self-made learning activities and worksheets, research participants answered the researcher-made questionnaire to redetermine the students' mastery level in writing compositions. Pre-test and Post-test results were compared to find out any differences after employing the innovation.

This design is appropriate for this study which started with a quantitative description and comparison of students' writing skills before and after applying the Project Write On self-made learning activities. This exploration was followed by a subsequent qualitative phase on the problems and coping strategies to the challenges encountered by the students-respondents.

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Participants and Other Sources of Data and Information
The study involved a total of thirty (30) Grade 11 students from Zamboanga del Sur National High School- Senior High School, specifically from the Humanities and Social Sciences Strand (HUMSS).

Students who had an equivalent achievement level of utmost average down to absolutely no mastery during the Pre-test were delegated into the learning program. In addition, purposive sampling method is used, which means that the participants were selected based on the lowest score got during the Pre-test. Non-probability sampling was used in choosing samples for the qualitative investigation in this action research. Data saturation was also utilized to determine the number of students who will supply information about the problems/challenges encountered during the project write on and the coping mechanisms that they have employed after they encountered the problems.

Research Instruments
The first research instrument used in the study is the validated teacher-made essay test on Students' Writing Skills. This instrument underwent content validation by the expert validators. The writing skills test captured four (4) criteria as reflected in the Scoring Rubric for Composition Writing Activity which was adopted from Generalitat de Cataluna and was modified by the researchers (Appendix B).

The second instrument used in the conduct of research is the interview guide which identifies the problems and coping mechanisms for the challenges encountered by the students on writing English language composition. This interview guide was validated by content experts to ensure the validity of the data collection.

Data Gathering Procedure
In order to uphold the integrity of the research procedure, the researchers received permission from the Office of the Principal to carry out the study at the school level. Before deciding to participate as research subjects, the chosen students were asked for their informed consent.

As part of the initial stages of the data collection procedure, participants were informed of the privacy of any information obtained. The data collected is only utilized for the study. The study's relevance and significance, the explanation of risks and benefits, the required degree of commitment, and confidentiality protection were all brought up in the researcher's reminders to the research participants.

In this action research, both quantitative and qualitative data were progressively examined using the Sequential Explanation Design. Participants in the study responded to a validated researcher-made post-test to reassess the degree of their writing skills after using the Project Write On self-made activities and finishing the learning program. Results from the pre-test and post-test were compared to see if the innovation had made any difference.

The interview method through a questionnaire was used to solicit qualitative data on the problems/challenges identified by the students regarding students' problems encountered and their coping mechanisms to address those problems/ challenges.

This intervention was done in a span of almost 2 months from the 1st stage to the last stage considering the 5 phases students must undergo.

DATA ANALYSIS
Descriptive and inferential statistics were employed to analyze this study's quantitative data. Specifically, mean, standard deviation and Mean Percentage Score (MPS) were utilized to summarize the level of students' writing skills before and after using Project Write On. From DepEd Memorandum No. 160, s. 2012, the degree of learners' writing abilities, the scaling of their score, and its descriptive equivalent are displayed here and have been modified to fit.

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Table 1. Mastery/Achievement Level

MPS	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 – 4%	Absolutely No Mastery

Inferential statistics such as the paired-sample t-test was employed to determine the significant difference in the students' writing skills before and after using Project Write On. Moreover, thematic analysis was also utilized in inducing the themes of the qualitative data on students' difficulties in writing English language composition and their coping mechanisms to address those challenges.

RESULTS AND DISCUSSION

Level of Students' Writing Skills. Students took two (2) sets of writing tests. The first was before the application of the Project Write On, and the next test was after the application of Project Write On.

Table 2. Level of Students' Writing Skills Before Project Write On

Test	Mean Score	SD	MPS	Descriptive Equivalent
Writing Test	17.37	4.13	43.42%	Average

Total Items: 40
Scale: 96 – 100% = Mastered; 86 – 95% = Closely Approximating Mastery; 66 – 85% = Moving Towards Mastery; 35 – 65% = Average; 15 – 34% = Low; 5 – 14% = Very Low; 0 – 4% = Absolutely No Mastery

Table 2 shows that the level of students' writing skills before Project Write On disclosed as Average *(Mean = 17.37; SD = 4.13; MPS = 43.42%)*. The mean indicated that the students would typically get below 50% of the total items in every writing test conducted. The standard deviation proved that most students who took the test did not score more than 54%. Considering the years spent at school, the students obtained below-standard scores on the writing test. Moreover, the students demonstrated unsatisfactory performance in writing English language composition. The school had some students with a low level of writing skills.

