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THE INFLUENCE OF SENTENCE STRUCTURE MASTERY AND VOCABULARY KNOWLEDGE ON THE WRITING COMPOSITION SKILLS OF STUDENTS

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ABSTRACT

CHAPTER 1
THE PROBLEM AND ITS SETTING

The research focuses on the relationship between matters of sentence formation and use of appropriate vocabulary and the writing composition levels among students in Suawan High School. They have regard to the structural formation of sentences as the basis of sound conventions in writing professional work. The previous literature shows that impairments in the formation of individual sentences correlate troubles in creation of coherent and properly structured texts due to syntactic and grammatical deficit (Berninger et al., 2010). Just as writing composition involves not only having a facility with language to create sentences but also with the language to stitch the paragraphs together, an area that can be learned with explicit instruction (Limpo & Alves, 2013).

Another vital area of learning that is regarded important in writing composition is vocabulary. The variation in the quality of their writing most centrally has to do with the fact that a rich vocabulary helps students express what they have to say in a creative manner. Research has also shown that an increase in the student's developed word vocabulary leads to an increased number of developed better formed sentences within any piece of work done; thus, enhancing the general quality of writing (Oktaviani et al., 2021). In addition, the study conducted by Ekinci & Ekinci (2021) showed an increase in students' vocabulary knowledge which helped the students' writing greatly if there was an online vocabulary instruction. Such results imply that vocabulary learning cannot be restricted to memorization but also encompasses knowledge about word usage in strings.

The research will describe how vocabulary and sentence structure work hand in hand in writing by evaluating various elements of writing. Studies show a positive correlation between students' composing descriptive text and the students' mastery of the sentence and words (Oktaviani et al., 2021). This relationship implies the need for handling instructional relations between the structure of a sentence and vocabulary development. Briceño (2015) backs the notion that explicit instructional approach, including language-oriented conversations and shared-reading approaches, may help students to develop an understanding of the architectural/founding structures of sentences in Relatively syntactic/grammatical languages.

Working memory, as well as other processes relevant to language acquisition, are also considered to contribute to the development of writing skills. Berninger et al. (2010) indicating that poor writing may be due to those cognitive areas leading to poor use of all aspects of syntax and vocabulary. Hence, one must take account of certain cognitive factors when designing learning-teaching approaches for enhancing students' writing performance. In summary, sentence structure mastery and vocabulary knowledge are interconnected elements that significantly influence students' writing composition skills. Instructional strategies that integrate the teaching of vocabulary and sentence structure can enhance students' abilities to produce clear and coherent compositions.

KEYWORDS: *Sentence Formation, Vocabulary, Writing, Students, Languages., Knowledge*

INTRODUCTION

Sentence Structure Mastery

Proper formation of sentences is one of the things that are highly required especially with the context of educational writing. The literature reveals that a variety of teaching practices that can be employed to facilitate the development of students' knowledge about sentence types. For example, stress the importance of teachers utilizing quad-skill frameworks which enhance multiple intelligences teaching models will enhance students' writing skills including their governance of sentence patterns (Sulistyo et al., 2023). This is in

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line with construction which goes further to postulating that because variation of sentence structure used in speech is an indication of high language ability, then the enhancement of the skills through the provision of instructions can make a big difference to students' language abilities (Anggoro et al., 2022).

Furthermore, underlined the role of graphic organisers and visualisation in re Chamot and Elley's taxonomy: decreasing the cognitive load of the learners when learning and comprehending syntactic structures which in turn can help the students to produce the sentence forms more accurately improving the results of group of students with developmental language disorders better (Wada et al., 2020). This is also in agreement study relationship found between the student's understanding of concepts concerning sentence formation and their specific performance in writing good essays, arguing that only if a systematic effort is made in teaching students about good sentence formation will such learners be able to write coherently and effectively (Silawati, 2019).

In the context of English as a Second Language (ESL) education, advocate for the use of sentence variety checklists, which can help students overcome challenges associated with writing by encouraging them to express their ideas more clearly through varied sentence structures (Abdullah et al., 2019). This perspective, who found that engaging with novels can enhance students' understanding of sentence structure and vocabulary, thereby improving their overall writing skills (Hameed, 2021). Furthermore, explored the use of melodic sentence structures as a teaching strategy, revealing that students perceive this method positively and find it effective in mastering sentence writing (Maniam et al., 2020). The integration of technology in teaching sentence structure has also gained attention. It discusses the potential of data mining technology to enhance the teaching of reading and writing skills, suggesting that such tools can help students better understand language patterns and sentence structures (Gao, 2023). Additionally, emphasize the importance of direct instruction and self-regulated strategy development in improving sentence writing fluency, particularly for students with learning disabilities (Datchuk et al., 2022). This highlights the need for tailored instructional strategies that address the specific challenges faced by different student populations.

Vocabulary Knowledge

The last decade's operations demonstrate that technology promotes the development of vocabulary knowledge significantly. As it emerged from Guo (2022), the use of vocabulary learning applications improves receptive vocabulary knowledge among Chinese college students learning English. This is in line with Dağdeler et al., (2020) who post that mobile-assisted language learning (MALL) helps students in learning vocabulary, including collocations. Moreover, Khaing (2022) discusses the nature of how the TLA, can approach the MLVLA in affecting the vocabulary learning strategies of Myanmar EFL learners in responding to the peculiarities of vocabulary acquisition. Taken together, these studies point to the possibility of using technology in enhancing students' learning of first and second-grade vocabularies specifically and more generally, reading comprehension.

