

## Unveiling Proficiency Levels in Essay Construction among Learners: An In-Depth Exploration



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**ABSTRACT:** Writing essays is one of the activities that teachers frequently delegate to their classes; yet, it is also one of the many challenges that many students experience because it appears to be a dreaded task among them. Whether it is for a class assignment, a scholarship, or even a competition, many students find that the work of writing an essay to be quite challenging. Students have a tendency to ignore the significance of essay construction because of this fact alone, which elucidates that the difficulty is constantly present throughout the process of writing. This is the reason why students underestimate the relevance of essay building. The purpose of this study is to investigate the degree to which students in Grade 11 ABM have mastered the creation of essays within the framework of the subject of writing a summary of the results of the test that was carried out with the objective of determining the level of writing ability exhibited by the outputs produced by the respondents. The method of research used in this study was quantitative. In this particular investigation, a quantitative research design was utilized as the appropriate method of inquiry. A strategy that centers primarily on the application of analytical content evaluation. The assessment of overall essay construction performance revealed a substantial challenge. The findings highlight a considerable proportion of students grappling with challenges in their essay construction skills. Consequently, the study advocates for the implementation of an intervention program, termed the Writing Excellence Enhancement Program (WEEP).

**KEYWORDS:** Writing essays, level of proficiency, ABM

### 1.0 INTRODUCTION

Essay writing is one of the often activities that a teacher assigns to a class; however, it is also one of the many difficulties that a certain student faces because it seems to be a dreaded task among them. Whether the essay is for a [scholarship](#), a class, or maybe even a contest, many students often find the task overwhelming. That fact alone articulates that along the processes of writing, the challenge is always there, this is the reason why students tend to neglect the importance of essay construction.

There's nothing more frustrating than staring at a blank piece of paper or computer screen. But that is often the reality when starting an essay. Whether it's a narrative, a persuasive piece or a research paper, writing an essay is often quite challenging. The biggest reason writing an essay is so hard is because we mostly focus on those external rewards like getting a passing grade or our teacher's approval (Mahbub, Moh. A., 2018). The problem is that when you focus on external approval it not only makes writing much less fun, it also makes it significantly harder. The writing process as a whole is a long road of false starts and lengthy revisions, not to mention dodging the bullet of writer's block and plagiarism. Correct citing sources, writing a thesis statement, and elaborating on ideas are a few common problems student may encounter. These pitfalls is profoundly evident among schools most especially here in St. Michael's College.

St. Michael's College Basic Education Department has been a home to various educational teachings and one of the vital elements is that of writing particularly on essay. However as much as how other students love writing, there are also those that take it as a dreaded task, and that is where this paper stands its purpose, to know the general standard of the students in writing through assessment for the teachers and students to find their common ground in essay construction.

This paper ought to tell the findings of a thorough study on the assessment of the Grade 11 students with regards to their mastery level on essay construction and how they cope up with adversities in order to surpass the problem. Also, central to the research study is exploration on the reasons behind their difficulties in constructing sentences and improving grammar. So, in order to assist the students' level of mastery, the researchers are to conduct surveys and interviews among Grade 11 Accountancy, Business and Management Students here in St. Michael's College.

This study was conducted is conducted the Academic Year 2022-2023.

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## 1.1 Objectives of the Study

This study was to examine the level of proficiency in essay construction among grade 11 students majoring in Accountancy, Business, and Management. Specifically, it attempts to answer the following questions: (1) What is the extent of the factor affecting students' mastery level of construction in essay writing skills in terms of: 1.1 Content 1.2 Organization; 1.3 Grammatical Accuracy; and 1.4 Vocabulary (2) What is the level of the students' essay construction performance? (3) What intervention program be crafted based on the findings of the study?

## 2.0 METHODS

The researchers employed a quantitative method. The study utilized analytical content evaluation as its principal technique. This study explored the proficiency of Grade 11 Accountancy, Business, and Management (ABM) students in composing essays within the realm of writing. The investigation included a detailed examination of the outcomes derived from a conducted test, which measured the respondents' level of writing ability through the evaluation of their outputs. The analytical content evaluation, as a key methodology, provided a structured approach to objectively measure and interpret the quality of the written content, contributing to a comprehensive understanding of the students' writing abilities within the specified context. The respondents of the study were the Bachelor of Elementary Education (BEED) students under the College of Education in St. Michael's College, Higher Education Department. It involved selecting 25 students from each section, resulting in a targeted sample population of 50 respondents.

The researchers collaborated with an English teacher from a senior high school and the research advisor. Their involvement was crucial in validating the rubrics used and examining the results provided by the respondents. The respondents were tasked with composing 150-word responses to a writing prompt derived from the Cambridge activity book.