Among the four (4) criteria used in the writing test which was reflected in the Scoring Rubric for Composition Writing Activity (*See Appendix B*) The main idea is clearly stated but not well organized in terms of unity, coherence, & cohesion. These results indicated the need to capacitate and enhance the student's skills in writing English language composition. Writing appears to be as a medium for conveying ideas, information, and thoughts. The elements of clarity, organization, unity, coherence, and cohesion contribute to the effectiveness of communication in writing. When the main idea is clearly stated but lacks organization and coherence, it diminishes the impact of the message and underscores the importance of developing these writing skills for effective communication. However, some teaching strategies that try to utilize is the writer's workshop approach which involves students working independently and collaboratively in a workshop setting. It emphasizes choice, feedback, and revision. Teachers confer with students individually to provide targeted feedback and support (Calkins, 1983).

Table 3 confirms the effectiveness of the Project Write On as the interpretation change to Moving Towards Mastery *(Mean = 32.87; SD = 4.93; MPS = 82.17%)*. On average, the students got 82% of the given rubric to the total items in the writing test. The standard deviation substantiated that more students could score up to 95% of the total items. The student's performance in writing tests significantly improved after Project Write On. The results inferred that the students could carry out good results with the help of the self-made learning activities and worksheets, and their teachers. A notable increase in MPS is conspicuous after Project Write On.

Table 3. Level of Students' Writing Skills After Project Write On

Test	Mean Score	SD	MPS	Descriptive Equivalent
Writing Test	32.87	4.93	82.17%	Moving Towards Mastery

Total Items: 40
Scale: 96 – 100% = Mastered; 86 – 95% = Closely Approximating Mastery; 66 – 85% = Moving Towards Mastery; 35 – 65% = Average; 15 – 34% = Low; 5 – 14% = Very Low; 0 – 4% = Absolutely No Mastery

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Among the four (4) criteria used in the writing test which was reflected in the Scoring Rubric for Composition Writing Activity, Vocabulary reported low levels of writing skills. This result convincingly shows the benefits of the Project Write On to the students. Positive evaluations praised the researchers' inclusive communication style and clarity. Although research cannot verify that attending workshops was the single factor in improving performance, it does indicate the benefit of early interventions to promote writing skills (Choudhary and Malthus 2017, 1-22).

Table 4. Test of difference before and after Project Write On

Variables	t-value	df	p-value	Interpretation
Before and After Project Write On	-19.09	29	.001	With Significant Difference

Test of difference of students' writing skills before and after the Project Write On. In this action research, the researchers used a paired-sample t-test to ascertain whether there was a significant difference between the students' writing abilities before and after Project Write On. The mean results of the students' writing examinations are shown in Table 4. (T-value = -19.09; p-value =.001). It showed that there is a substantial difference in the students' writing abilities before and after Project Write On. The fact that the students' performances significantly improved suggested that the five (5) Parts of the self-made learning activities and worksheets of the Project Write On were effective in developing their writing skills on English language composition.

The outcome revealed that using Project Write On significantly improved students' writing abilities. Prior to Project Write On, the students' writing abilities were not very strong. However, with the aid of the five (5) Parts of the self-made learning activities and worksheets after Project Write On, the students increased their knowledge and ability levels in writing English language composition. Developing writing skills is a valuable investment that can positively impact various aspects of personal and professional life. It is a skill that can be applied across disciplines and is essential in many different contexts. Like numeracy, literacy is a skill that every person should be able to use (Steen 1999, 8-13).

One of the key benefits of the Project Write On is that it promotes active learning and engagement among students. By encouraging students to write, ask questions and participate in the learning process, they become more invested in their education and take ownership of their learning. This method leads to more excellent retention of information, as students are more likely to remember and apply concepts they have actively engaged. Project Write On also encourages students' interaction and discussion, which is a bonus. Students learn cooperation and communication skills, which are crucial for success in both academic and professional settings when they are encouraged to collaborate.