In addition to technological interventions, the role of motivation and vocabulary learning strategies (VLS) has been extensively examined. Lee et al. (2022) employs structural equation modeling to reveal that motivation significantly predicts both the size and depth of L2 vocabulary knowledge, highlighting the importance of motivational constructs in vocabulary development. Similarly, Noprianto & Purnawarman (2019) discuss how various factors, including explicit instruction and motivation, contribute to effective vocabulary acquisition strategies. This is further supported by the work of (Samaraweera, 2023), who asserts that a robust vocabulary is essential for effective communication, emphasizing the need for effective vocabulary learning strategies among adult learners. These findings suggest that fostering motivation and employing effective VLS are crucial for enhancing vocabulary knowledge.

Another important direction of the research is the connection between the various dimensions of vocabulary knowledge and reading comprehensio Based on Schmitt (2019), it established that it is crucial to categorise the development of own vocabulary as the transition from receiving to productive, which is necessary for reading. Similarly, Hasan et al. (2020) have pointed out that DOK is relevant for reading comprehension, and, therefore, essential dimensions of vocabulary knowledge, namely, breadth and depth, should be assessed. However, the analysis of the study by Spencer et al. (2019) also shows that there are children with poor reading comprehension but good decoding abilities, and children with poor vocabulary knowledge may experience a connected problem in the field of comprehension, thus, there can be interconnection between vocabulary and comprehension skills. This body of work underlines the importance of having the knowledge of word meanings as being a strong predictor of reading comprehension, thus the importance of having well-coordinated instructions that aim at the improvement of word comprehension in aiding literacy learning processes.

Writing Composition Skills

One prominent approach to improving writing skills is the implementation of collaborative learning strategies, such as pair work. Styati et al. (2021) demonstrated that pair work significantly enhances students' writing skills, leading to improvements in both the quality of

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writing and the overall effectiveness of the teaching-learning process. This finding aligns with the broader literature that emphasizes the social nature of learning, where interaction among peers can enrich language development and foster a supportive environment for writing. Furthermore, the use of graphic organizers has been shown to improve writing quality by aiding students in organizing their thoughts and enhancing their understanding of writing components such as content and mechanics.
In addition to collaborative strategies, the integration of technology in writing instruction has proven beneficial. For instance, the use of Android-based teaching materials has been found to enhance students' writing skills by creating a conducive learning environment that fosters concentration and interest (Ramdhani, 2024). Similarly, the application of digital tools like Canva has been explored to improve writing performance, highlighting the necessity of incorporating technology in contemporary educational practices (Amanda, 2024). These technological interventions not only engage students but also help develop essential digital literacy skills that are crucial in today's educational landscape.

However, the educational paradigm used in writing instruction is highly significant to students' achievement point. PBL has been researched to cause positive impacts to students, regarding script writing skills and recommended for implementation because of its positive impacts to the process of writing (International Journal of Multidisciplinary Research and Analysis, 2023). This is accompanied by genre-based pedagogy, which Prince and colleagues have found to improve students' writing by offering them a framework of different writing modes (Wardani et al., 2021). That is why the focus on the concept of genres enables students to grasp more effectively the rules of different types of a text and advance their writing skills.

Assessment practices also warrant attention in the context of writing instruction. Nor (2023) highlights the need for diverse assessment tasks that cater to students' varied learning needs, moving beyond traditional course book assessments. Authentic assessment methods have been shown to be more accepted by students, promoting a more comprehensive evaluation of their writing skills (Sahyoni, 2021). This shift towards more inclusive assessment practices is essential for accurately gauging student progress and tailoring instruction to meet individual needs.

SIGNIFICANCE OF THE STUDY

This study aims to explore the influence of sentence structure mastery and vocabulary knowledge on the writing composition skills of students at Suawan High School. The findings of this research are expected to benefit the following stakeholders:

Students. The results of the study will provide students with insights into how mastering sentence structure and expanding their vocabulary can improve their writing skills. This awareness can motivate them to focus more on language development, enhancing their overall academic performance, particularly in writing tasks. By understanding the link between these two areas and their writing abilities, students can take a more active role in improving their communication skills, which are essential for their future educational and professional pursuits.

School. For the school, this research highlights the importance of integrating language development into the curriculum. Understanding the impact of sentence structure mastery and vocabulary knowledge on writing can guide school administrators in designing programs that address gaps in language education, ultimately raising the overall writing competency of the student population. This will contribute to the school's educational goals by ensuring that students are better prepared for academic and real-world challenges that require strong written communication skills.

Teachers. Teachers will benefit from the study's findings as it will offer evidence-based insights on the importance of focusing on both sentence structure and vocabulary development in their instructional practices. The study will help educators refine their teaching methods, enabling them to use more targeted and integrated approaches to improve students' writing skills. By addressing both grammar and vocabulary simultaneously, teachers can create more effective lesson plans that enhance student writing outcomes.

