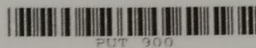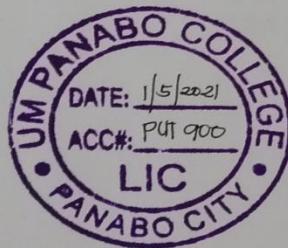# SELF-ASSESSMENT OF ENGLISH WRITING SKILLS AND USE OF WRITING STRATEGIES AMONG 1ST YEAR STUDENTS OF UM PANABO COLLEGE

A Thesis
Presented to the Faculty
Of UM Panabo College

In Partial Fulfillment
Of the Requirements for the course
EdRes 1 (Educational Research)

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March 2020

ACCEPTANCE SHEET

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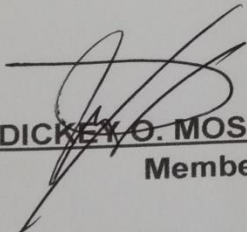
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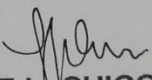
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ABSTRACT

The study aimed to establish the relationship between self-assessment of English writing skills and use of writing strategies in UM Panabo College. The independent variable of this study was self-assessment of English writing skills. The dependent variable was use of writing strategies and its indicators were before writing and after writing. The researchers use quantitative, non-experimental, and correlation relation design and the statistical tools were Mean and Pearson-r. The result of the computation using r-value 0.560 associated with the not significant value of 0.000 of P-value which is less than the alpha of 0.05. Moreover, there is a significant relationship between self-assessment of English writing skills and use of writing strategies of students in UM Panabo College. It indicates that self-assessment plays a role in making the use of writing strategies that is to be taught to the students.

Keywords: Self-assessment of English writing skills, Use of writing strategies

ACKNOWLEDGMENT

Grateful acknowledgments are due to the following who made this academic writing successful.

Firstly, to our **Lord Almighty,** for showering us wisdom and knowledge;

To our **parents** who provided us guidance and financial support without them this would not have been possible;

To **Dr. Mariesel Laurel**, the research adviser for the guidance, patience, advice, suggestions and recommendations that made this research work into reality;

To **Dr. Celso L. Tagadiad**, our subject teacher who encourages us and sharing his knowledge in times of hardship to make this research possible.

To **Dr. Liezel V. Chan**, the statistician, who made important insights during the analysis and interpretation of the data collected;

To **Dr. Amelie L. Chico and Prof. Dickey Mosqueda**, as panel of examiners as well as a validator for extending their time and generously sharing their comments and suggestions.

Lastly, to our **classmates and friends** who shared their knowledge and encouragement.

-The Researcher-

DEDICATION

I dedicate this thesis firstly to the Lord Jesus Christ who showered unconditional love, wisdom and knowledge. To my family who support me financially and to my friends and teachers who gave comments, suggestions and advices. Without them, this would not be possible.

—Nova-

This thesis work is dedicated to Almighty God for the love and strength. In times of hardship, I would like to express my gratitude to my family for their undying love and support. To my friends and classmates who also shared their knowledge. Without them, this would not have been successful.

-Ana-

I would like to express my warmest gratitude to those who helped us to make this academic writing possible. To God who guided us and to my family who always helped financially. To my friends, teachers and classmates who genuinely shared their comments and suggestions.

-Jessa-

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Chapter 1

BACKGROUND AND ITS SETTING

Background of the Study

Throughout Pakistan, students ' use of writing techniques is alarmingly weak and inferior. Though English-language users across Pakistan increased exponentially from 2% in 1961 to 49% in 2003, they still face English language problems, particularly in writing. These issues are generally caused by grammatical deficiency, clarity, definition expansion, content selection, theme word, procedural laws, complexity, form, shortage of vocabulary, and extensive vocabulary (Dar & Khan, 2015). Within and outside the institution's sphere of influence. In the first year, student engagement is influenced by the students' prior experiences of education, their expectations, and aspirations, which influence their perceptions of various engagement measures. Besides, integration into both the university's academic and social community is vital for instilling a 'sense of belonging' or 'sense of being a student,' which is a precursor for engagement (Hardy and Bryson, 2009).

Globally, education is accorded as a weapon that can be used to eradicate the illiteracy raise human beings' social status. As well as building a nation (Ajegbomogun & Salami, 2011). Education is widely recognized as one indicator of development. One of the primary purposes of education is to produce trained human resources, overcoming development impediments in Nigeria. According to the National Policy on Education (NPE, 2014), education is seen as an instrument per excellent which is purposely designed to develop a nation economically, culturally, technologically, politically, and

socially. Student writers face different writing issues at different stages in their study. These challenges can also be categorized as physical, psychological, emotional, and pedagogical (Haider, 2012; Hyland, 2003). They contend with English's structural components; as an inaccurate form, the context and understanding of the language deciphered by a reader requiring a mental process become difficult (Quintero, 2008; Nik, Hamzah, & Rafidee, 2010).