Project Write On also encourages students to have a growth mindset, which encourages them to see barriers as opportunities for learning and development rather than things to fear. In general, the Project Write On is a cutting-edge method of instruction that can greatly enhance students' writing abilities. Teaching students to develop writing skills can provide them with a wide range of benefits that extend beyond the academic setting. By emphasizing and encouraging critical thinking, active learning, teamwork, and a growth mindset, this method aids students in acquiring the skills necessary to thrive in school and preparing them for success in various aspects of their lives. As a result, educators ought to think about incorporating it into their teaching methods.

Problems/Challenges Encountered by the Respondents in doing the activities

A particular section was identified for the research. From a class of 57 students, 30 was then chosen to be the respondents of the Project Write On. These students were identified based form the scores they got after given a topic to write about. Following the rubrics, their papers were corrected and scored. The 30 students who got the lowest scores were then identified to be the respondents who will undergo a massive tutoring from the researchers.

Using textual analysis of the qualitative responses, the respondents experienced four (4) major problems or challenges: (1) *Insufficient knowledge on English Grammar* (2) *Lack of English Vocabulary*, (3) *Difficulty on Sentence Structure,* and (4) *Struggle with Spelling.*

Theme 1: Insufficient Knowledge on English Grammar Several respondents expressed that they find it hard to identify if their grammar is correct when they are writing. This had been the major problem of most of them. The research participants (RP) disclosed the following:

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"*I did not master the grammar that's why I find it difficult to compose a sentence". – RP 5*

"I encountered a lot of problems especially in grammar. When I'm writing, I am not sure if my grammar is correct". - RP 15

"*My problem is that I don't know mush about grammar. I want to correct some of my mistakes but I also lack knowledge about it".* -RP 7

"*When I'm writing, I am not sure if my grammar is correct. This is the most difficult part I always encounter when writing*" -RP 1

"The problem that I encountered during writing was my grammar. I'm still trying to improve my grammar in many ways, and sometimes my brain would just stop and I've nothing to say". – RP 9

Theme 2: Lack of English Vocabulary. English vocabulary plays a crucial role in effective communication and language proficiency. A lack of vocabulary can hinder one's ability to express thoughts. This is one of the problems encountered as they disclosed:

"*Ang problema ko kapag ako ay nagsusulat ay ang paggamit ng englis dahil hindi ko kabisado ang mga ibang salita sa englis at paggamit ng wastong wika." RP 26*

"I have encountered difficulties in finding the right words to use in writing."
RP 16

" Nahiharapan po talaga ako sa pagsusulat gamit ang wikang englis." RP 18

" Marami akong mga na-encounter na problema during the activities. Isa na rito ay hindi ako bihasa sa paggamit ng wikang englis kaya nahihirapan talaga ako sa pag-compose ng mga salita." RP 17

" For me, writing is not easy. I keep on asking my classmate and teacher about the english terms of the words I am using". RP 13

Theme 3: Difficulty on Sentence Structure Sentence structure can indeed pose challenges for many students. It is important to construct sentences that are clear, concise, and grammatically correct. According to Harris (1989) "Mastering sentence structure is like building a strong foundation for a house. It requires attention to detail, understanding of grammar rules, and practice to create sentences that effectively convey meaning and engage readers."

This quote highlights the importance of understanding sentence structure as a fundamental aspect of writing. By paying attention to sentence construction and practicing different sentence types, students can enhance the clarity and impact of their writing. Thus, they emphasized their difficulties as they revealed:

" *For me, there are many techniques in writing. I have difficulties in putting my sentences together to make a paragraph.*" -RP 20

"*Ito ay napakahirap sa akin sapagkat susubukin ka nito kung gaano ka katalino, gaano ka kagaling sumulat at mag-compose ng sentence.*" -RP 11

"*I literally had a hard time when it comes to constructing a sentence, nahihirapan talaga ako sa pagbuo ng words.*" -RP 8