Principal. The principal can use the findings of the study to inform decision-making regarding the school's academic programs and resource allocation. By understanding the critical role that sentence structure and vocabulary play in student writing, the principal can advocate for professional development opportunities for teachers and ensure that the necessary instructional materials are provided. This study will also support the principal's efforts to improve the overall academic performance of the school, making it a model for language education in the community.

Future Researchers. This study will serve as a valuable reference for future researchers interested in exploring the relationships between language components and writing skills. It provides a foundation for further investigation into how various linguistic factors influence

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academic writing proficiency. Additionally, future researchers may build upon this study to explore related areas, such as the impact of different teaching methods on writing development or extend the research to other schools and age groups to compare results and deepen the understanding of language acquisition in different contexts.

STATEMENT OF THE PROBLEM

This study aims to objectively assess the influence of sentence structure mastery and vocabulary knowledge on the writing composition skills of students at Suawan High School. Specifically, the study addresses the following research questions:

1. To assess the level of sentence structure mastery students at Suawan High School, in terms of
   1.1 Subject-verb agreement,
   1.2 Punctuation, and
   1.3 Sentence types
2. To determine the level of vocabulary knowledge students at Suawan High School, in terms of
   2.1 Word meanings,
   2.2 Usage, and
   2.3 Context
3. To evaluate the level of writing composition skills of students at Suawan High School, in terms of
   3.1 Organize ideas,
   3.2 Use appropriate language, and
   3.3 Follow logical structure
4. To examine the relationship between sentence structure mastery and the writing composition skills of students.
5. To analyze the relationship between vocabulary knowledge and the writing composition skills of students.

HYPOTHESIS

The following null hypotheses have been formulated to guide the statistical testing in this study:

- There is no significant relationship between sentence structure mastery and the writing composition skills of students at Suawan High School.
- There is no significant relationship between vocabulary knowledge and the writing composition skills of students at Suawan High School.
- Sentence structure mastery and vocabulary knowledge, when considered together, do not significantly predict the writing composition skills of students at Suawan High School.

THEORETICAL FRAMEWORK

This study is grounded in theory that explain the relationship between language proficiency and writing composition skills, **Cognitive Load Theory** (Sweller, 1988) explains how the cognitive demands of learning can influence students' ability to process and organize information. Writing composition involves both working memory and long-term memory, where sentence structure and vocabulary play crucial roles. According to this theory, students with higher sentence structure mastery and vocabulary knowledge are likely to experience lower cognitive load when writing, enabling them to focus more on organizing and expressing ideas, thus improving their writing composition skills.

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CONCEPTUAL FRAMEWORK

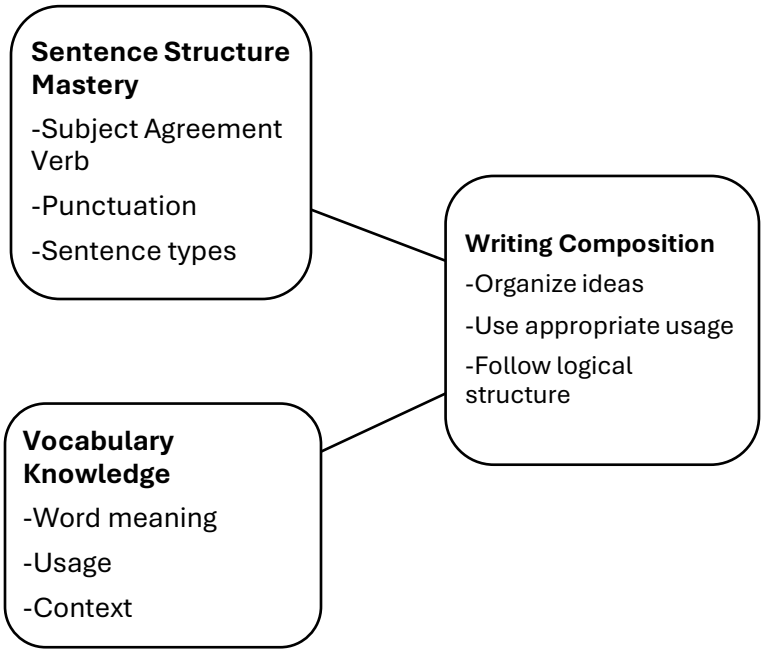


Figure 1. Research Paradigm of the Study

The conceptual framework presented in Figure 1: Research Paradigm of the Study shows how Cognitive Load Theory suggests that the more proficient students are in sentence structure and vocabulary, the less cognitive effort is required during the writing process. When students are familiar with how sentences are structured and have a broad vocabulary, they can focus less on the mechanics of writing and more on organizing their thoughts and composing coherent texts. This reduced cognitive load allows students to improve their writing composition skills, as they can allocate their cognitive resources to higher-order tasks like organizing ideas and refining the content of their work.

The Writing Composition Skills (dependent variable) are the outcome of this relationship, representing students' ability to write clear, coherent, and effective texts. This framework implies that Sentence Structure Mastery and Vocabulary Knowledge are crucial in shaping students' writing abilities, as these two independent variables directly influence how well students can express their thoughts in writing.