In Laoag, there were problems with publishing scholarly papers of students in terms of diverse ideas, contents, and the concepts of interpersonal contacts are lacking. In terms of language and syntax, sentences' structure is reduced, and using of words or expressions is improper. Moreover, using the first-person pronoun in terms of convenience and objectiveness and the need for language use citations is limited. The overall learners' quality of scholarly papers is clearly changing from needs improving to normal. Besides, private school students' standard of scholarly papers is greater than that of public school students ' scholarly papers.

In Panabo City, spelling and punctuation also found in abundance in writing samples in a particular school. Moreover, none of the present study participants identified such mistakes as a problem area during the interviews. Learners appear to spell words according to their appearance, a process that results in incorrect spelling. Likewise, there is no subject-related information open to students. We cannot write well if students do not have expertise. The instructors often struggle to provide learners with adequate writing skills and techniques.

Therefore, in this context, the researchers are convinced and motivated to conduct the study such that students of UM Panabo college taking thought

on finding the relationship between the skills in writing English through self-assessment and using writing methodologies.

Statement of the Problem

The research is designed to explore and determine the relationship between self-assessment of Skills in writing English self-assessment and the use of writing strategies in students with first-year BSED. To make this research realized here are the following questions that sought answers:

1. What is the level of self-assessment English writing skills?

2. What is the level of the use of writing strategies in terms of:

    2.1 Before Writing

    2.2 After Writing

3. Is there a significant relationship between the use of writing strategies and student engagement?

Hypothesis

This null hypothesis is based on the third question of the problem statement and tested at 0.05 level of significance. There is no significant relationship between the use of writing strategies and student engagement.

Significance of the Study

This research was conducted for the intention of providing benefits to a specific group.

Students. This may help the student assess themselves and focus on the process of teaching and learning. Expand their writing skills, too.

Teacher. This may guide the teacher to identify the strength, difficulties, and interests in the teaching-learning process for the student asses.

Researchers. This research will provide potential researchers with the learning that self-assessment of English writing skills and the use of writing techniques are very relevant.

Theoretical and Conceptual Framework

The analytical and conceptual frameworks are presented right here, with the exclusive hypotheses that support all factors in English writing abilities self-assessment and the use of writing techniques.

This research was inspired by Al Fallay's 2004 theory, which stated that self-assessment strategies in English writing skills provide important ways to improve learners learning progress through assessment and evaluation. Self-encompasses a wide variety of principles and methods. The use of self-methods in written assessment is expected to promote growth in learners' ability to write and transfer to future assignments in writing.

Nonetheless, the benefits of self-assessment in teaching, enhancing critical thinking, and promoting healthy learner habits are reinforced by numerous theoretical models. Work among ESL / EFL students on the accuracy and relevance of self-assessment has produced mixed results.

Therefore, self-assessment of English writing skills implies integrating any practice in its finest context that allows authors to reflect about, review, and rewrite their content. Therefore, the author increases the piece of writing in hand and builds the skills that will be needed sooner. This also involves all the activities that can be done to improve learning further. The evaluation