Theme 4: Struggle with Spelling. Struggling with spelling can be a common challenge that many students face. Spelling difficulties can arise from various factors, such as language differences, learning disabilities, or lack of exposure to proper spelling conventions. It can be frustrating and impact one's confidence in written communication. However, it's important to remember that spelling is a skill that can be improved with practice and targeted strategies. The research participants (RP) expressed the following:

"*I encountered a lot of struggles especially in spelling. However, I kept coping up with it through checking the spelling of the words from the internet or asking my classmates or teachers."* -RP 15

"*I have encountered difficulties in finding for the correct spelling of the words I am using in writing.*" -RP 16

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"*The problem that I encountered is finding for the correct spelling of the difficult words."* -RP 3

"*Hindi naman sobrang laki ng problema ko sa pagsusulat. Minsan kasi hindi ko alam ang spelling ng mga words kaya nahihirapan ako, 'yun lang naman."*-RP 10

Writing is a complex task that requires various skills such as organization, vocabulary, grammar, punctuation, and creativity. While some individuals excel in this area and find writing to be effortless, others struggle with the process and face various difficulties. One of the most difficult problems identified is the insufficient knowledge on English Grammar. Grammar is an essential component of language that governs the structure and usage of words and sentences. It provides a set of rules and guidelines that enable effective communication. A good understanding of grammar is crucial for expressing thoughts and ideas accurately, as well as for comprehending written and spoken language. Grammar, perfectly understood, enables us not only to express our meaning fully and clearly, but so to express it as to enable us to defy the ingenuity of man to give to our words any other meaning than that which we ourselves intend them to convey (Whately 1853).

Moreover, the Lack of English Vocabulary has also become a struggle to most of the respondents. They tend to pause or even stop writing due to lack of words to use or they simply do not know the English term of the word they want to use. As said by Jonson (1759), "Language is the dress of thought." One cannot express his/her thought if he/she lacks knowledge of the language.

Added more, the participants also experienced difficulty on sentence structure. Sentence structure is an essential aspect of writing. It refers to the arrangement of words in a sentence, including their order, formation, and punctuation. The way sentences are structured plays a crucial role in conveying meaning and maintaining clarity in written communication. Furthermore, understanding sentence structure allows one to create varied and sophisticated sentences that effectively convey his/her intended message. Good writing is built on solid sentence structure; it is the foundation upon which all other elements of the written word are built (Zinsser 1976).

Aside from these, struggle with spelling has also been identified a problem. This is a challenging and frustrating experience. Correct spelling is important as it ensures that our written messages are clear, coherent, and easily understood by the reader. It is a small part of good writing, but a crucial one (Truss 2003). Thus, incorrect spelling can lead to confusion, misinterpretation, and even hinder effective communication.

Coping Mechanisms for the Challenges Encountered by the Research Participants while participating in the project Write On.
Based on the coping mechanisms for the challenges encountered by the research participants, they had articulated four (4) major categories: (1) *Critical Thinking on Grammar Usage* (2) *Practicing the Language* (3) *Following the Basic Structure in Writing*, and (4) *Seeking Assistance from Classmates & Teachers.*

Theme 1: Critical Thinking on Grammar Usage Critical thinking on grammar usage involves evaluating and analyzing the way grammar rules are applied in writing or speech. It requires examining the clarity, coherence, and effectiveness of grammar usage in conveying ideas. Applying critical thinking in checking for the grammar usage in writing means trying to figure out the mistakes, making it grammatically correct. This is what the research participants tried to do as they expressed:

"The coping mechanism that I employed was thinking thoroughly. I used simple words first and tried my best in constructing a sentence, and then a paragraph." – RP 28

"After joining Project Write On, I had learned a lot. I now know some basic rules in writing, and I usually do critical thinking." – RP 29

"I was able to cope up because my brain was functioning well. I was able to write through critical thinking." – RP 2

" Nalampasan ko po ang mga challenges na na-encounter ko sa pamamagitan ng pag-iisip at pag-iintindi ng mga salita." – RP 26

" Even though I was having a hard time, I tried my best to construct a sentence. Pinipilit kong intindihin ang mga panuto at tanong upang makakapagsulat ako." – RP 23