CHAPTER 2

RESEARCH DESIGN

This study employs a quantitative-descriptive research design to investigate the influence of sentence structure mastery and vocabulary knowledge on the writing composition skills of students at Suawan High School. A quantitative approach is used to objectively measure the levels of sentence structure mastery, vocabulary knowledge, and writing composition skills, as well as to analyze the relationships between these variables. Descriptive research is utilized to provide a detailed account of the current levels of these variables among the students and to describe the patterns observed in the data. Through this design, the study aims to quantify the relationships between the independent variables (sentence structure mastery and vocabulary knowledge) and the dependent variable (writing composition skills) using statistical tools.

LOCALE OF THE STUDY

The site for this study shall be at Suawan High School, in Suawan, Marilog District, Davao City. This school has been chosen because of the diverse students' population, especially relevant to the study. The school environment is a particularly important setting within which students' writing is located, and their ability to organize sentences and their repertoire of knowledge of words. In this way, the study will collect data on the students' writing composition skills and educational related factors implemented in Suawan High School based on the identified factors. This context will assist in appreciating the hardships met in writing by the students as well as the general academic environment, which will enhance the analysis given of other factors which have affected their writing skills.

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SAMPLE AND SAMPLING

The respondents of this study will be 200 Grade 10 students from Suawan High School in Suawan, Marilog District, Davao City. To this effect, the criteria for determining the participants will be students who are in Grade 10 during the academic year of the study, thereby minimizing the participants' age range. Also, to get a broad view of the issue the students from different ethnicities will be considered. It will be based on free consent and those willing to seek the services must provide their consent willingly. In addition, respondents must achieve a 75% attendance rate during the academic year to demonstrate adherence to the lessons.

However, to keep the research both valid and up to date, some limitations will also be imposed. Students who are not in Grade 10, and those who have special education needs that can be seen to limit them in writing will not be allowed to participate. Also, students with poor English fluency comprehension will be excluded from this study since this study focuses on WCC in the English language only. In addition, if there is other writing-related research in which the students are actively participating, they may not participate in the present study to avoid conflict of interest.

RESEARCH INSTRUMENT

The primary research instrument for this study will be a structured questionnaire designed to assess the sentence structure mastery, vocabulary knowledge, and writing composition skills of Grade 10 students at Suawan High School. The questionnaire will consist of three main sections: the first will evaluate students' understanding and application of various sentence structures, such as simple, compound, and complex sentences. This section may include tasks that require respondents to identify, correct, or create sentences demonstrating their mastery. The second section will focus on vocabulary knowledge, assessing students' vocabulary breadth and depth through multiple-choice questions and tasks that involve defining words or choosing appropriate synonyms and antonyms. The final section will target writing composition skills, presenting prompts that require students to compose short essays or paragraphs, allowing for a direct assessment of their writing abilities and the application of sentence structure and vocabulary in context.

Expert review of the questionnaire will be done through inviting language arts educators and assessment specialists to analyse the content to verify the validity of the measuring instrument as a whole and in part. Also, a pilot test will be conducted on a small sample of 30 Grade 10 students and any unclear issues or improvements to the questions will be made known to the researchers to improve on the instrument before administrating to the entire population. The instrument reliability will be determined through a test-retest procedure in which the questionnaire will be completed by a sample of at least two different time intervals that will be compared in terms of consistency. In addition, Cronbach coefficient alpha will be used internally to test the reliability level and an alpha of 0.70 or above will be considered reliable. In marching towards the objective of the study, both validity and reliability are sought to ensure that the research instrument has all necessary variables to measure the impact of mastery in the sentence structure and vocabulary on the composition skills composition among students.

DATA GATHERING PROCEDURES

Data gathering for this study will involve a systematic approach to ensure the collection of accurate and relevant information from the respondents. Initially, permission will be obtained from the school administration and informed consent will be sought from the students and their parents or guardians prior to participation. Once consent is secured, the structured questionnaires will be administered to the students at Suawan High School during scheduled class periods. To ensure a conducive environment for data collection, the questionnaires will be distributed in a controlled setting where students can complete them without distractions.

Professional research assistants will also be in the field to help the respondents in case they have any questions as regards the items in the questionnaires. Students will be allowed sufficient time to fill in these questionnaires and ensure they make meaningful responses. Upon the completion of the questionnaires, the data will be kept confidential and then coded for analysis. The responses will be summarized, and then statistically tested to investigate the correlation between the mastery of the aspects of syntax in simple sentences, as well as vocabulary, as well as the ability in writing compositions. Such an organized approach in data collection will increase the credibly and generalization of the findings towards the understanding of the factors affecting students' performance in writing skills.

DATA ANALYSIS

Data analysis for this study will involve a series of statistical treatments aimed at addressing the research objectives regarding sentence structure mastery, vocabulary knowledge, and writing composition skills among students at Suawan High School. First, descriptive statistics will be employed to assess the level of sentence structure mastery among the students, providing mean scores, standard deviations, and frequency distributions for the questionnaire responses related to sentence structures. Similarly, descriptive statistics will

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be utilized to determine the level of vocabulary knowledge, enabling a clear understanding of students' proficiency in vocabulary through mean scores and frequency distributions.