The research utilized a tool derived from the "Cambridge Activity book" to assess the mastery level in essay construction among the participants. This instrument was carefully selected for its relevance and alignment with the study's objectives, drawing upon established content to comprehensively explore the participants' proficiency in essay writing. , the instruments employed in this study are standardized, contributing to their reliability and consistency. The use of standardized tools enhances the replicability of the study and allows for comparisons across different contexts or populations.

## 3.0 RESULTS AND DISCUSSIONS

**Table 1.1. Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Content**

| Scoring Scale | <i>f</i>  | Percent       | Mean         | Qualitative Interpretation |
|---------------|-----------|---------------|--------------|----------------------------|
| 50 – 74       | 50        | 100.00        | 50.50        | Meet Expectation           |
| <b>Total</b>  | <b>50</b> | <b>100.00</b> | <b>50.50</b> | <b>Meet Expectation</b>    |

Table 1.1 shows the Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Content. 50 responses demonstrate that in terms of contents, with a mean of 50.50 and the qualitative interpretation of Meet expectation, the data is consistent with what was expected. It gives the impression that the students are not having any problems with the content. On the other hand, they must somehow improve their writing skills or provide an explanation of what the work is about. To put it another way, it refers to the information that is provided by the text.

The message, the tale, the theme, the setting, and/or the characters all make up what is known as the "content" of a piece of written literature. Moreover, the representation of a language through the use of written symbols is what is known as writing, which is a kind of communication. It is commonly believed to be a very fruitful skill; various authors put their imaginative ideas and thoughts into written form.

Learners of foreign languages have several options to seek modern ways to compose their various ideas and thoughts when they write in that language (Mahbub, Moh. A., 2018). The context of language learning places equal priority on English language abilities and highlights the linked nature of these skills. Even though each of the four language abilities has its own unique significance, being able to write well is by far the most important of the four since it is applicable to so many different aspects of daily life. The act of writing is the activity of connecting with other people.

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**Table 1.2. Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Grammatical Accuracy**

| Scoring Scale | <i>f</i>  | Percent       | Mean         | Qualitative Interpretation |
|---------------|-----------|---------------|--------------|----------------------------|
| 50 – 74       | 50        | 100.00        | 50.50        | Meet Expectation           |
| <b>Total</b>  | <b>50</b> | <b>100.00</b> | <b>50.50</b> | <b>Meet Expectation</b>    |

Table 1.2 shows the Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Grammatical Accuracy. The result shows that the respondent's who got the score between 50 – 74 garnered the mean of 50.50 in the percentage of one hundred percent (100%) and has 50 total frequency which interpret as Meet Expectation.

According to the findings, there is no issue in terms of the grammatical accuracy; nonetheless, there is a requirement to become more familiar with the level of the structure of English grammar and to practice it more. The process of writing is often viewed as a combination of the process and the output, and the act of writing itself often leads to the accumulation of a variety of thoughts and ideas in the minds of students.

Writing, according to Mahbub, Moh. A. (2018), is a perception of the abilities that involve the rules of grammar, vocabulary, and many notions of sentence production. They suggest that writing is a perception of the abilities. Writing that is successful requires the writer to investigate and organize the information they already possess. The act of writing lifts a person from the darkness of ignorance into the brilliant clarity of knowledge. It provides an explanation of the significance of writing by pointing out that a person who is unable to read or write is considered illiterate and ignorant (Khan & Khan, 2020).

**Table 1.3. Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Organization**

| Scoring Scale | <i>f</i>  | Percent       | Mean         | Qualitative Interpretation |
|---------------|-----------|---------------|--------------|----------------------------|
| 25 – 49       | 1         | 2.0           | 41.67        | Needs Improvement          |
| 50 – 74       | 49        | 98.0          | 50.68        | Meet Expectation           |
| <b>Total</b>  | <b>50</b> | <b>100.00</b> | <b>50.50</b> | <b>Meet Expectation</b>    |

Table 1.3 shows the Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Organization. The result shows that the respondent's who got the score between 50 – 74 garnered the mean of 50.68 in the percentage of ninety eight percent (98.0%) and has 49 total frequency which interpret as Meet Expectation. While the respondent's who score between 25 – 49 garnered the mean of 41.67 in the percentage of 2.0 and has a 1 total frequency which interpret as a Needs Improvement.

According to the findings, even though the majority of the essays meet the expectations in terms of organization, there are a few that need improvement. These essays require fundamental enhancement on the organization of ideas in the construction of an essay.

This indicates that enhancement and practice in organizing writing are important because the students need to see examples of comparison and contrast, in which they compare two things and then contrast how the two are different.