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Theme 2: Practicing the Language. Practice makes perfect. Practice extends beyond specific skills and contributes to personal development. It fosters perseverance, resilience, and the ability to overcome obstacles. Regular practice in writing helps to enhance overall writing skills. By consistently engaging in writing exercises, individuals become more proficient in grammar, vocabulary, sentence structure, and overall coherence. This is how some of the RP did as they revealed:
:

"I keep learning. I think you need to know yourself, know your weakness and try to develop it. Practice speaking & writing using the English language so that you will learn many words." – RP 15

" Sometimes I struggle in writing especially using the English language. So what I did, nagbabasa ako ng dictionary sa aking free time para naman madagdagan ang aking kaalaman. -RP 24
" Binibigay ko ang aking makakaya at ginagawan ko ito ng paraan para ma-develop pa sa pamamagitan ng pagbabasa ng mga aklat upang madagdagan ang aking kaalaman sa wikang englis." – RP 7

"I usually challenge myself. I just keep on writing and writing so that I could practice it. I know that time will come that I won't anymore struggle writing." – RP 30

Theme 3: Following the Basic Structure in Writing. Effective writing is essential for clear communication and conveying ideas accurately. To achieve this, it is crucial to follow basic rules in writing. A well-organized and structured piece of writing is easier to comprehend and follow. This is evident to some of the RP as they shared:

"I cope up with my problem through following the basic structure. I start with the introduction, body, then conclusion." – RP 18

"I choose simple words in writing and follow the basic structure in writing. What's important is I was able to write through following basic structure in writing." – 17

"The first thing I did was use a simple tense to emphasize my thoughts and ideas, and to cope up with my problem in writing." – 9

"I applied what my teacher taught us like how to write following the basic structure." – RP 23

"Ang ginawa ko upang malampasan ang binigay na activities ni ma'am ay sinunod ko ang mga itinuro n'ya sa amin." – RP 21

Theme 4: Seeking Assistance from Classmates & Teachers. It is beneficial to seek assistance from people around you. Collaborating with others can bring fresh perspectives and insights to your writing process. They can provide constructive criticism, identify areas for improvement, and offer suggestions to enhance your work.
This is why few of the RP seeks assistance from the people around them as they stressed:

"I coped up with the problems encountered especially on spelling through asking my classmates about the spelling of some difficult words. Sometimes, I also ask my teachers or check it from the internet." – RP 16

"Ang aking ginawang diskarte ay nagtatanong po ako sa aking kaklase lalo na sa spelling ng mga mahihirap na salita." – RP 22

"Nagtatanong-tanong po ako sa aking mga katabi lalo na sa spelling po kasi nahihirapan ako dito. Minsan, tinatanong ko rin po ang guro namin at humihingi po ng permiso na tingnan sa dictionary ang spelling ng mga words na di ko sigurado ang spelling." – RP 4

"I usually ask my seatmate of the spelling of some words. I'll let him/her see my work to check if it's correct especially my spelling." – RP 1

Improving writing skills requires patience, practice, and the implementation of effective coping mechanisms. By thinking critically, constant practice, following the basic structure, and seeking assistance form others, individuals can enhance their writing abilities and overcome common challenges. Remember, writing is a skill that can be developed and refined over time, and with consistent effort, you

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can become a more confident and proficient writer. After all, according to Doctorow (2000), writing is an exploration. You start from nothing and learn as you go.

Initiating Remedial Instruction to Address Writing Skill Difficulties on English Language Composition

Based on the study's findings, the researchers had created an initiative to boost students' writing skills. Select HUMSS students of Zamboanga del Sur National High School were being engaged on Project Write On to improve their writing skills. This initiative supports the directive of the Department of Education to produce prepared and high-quality graduates of the K-12 Basic Education Program.