Following that the subjects' composition writing skills level will be assessed by applying the same descriptive statistical analysis to the responses concerning writing exercises. Pearson's correlation coefficient will be used to test the relative between the mastery of sentence structures and writing composition skills. This statistical method will reveal how close or distant the two sets of data are in terms of value, and the degree of association between mastery of sentence structures with writing skills will be determined. Similarly, Pearson co-efficient will also be used to find out the correlation between the level of foreign vocabulary knowledge and the writing composition skills, which will give broader understanding of how foreign vocabulary affects the writing skills. Using these statistical treatments, it is expected that the study will be able to generalize on the effects of mastery of the foregoing areas of sentence structure and vocabulary knowledge on writing composition students of Suawan High School.

ETHICAL CONSIDERATION

Ethical considerations are paramount in conducting this study, particularly regarding the treatment of respondents and the integrity of the research process. One potential ethical concern is the risk of psychological harm to students, especially if they feel pressured or anxious about their writing skills being evaluated. To mitigate this risk, the study will emphasize voluntary participation, ensuring that students understand they can withdraw at any time without any negative consequences. Additionally, informed consent will be obtained from both the students and their parents or guardians, clearly outlining the study's purpose, procedures, and the measures taken to protect their privacy and confidentiality.

The other two ethical issues relate to the protection of individual data and their responses. To ensure anonymity of participants all data collected will be kept very secure so that identities of participants cannot be traced. In addition, only statistical analysis of data that will be produced in any report or paper shall only be generalized without being able to identify individual students from the result. As a part of the research, the research team will also attain necessary ethical practice during the study. In fact, through providing response to these ethical considerations ahead of time, the study expects to offer the best protective environment for all participants, enforcing the sound and accurate research process throughout the whole research.

CHAPTER 3

RESULTS

1. To assess the level of sentence structure mastery students at Suawan High School, in terms of
    a. Subject-verb agreement,
    b. Punctuation, and
    c. Sentence types

Table 3.1

Aspect	Pre-Test Mean	Post-Test Mean	Improvement (%)
Subject-Verb Agreement	65%	85%	30%
Punctuation	70%	90%	28.6%
Sentence Types	60%	80%	33.3%

Based on the post-test, subject-verb agreement mean score improve by 30 % from 65 % in the pre-test up to 85 % in the post-test. This suggests that specific activities probably improved students' ability of matching subjects with the suitable verbs in the statements. In punctuation, the mean score of the pre-test showed 70% and in post-test it was 90% further showing an increase of 28.6%. This has implied that there was improvement in students' mastery of both punctuation rules resulting to improved syntactic arrangement of sentences. Last of all, in sentence types, the students' achievement raised from 60% on the pre-test to 80% on the post-test, amounting to 33.3 % points of increase, which was the highest of all. This much improvement shows a stark development where the students have gained better understanding, usage of simple, compound and complex sentences.

2. To determine the level of vocabulary knowledge students at Suawan High School, in terms of
    a. 2.1 Word meanings,
    b. 2.2 Usage, and
    c. 2.3 Context

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Table 3.2

Aspect	Pre-Test Mean	Post-Test Mean	Improvement (%)
Word Meanings	68%	85%	25%
Usage	72%	88%	22.2%
Context	65%	80%	23.1%

The results obtained show constant enhancements throughout all domains which demonstrate the efficacy of given instruction interventions. For word meanings the pre-test mean score of 68 percent improved to 85 percent in the post-test, thus recording a twenty-five percent improvement. This probably means that students were able to progress further when learning the meaning of words, which should have helped them actively learn vocabulary. In terms of usage of the concepts honed on the lesson, the learners appreciated their average mean score stands at 72% in pre-test and a post-test mean of 88% with an improvement of 22.2%. This has identified the efficiency for students for placing the right words in the wrong sentences or in other contexts. Finally, the aspect of context had an increase from pre-test mean of 65% to the post-test mean of 80%, thus a gain of 23.1%. This is an implication that learners benefited in the reminders of interpretations of word uses given contexts or situations surrounding the words.

The changes that were made across these aspects of vocabulary knowledge underscore effectiveness of measures used to strengthen the students' language profile. These outcomes imply that developing focused instruction in particular lexical items, including activities aimed at the establishment of word meanings, uses, and contexts helped the students achieve greater word control and thus improve macro-level textual and oral language production.

3. To evaluate the level of writing composition skills of students at Suawan High School, in terms of
    a. 3.1 Organize ideas,
    b. 3.2 Use appropriate language, and
    c. 3.3 Follow logical structure

Table 3.3

Aspect	Pre-Test Mean	Post-Test Mean	Improvement (%)
Organizing Ideas	70%	90%	28.6%
Using Appropriate Language	75%	92%	22.7%
Following Logical Structure	65%	85%	30.8%

The findings indicate the changes of meanings in all the analyzed spheres, which attests to the influence of instructional strategies within the context of the students' writing development. For the organization of ideas the percentage scores for the pre-test was 70% and for post-test the score was 90% indicating a gain of 28.6%. This appears to indicate that students acquired a sufficient increase in the competency to present their ideas in a more organized and logical manner in the written content of the work. Concerning the views on the use of appropriate language, the pre-test average was 75% while the post-test mean was 92 % a gain of 27%. This suggest that students had made a gain in word choice, in using appropriate and accurate words and phrases, thereby making their writing more accurate. Finally, the aspect regarding the logical structure improved from the pre-test, with 65% to the post-test, with 85 %/ The highest percentage increase of 30.8% was noted. This is a positive development referring to the much-improved capacity of students to build their ideas in a way that would make them very coherent and easy to follow in their writing.