According to Nugraheni, D. A., & Basya, D. (2018), Writing activities that are done correctly require enough time to complete the writing duties, as the nature of writing assignments shifts during the many stages of the writing process. Students require a significant amount of time in order to properly compose certain writing drafts, as well as time for proofreading, revising, assembling the disorganized thoughts, and properly structuring the various concepts.

**Table 1.4. Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Vocabulary**

| Scoring Scale | <i>f</i>  | Percent       | Mean         | Qualitative Interpretation |
|---------------|-----------|---------------|--------------|----------------------------|
| 50 – 74       | 50        | 100.00        | 51.17        | Meet Expectation           |
| <b>Total</b>  | <b>50</b> | <b>100.00</b> | <b>51.17</b> | <b>Meet Expectation</b>    |

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Table 1.4 shows the Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Vocabulary. The result shows that the respondent's who got the score between 50 – 74 garnered the mean of 51.17 in the percentage of one hundred percent (100%) and has 50 total frequency which interpret as Meet Expectation, despite the fact that the result produced a desirable outcome in terms of vocabulary, we still require additional training in the vocabulary skills that are organized into phases.

Stahl said, "Vocabulary knowledge is knowledge" (2005). "Knowing a word means not only knowing what it means, but also knowing how it fits into the world." So, work on defining, expanding on, and getting a better grasp of what it means for a student "to know what a term means."

Reviewing important parts of vocabulary acquisition, such as receptive vocabulary vs. productive vocabulary, oral vocabulary vs. written vocabulary, and breadth of vocabulary vs. depth of vocabulary (Sabarun., 2019), shows how complicated it is. This raises questions that need to be looked into further. There are also other things to consider, like the size of each student's vocabulary and how well they know words.

**Table 1.5. Summary of Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Vocabulary**

| Factors      | Mean         | Qualitative Interpretation |
|--------------|--------------|----------------------------|
| Content      | 50.50        | Meet Expectation           |
| Organization | 50.50        | Meet Expectation           |
| Grammar      | 50.51        | Meet Expectation           |
| Vocabulary   | 51.17        | Meet Expectation           |
| <b>Total</b> | <b>50.67</b> | <b>Meet Expectation</b>    |

Table 8 shows *Summary of Extent of the Factor Affecting Respondent's Mastery Level of Construction in Essay Writing Skills in Terms of Vocabulary*. Indicates that 50.67 are the over all total with the qualitative interpretation "Meet Expectation of the variation in terms of the following, Content, Organization, grammar and vocabulary.

This means that the mastery level of construction in essay writing skills n terms vocabulary performance of the students can be predicted with these factors has a positive outcome. This means that majority of the respondent are good in essay writing but needs more practice.

Moreover, Effective writing contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice - adheres to the conventions of standard written English (such as punctuation, capitalization, and the use of colons and semicolons). Writing is widely regarded as an essential ability for achieving fruitful results in language acquisition. When it comes to writing in English, which is frequently utilized for worldwide communication and comprehension of the necessary information, its significance increases due to the fact that it is one of the most commonly used languages. Because the English language is the primary source of information in the modern world, written English has a significant influence on the entire educational system.

Sadek, N. (2018) asserts that the invention of writing was the single most important step in the progression of human history. It is a way for one generation of people to pass on their knowledge, information, thoughts, and opinions to the next generation of people in other countries throughout the world.

### Problem 2: What is the level of the students' essay construction performance?

**Table 2.1. Level of the Students' essay construction performance**

| Scoring Scale | f  | Percent | Mean | Description             |
|---------------|----|---------|------|-------------------------|
| 9.0 – 12.9    | 27 | 54.0    | 9.8  | <i>Inadequate</i>       |
| 5.0 – 8.9     | 23 | 46.0    | 8.1  | <i>Meet Expectation</i> |
| Total         | 50 | 100.0   | 9.0  | <i>Inadequate</i>       |

Table 2.1 shows the level of the students 'essay construction performance, in which 27 out of 50 respondents belongs to Inadequate level having the percentage of 54% with the mean distribution of 9.8. In addition, 23 out of 50 respondents belongs to the Meet expectation Level having the percentage of 46 % and has the mean distribution of 8.1.

This indicates that the majority of the pupils have a good performance overall in terms of performance. The ability to construct in essay writing well is a clear indication that the author respects the time of the reader. The reader benefits when the

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author is able to properly arrange his thoughts and concerns, as well as convey them in a manner that can be read and comprehended without difficulty.

On the other hand, poorly written material compels the reader to expend both time and effort in an effort to grasp the meaning of what is being delivered. In several instances, the reader may be required to pose questions to the author in order to obtain clarification.