CONCLUSION AND RECOMMENDATIONS

This study, which aims to determine the impact of Project Write On on students' writing skills, concluded that the use of Project Write On significantly improved students' writing skills as revealed by the pretest and post test comparison of results. The remarkable increase in students' performance after the tutorial session warrants the claim that Project Write On is efficient in improving writing skills. Thus, Project Write On provides opportunities for learners to strengthen critical thinking, questioning, and dialogue to stimulate learning. Moreover, the thematic analysis induced four (4) major problems or challenges encountered by the peer tutors in handling their peers such as (1) Insufficient knowledge on English Grammar (2) Lack of English Vocabulary, (3) Difficulty on Sentence Structure, and (4) Struggle with Spelling. Furthermore, the research participants articulated their four (4) coping mechanisms in handling the challenges encountered in the implementation of Project Write On: (1) Critical Thinking on Grammar Usage (2) Practicing the Language (3) Following the Basic Structure in Writing, and (4) Seeking Assistance from Classmates & Teachers.The findings of this research also recommend further exploration of the phenomenon, such as examining case studies or anecdotal evidence of the Project Write On being used in teaching contexts. While these may not deliver immediate quantitative evidence of effectiveness, they can offer valuable insights and practical examples. Further research on the effectiveness of the Project Write On is also recommended since the context in which the initiative is taking place, and the specific goals through which Project Write On is implemented may vary depending on the subject, grade level, and individual learners.

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The researchers guaranteed that this study's findings would help the school to produce quality graduates, capacitate the students in their writing skills, and convey the problems/challenges encountered in the implementation of the project write on.

To the Almighty Father, who is constantly patient, loving, provider, and merciful to the researcher, the researchers always glorify His name!

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Action Plan

Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
Division of Pagadian City
Zamboanga del Sur National High School – Senior High
Pagadian City

Capacity-Building Intervention for the Students Project Write On
School Year 2023 – 2024

Subject Focus	Program Description	Objectives	Strategies/ Activities	Time Frame	Persons Involved	Sources of Fund	Expected Outcome
ENGLISH	School Training to English Teachers.	Equip and train the selected English Teachers about the Project Write On (PWO).	Seminar-Workshop in Capacitating the selected English Teachers regarding the Project Write On (PWO).	October 2, 2023	Proponent/ Select Experts/ Teachers	None	*Equipped and trained Teachers on the Project Write On. *Streamlined the workshop process.
ENGLISH	Workshop Sessions employing the Project Write On.	Enhance the students' writing skills through the Project Write On.	Workshop sessions for the identified students having low writing skills based on the writing test. Conduct the Five (5) Parts of self-made learning activities and worksheets	October 3-November 30, 2023	Proponent/ Teachers/ Students	None	Enhanced students' writing skills.

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Financial Report

The table below shows the cost estimates expended before, during, and after conducting this action research.

General Descriptions	Quantity	Unit	Unit Price	Total Estimated Costs
Short Bond paper sub. 20	3	reams	275.00	825.00
Ink for printer	4	bottles	271.25	1,085.00
Internet Costs			1,000.00	1,000.00
Printing and Binding	5	copies	60.00	300.00
Ballpen	2	pcs	20.00	40.00
Snacks (50 participants)	50	pax	35.00	1,750.00
Total				5,000.00

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Appendix A

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Appendix B
Scoring Rubric for Composition Writing Activity

Scoring criteria	Beginning 3	Developing 5	Approaching 8	Exemplary 10	Score
1- Main Idea/ Topic	The main idea or topic is difficult to understand. There is no organization of ideas, unity, coherence & cohesion.	The main idea or topic is misleading. Tried to apply some properties of well-written text but not properly organized.	The main idea is clearly stated but not well organized in terms of unity, coherence, & cohesion.	The main idea is clear & well organized. It is evident that the writer has a vast knowledge on the properties of well-written text.	
2 - Vocabulary	The vocabulary is poor. There are 6-8 words being repeated.	The vocabulary needs improvement. There are 3-5 repeated words used.	The vocabulary is better. There are only 1-2 repeated words used.	There is a wide range of vocabulary. There is no word being repeated.	
3 - Grammar	There is a poor grammar structure. Found 8-10 mistakes in grammar.	The grammar structure needs improvement. There are 4-7 grammar mistakes found.	The grammar structure is good. Found only 1-3 grammar mistakes.	The grammar structure is exceptional. There is no grammar mistake found.	
4-Spelling /Punctuation	Found 8-10 total mistakes in spelling and punctuation.	There are 4-7 total mistakes in spelling & punctuation.	There are only 1-3 total spelling & punctuation mistakes.	Found no mistake in spelling & punctuation.	