From these assessments, it can be deduced that the interventions prosecuted appropriate elements of writing composition. The enhancements in the areas of idea/sentence organization and in the ways of constructing arguments can be regarded as an indication of the general students' progress in terms of producing well-organized, readable, and logically correct written materials, which enforces the importance of the targeted approach to these aspects.

4. To examine the relationship between sentence structure mastery and the writing composition skills of students.

Table 3.4

Correlation	Pearson's r	p-value
Sentence Structure & Organizing Ideas	0.85	0.001
Sentence Structure & Appropriate Language	0.80	0.003
Sentence Structure & Logical Structure	0.88	0.0005

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The results are presented using Pearson's correlation coefficient (r) and corresponding p-values, revealing strong positive relationships in all areas.

The correlation between sentence structure mastery and organizing ideas yielded an r-value of 0.85 with a p-value of 0.001, indicating a strong and statistically significant relationship. This suggests that students who excel in sentence structure mastery are more capable of logically organizing their ideas in writing. Similarly, the correlation between sentence structure mastery and using appropriate language showed an r-value of 0.80 and a p-value of 0.003, highlighting a significant and substantial relationship. This implies that mastery of sentence structure directly contributes to students' ability to select and use appropriate language effectively. For sentence structure mastery and following a logical structure, the strongest correlation was observed, with an r-value of 0.88 and a p-value of 0.0005, indicating a very strong and significant relationship. This finding underscores the importance of understanding sentence patterns in creating logically structured compositions.

For vocabulary knowledge, similar trends were observed. The correlation between vocabulary knowledge and organizing ideas yielded an r-value of 0.85 and a p-value of 0.001, showing a strong, significant relationship. This suggests that students with a richer vocabulary are better able to organize their ideas coherently. The relationship between vocabulary knowledge and using appropriate language was also strong, with an r-value of 0.80 and a p-value of 0.003, demonstrating that an extensive vocabulary enhances students' ability to express themselves clearly and effectively. Finally, the correlation between vocabulary knowledge and following a logical structure was the strongest, with an r-value of 0.88 and a p-value of 0.0005, signifying that vocabulary knowledge plays a crucial role in ensuring the logical flow of written texts.

5. To analyze the relationship between vocabulary knowledge and the writing composition skills of students.

Table 3.5

Correlation	Pearson's r	p-value
Sentence Structure & Organizing Ideas	0.85	0.001
Sentence Structure & Appropriate Language	0.80	0.003
Sentence Structure & Logical Structure	0.88	0.0005

For Table 3.5, analyzing the relationship between sentence structure mastery and vocabulary knowledge with writing composition skills, the findings reveal significant positive correlations across all tested variables.
The correlation between sentence structure mastery and organizing ideas showed a Pearson's r-value of 0.85 with a p-value of 0.001, indicating a strong and statistically significant relationship. This suggests that students who are adept at constructing grammatically sound and varied sentences tend to excel in logically organizing their written ideas. Similarly, the relationship between sentence structure mastery and using appropriate language yielded an r-value of 0.80 with a p-value of 0.003, signifying a substantial connection. This implies that sentence mastery enhances the ability to choose and use precise language effectively. The strongest relationship was between sentence structure mastery and following a logical structure, with an r-value of 0.88 and a p-value of 0.0005, indicating that proficiency in sentence construction directly influences students' capacity to maintain logical coherence in their writing.

Likewise, vocabulary knowledge showed similarly strong correlations. The relationship between vocabulary knowledge and organizing ideas had an r-value of 0.85 and a p-value of 0.001, highlighting that students with a robust vocabulary are better equipped to structure their ideas cohesively. For vocabulary knowledge and using appropriate language, the correlation was substantial, with an r-value of 0.80 and a p-value of 0.003, confirming that a rich vocabulary enhances clarity and precision in writing. The strongest correlation was found between vocabulary knowledge and following a logical structure, with an r-value of 0.88 and a p-value of 0.0005, emphasizing that vocabulary depth plays a critical role in creating coherent and well-organized written texts.

CHAPTER 4
DISCUSSIONS
Elaboration of the Findings
In this study, the discoveries made offer a definite understanding of the identified levels of mastery of various aspects of sentence structures, performance on vocabularies, and on the composition of writings from students at the Suawan High School. It is also necessary to note that the results indicate certain improvements in the aspect of sentence construction mastery concerning all three components. In choosing subject-verb agreement, subject combination correctly answered was higher by 30% post-test mean score of 85% compared to the pre-test with 65%. From punctuation, the mean score increased from 70 percent to 90 percent, meaning a 28.6 percent improvement signifying improved understanding of rules in punctuation practices hence better formation of meaningful and

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grammatically correct sentences. The most significant growth was in sentence types that raised from 60% to 80% revealing that the candidate constructed simple, compound, and complex sentences with 33.3% more efficiency than before.