### Writing Excellence Enhancement Program (WEEP)

#### Rationale

The Writing Excellence Enhancement Program (WEEP) is designed to address the identified areas of concern in students' essay writing skills. The study's findings have highlighted specific weaknesses in content elaboration, organization, grammar, and vocabulary, as well as an overall inadequacy in essay construction performance. Recognizing the critical role of effective writing in academic success and beyond, WEEP aims to provide targeted support to improve students' proficiency in these key areas.

#### Objectives

When the program is over, the instructors will be able to:

1. Create learning approaches that depend on different factors such as background knowledge, motivation, and materials.
2. Develop a toolbox of techniques that they may use in different situations.
3. Test the students' capacity for learning.
4. aligns with our commitment to fostering comprehensive and advanced language

| Areas of Concern  | Persons Involved                | Timeframe                | Budget Allocation        | Monitoring Scheme   |
|---|---------------------------------|--------------------------|--------------------------|---|
| <b>Content</b><br>While the majority of respondents met expectations, there is room for improvement in terms of providing more detailed and well-explained content in their essays. | English Teachers                | Throughout Academic Year | Educational Resources    | Regular assessments and feedback on detailed content; ongoing classroom observation |
| <b>Organization</b><br>Although the majority met expectations, a few essays showed a need for improvement in organizing ideas effectively.  | English Teachers                | Throughout Academic Year | Instructional Materials  | Periodic evaluations and feedback sessions focusing on improved organization        |
| <b>Grammar</b><br>The findings indicate that respondents are meeting expectations, but there is a recommendation to enhance familiarity with English grammar structures.            | English Teachers                | Throughout Academic Year | Grammar Guides/Workshops | Weekly grammar workshops; continuous evaluation and feedback on grammar skills      |
| <b>Vocabulary</b><br>Although meeting expectations, additional training in organized vocabulary skills is suggested for further improvement.  | English Teachers                | Throughout Academic Year | Vocabulary Exercises     | Regular vocabulary-building exercises; periodic assessments and feedback            |
| <b>Overall Essay Construction Performance</b><br>A significant portion of   | Specialized Writing Instructors | Intensive Workshops      | Professional Development | Continuous assessments and workshops; tailored interventions based on performance   |

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| respondents falls under the "Inadequate" category, suggesting a need for overall enhancement in essay construction skills. |  |  |  |  |
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### 4.0 CONCLUSION

In conclusion, the study conducted a thorough examination of Grade 11 ABM students' mastery level in essay writing skills, scrutinizing key dimensions such as Content, Organization, Grammatical Accuracy, and Vocabulary. The findings revealed an overall commendable performance, with all dimensions either meeting or surpassing expectations. Notably, respondents demonstrated mastery in Content and Grammatical Accuracy, achieving a perfect score of 100% with mean scores of 50.50. While Organization displayed a high level of proficiency at 98%, a minor concern was identified with 2% falling below the desired threshold. In Vocabulary, all respondents exhibited mastery, securing a mean score of 51.17. These results underscore the general proficiency of students in essay writing, yet they pinpoint specific areas where targeted improvements can further enhance their capabilities.

However, the assessment of overall essay construction performance revealed a substantial challenge. A majority of students (54%) were classified as Inadequate, indicating a significant room for improvement, with a mean score of 9.8. In contrast, 46% of students met expectations, achieving a mean score of 8.1. This segmentation highlights a considerable proportion of students grappling with challenges in their essay construction skills. Consequently, the study advocates for the implementation of an intervention program, termed the Writing Excellence Enhancement Program (WEEP). This program aims to address identified deficiencies and elevate students' essay construction performance. Aligned with the study's objectives, WEEP is designed to provide targeted strategies for improvement, ensuring a comprehensive approach to enhance students' overall writing proficiency.

### 5.0 RECOMMENDATION

**To The Teachers.** The findings of the research will assist educators in evaluating the appropriateness of the activities they assign for use in the classroom, particularly with regard to the construction of essays, to determine whether or not the activities match the level of skill possessed by the students. It will also give the basis for them to be able to alter their method of teaching to correspond to the student's learning competencies in the field of writing, and it will do so by providing them with the information described above. They would also be able to learn the class average in terms of essay writing thanks to the data.

**To the Students.** The study will provide the students with information that will allow them to identify areas in which they may improve in order to grow and nurture their writing talents. They will be able to determine from the results of the test whether or not they have an adequate level of writing ability, which will provide a springboard for both their personal development and their educational advancement.

**To the Future researchers.** Will be able to profit from the findings of this study because this publication will act as a reference for them and can be used as a foundation for their own research and recommendations for improvements.

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