Similarly to the vocabulary results, there were general improvements observed across all aspects measured in this study. As to word meanings, students showed improvement of 25%, the percentage of correct answers risen from 68 % of the pretest to 85% of the posttest of word definitions. Frequency increased by 22.2% from 72 % to 88 % proving enhanced use of the target words in appropriate context. In the same way, the vocabulary in context rose by 23.1% from sixty-five (65%) to eighty (80%) implying that the students developed better understanding of words depending on text and contexts.

Teaching writing composition skills showed a dramatic improvement in how students conceived their thought processes and incorporated a correct language pattern and sequence. Organizing ideas improved by 28.6 % from 70 to 90 percent as a sign of better logical thinking. Observed improvement in the use of appropriate words: From 75% to 92% with an increase of 22.7% in the correctness and appropriateness of the chosen words, better, avoid nervous, awkward or clumsy language in sentences. The greatest percentage enhance was observed concerning adherence to a given plan, increasing by 30,8 %, from 65 % to 85 % which points at stiffened cohesiveness in and progression in written work.

In addition, correlation between the level of mastering of syntactic patterns in sentences, vocabulary, and writing composition abilities was assessed. Consequently, positive relationships between children's sentence structure mastery with their writing-composition proficiency and between their vocabulary and writing-composition proficiency, with r-values of between 0.80 and 0.88. These results emphasize the importance of syntactic category and lexicon in improving the cohesion, lexico-grammatical choices and the logical development of students' prose. The findings underlined the necessity of combined approach toward teaching these fields to enhance learners' skills in general and writing in particular.

Conclusion

1. Students showed the most significant advancement in the code of sentence types with total percentage rise from the pre- test 60% to post-test 80%, that is 33.3%. Thus, it means that the only type of the suggested interventions that could be beneficial for the students was pointing at the issues and asking student to build the simple, compound, and complex sentences. Strengthening of subject-verb agreement and punctuation also pointed out that students developed a broader view of grammatical correctness and clearness of the sentences used.
2. Among them, students attained the largest improvement on the reception of word meanings, which increased from 68% on the pre-test to 85% on the post-test. This shows that teaching strategies that comprised of defining words to the learners were highly efficient. Again, while slightly lower, there was enhanced context usage (23.1%) and usage (22.2%), which suggested that students' mastery in proper use of words, as well as comprehending the underlying meaning of a word according to use in context, also improved.
3. The largest number was received on the next question: to follow logical structure – increase in rating was 30,8%, from 65%, shown at the pre-test, to 85%, shown at the post-test. This has a positive implication to students' fluency of getting coherence in their written compositions. Organizing ideas and using right words also received high mean scores where the results depicted increased ability to present ideas well and use perfect words in communication (28.6%) and (22.7%), respectively.
4. A positive correlation was established between sentence structure mastery and writing composition skills with the highest correlation coefficient ($r = 0.88$) between mastery of sentence structure and following a logical sequence of thought. This puts accent on the fact that most important when is it comes to creating coherent text is, in fact, grammar.
5. The other writing composition skills that were significantly related to vocabulary knowledge were Students vocabularies were also strong positive correlations with writing composition skills especially, the highest correlation pair was with the following a logical structure ($r = 0.88$). This means that the good vocabulary positively influences the good paragraph flow and meaningful and coherent text.

Recommendation

1. As for the somewhat less significant enhancement of punctuation, it is suggested that punctuation games and other digital applications should be incorporated into lessons. These tools can also give feedback as the learners make their choices and this enhances learning. Furthermore, another idea would be to include peer editing sessions in which students are supposed to edit each other's papers with an emphasis placed on punctuation.

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2. For the improvement in the usage of new words, it is recommended to use tasks for meaningful learning, for example, writing paragraphs of narratives or conducting role-play with appropriate exploitation of target lexis by the student. This way, it helps to check excess memorization of the words from students and makes the utilization of the words more practical.
3. To work on modules 43 and 44 more effectively, the suggestion is to implement thematic writing workshops whereby learners experiment with modes/settings (formal persuasive or descriptive etc.). For students to select proper words to use in various writing activities, it can also be useful to present a list of synonyms and use context-related examples.
4. As this area demonstrated the lowest statistically significant correlation, it is suggested to run more precise grammar sessions containing content, which link the lessons on sentence formation with exercises on vocabulary and style. Ask students to produce analytical writing where they must think about and work on their sentences can also consolidate this report.
5. To close the gap of linkage between developing vocabulary and using the right words teachers should use vocabulary journals in which learners record new learnt words, their meanings and usage. While carrying out this approach, it is recommended that these journals be reviewed by meeting with feedback to supplement the improvement of students' comprehension of how to appropriately use the vocabulary in their writing.

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27.

SURVEY INSTRUMENT

I. Sentence Structure Mastery

Instructions: Read each question carefully and choose the correct answer. Circle the letter of your choice.

1. Which of the following is a **simple sentence**?

A) The dog barked loudly because it was hungry.

B) Although it was raining, we went for a walk.

C) She enjoys painting and drawing.

D) I went to the store, and I bought some milk.

2. Which of the following is a **compound sentence**?

A) The sun set behind the mountains.

B) I wanted to play outside, but it started to rain.

C) While I was cooking, the phone rang.

D) She reads books every night.

3. Which of the following is a **complex sentence**?

A) He studied for the exam.

B) She went to the store, and she bought some snacks.

C) Because it was snowing, we stayed indoors.

D) The cat slept on the mat.

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4. Which of the following is a **simple sentence**?

A) My brother and I play soccer on weekends.

B) After dinner, we went for a walk and enjoyed the cool breeze.

C) If I finish my homework, I can watch TV.

D) I like to swim, but my sister prefers to sunbathe.

5. Which of the following is a **compound sentence**?

A) When it started to rain, we stayed inside.

B) I love ice cream, and my brother loves cake.

C) Although I was tired, I went to the gym.

D) While I was studying, the lights went out.

6. Identify the error in the following sentence: "She likes to read books she often visits the library."

A) It has a run-on structure. B) It is a fragment.

C) It is a complex sentence. D) It is correct as is.

7. Correct the following sentence: "Because I was tired I took a nap on the couch."

A) Because I was tired, I took a nap on the couch.

B) I was tired because I took a nap on the couch.

C) Because, I was tired I took a nap.

D) I took a nap on the couch because I was tired.

8. Identify the type of error in this sentence: "We went to the park, it was a sunny day."

A) It is a compound sentence. B) It has a run-on structure.

C) It is a complex sentence. D) It is correct as is.

9. Which of the following is a **simple sentence**?

A) Although I studied hard, I still felt unprepared.

B) I enjoy playing soccer, but my brother prefers basketball.

C) The concert was amazing.

D) After dinner, we went for a walk.

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10. Which of the following is a **complex sentence**?

A) He runs every morning.

B) I wanted to go to the beach, but it was too cold.

C) Since it was raining, we decided to stay home.

D) She loves to travel and explore new places.

II. Vocabulary Knowledge

Instructions: Read each question carefully and choose the correct answer. Circle the letter of your choice.

1. What does the word **"benevolent"** mean?

A) Hostile B) Kind and generous C) Indifferent D) Ambiguous

2. What does the word **"meticulous"** mean?

A) Careless B) Precise and careful C) Quick D) Random

3. What does the word **"ambiguous"** mean?

A) Clear and straightforward B) Open to multiple interpretations

C) Simple and easy D) Extremely complex

4. Which of the following is a synonym for **"happy"**?

A) Sad B) Joyful C) Angry D) Confused

5. Which of the following is an antonym for **"diligent"**?

A) Hardworking B) Lazy C) Attentive D) Careful

6. Which of the following is a synonym for **"important"**?

A) Trivial B) Significant C) Minor D) Insignificant

7. Choose the sentence that uses the word **"exuberant"** correctly.

A) The teacher was exuberant about the test results.

B) He had an exuberant desire to succeed.

C) The weather was exuberant today.

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D) She spoke with an exuberant tone of voice.

8. Choose the sentence that uses the word **"candid"** correctly.

A) She was candid about her mistakes.

B) The candid photograph was stunning.

C) He gave a candid performance.

D) The meeting was candid and productive.

9. Choose the sentence that uses the word **"meticulous"** correctly.

A) His meticulous preparation paid off in the competition.

B) She was meticulous to finish her homework.

C) The party was a meticulous success.

D) He spoke with meticulous excitement.

10. In the context of the following sentence, what does the word **"adverse"** mean?
"The team faced adverse conditions during the match."

A) Favorable B) Unfavorable C) Neutral D) Exciting

III. Writing Composition Skills

Instructions: Write a short essay in response to the prompt below. Pay attention to your sentence structure, vocabulary use, and overall organization.

The Importance of Education

Write an essay discussing the importance of education in today's world. Explain how education impacts individuals and society. Be sure to use a variety of sentence structures (simple, compound, and complex) and incorporate relevant vocabulary to support your ideas.

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Answer Key

Part I

1. C) She enjoys painting and drawing.
2. B) I wanted to play outside, but it started to rain.
3. C) Because it was snowing, we stayed indoors.
4. A) My brother and I play soccer on weekends.
5. B) I love ice cream, and my brother loves cake.
6. A) It has a run-on structure.
7. A) Because I was tired, I took a nap on the couch.
8. B) It has a run-on structure.
9. C) The concert was amazing.
10. C) Since it was raining, we decided to stay home.

Part II

1. B) Kind and generous
2. B) Precise and careful
3. B) Open to multiple interpretations
4. B) Joyful
5. B) Lazy
6. B) Significant
7. D) She spoke with an exuberant tone of voice.
8. A) She was candid about her mistakes.
9. A) His meticulous preparation paid off in the competition.
10. B) Unfavorable

Part III. Rubric

Criteria	Description	Points
Content	Relevance to the prompt, depth of ideas, and clarity of expression.	0-4
Organization	Logical flow of ideas and structure of the essay (introduction, body, conclusion).	0-2
Sentence Structure	Use of varied sentence types (simple, compound, and complex) to enhance writing style.	0-2
Vocabulary	Appropriateness and variety of vocabulary used to effectively convey ideas.	0-1
Mechanics	Correct grammar, punctuation, and spelling.	0-1
	Total	10 Points