INDEPENDENT VARIABLE   **DEPENDENT VARIABLE**

```
┌─────────────────────┐              ┌─────────────────────┐
│                     │              │   USE OF WRITING    │
│                     │              │     STRATEGIES      │
│  SELF-ASSESSMENT OF │───────────▶  │                     │
│ ENGLISH WRITING     │              │   • Before Writing  │
│ SKILLS              │              │   • After Writing   │
│                     │              │                     │
│                     │              │                     │
└─────────────────────┘              └─────────────────────┘
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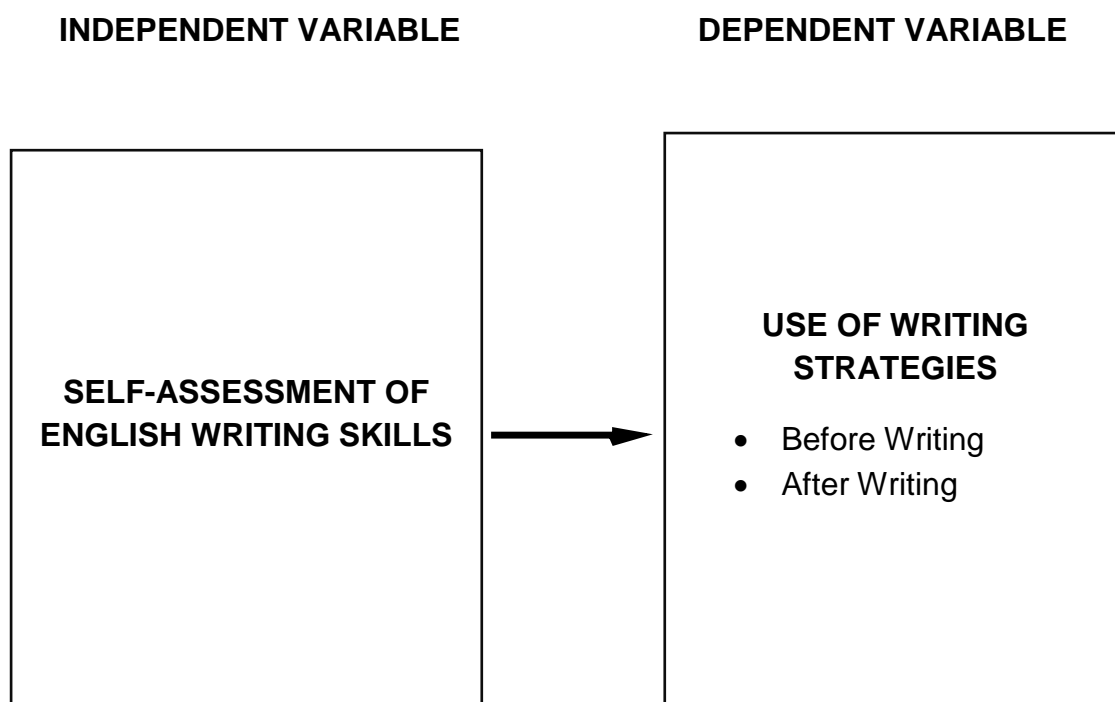
Figure1. Conceptual Paradigm Showing the Variables of the Study.

phase must also be monitored to help students self-assess since it is relevant not only for the end product but also for the method by which it was achieved (Segers, Dochy, & Cascallar, 2003).

The independent variable, as shown in Figure 1 of the study's conceptual model using Writing Strategies with the following indicators: Before Writing and After Writing. Before writing, it refers to any activity that enables an individual to know about a subject, identify intent, assess an audience, and prepare to write and rhetoric in philosophy closely related to creativity practice (Nordquist 2019). After writing, takes a rough draft and turn it into something perfect. It helps improve the job of students (Miriam C., 2009).

Definition of Terms

For a better understanding of the analysis, the following concepts are described conceptually and operationally.

Self-Assessment of English writing skills. It is part of the learning process as it encourages learners ' development (Kostopoulou, 2008). This study helps students improve their critical thinking and attain their English language writing skills during the learning phase.

Use of Writing Strategies is an evolving process that extends from childhood to college and beyond. It has always been considered to play a significant role in the process of learning a second language (Ismail, 2010). In this study, it refers to before and after writing.

Chapter 2

REVIEW OF RELATED LITERATURE

This section discusses related literature and studies reviewed by researchers that are considered to be relevant to the present studies and are significant. They are cited here to provide observations and viewpoints on the inquiry underway.

Self-Assessment of English writing skills

English writing skills on self-assessment come from combining teaching and learning. This is concerning the idea of learners and tutors being independent and providing distinct roles and areas of focus. Self-assessment frees tutors / readings with high test loads rationally sometimes. When the primary appraisal task is the learners ' job, the tutor/teacher is much more a facilitator and test supervisor in collaboration with the students in the self-assessment process. Teaching and studying are merely participatory activities held together to some extent, the ' glue ' of evaluation. However, within the inclusive ' learning community, ' there is contradictory self-assessment. All participants are involved in addressing the learning and behaviors contributing to such learning. Self-assessment as the need emerges; the determinant is the learner (Taras, 2010)

Mok et al. (2006) stated that self-assessment in education means that self-assessment of student teachers is at the beginning, middle, and end of learning phases. The students sought self-help assistance. At the end of the studies, they reported being more knowledgeable about their own learning.

Self-assessment is an ability to recognize weaknesses and strengths and areas of improvement of self-performance that have acquired considerable interest from scholars (Falchikov & Boud, 1989; Graham & Harris, 1993; Boud, 2000; Zimmerman, 2002). In any case, it is fair, and just that practice, support, and expertise are vital elements in various research studies to improve the standard of self-assessment (AlFallay, 2004; Hasani & Rouhollahi Moghadam, 2012; Orsmond, Merry & Reiling, 2000; Taras, 2001).

Writing skills behavior stems from the person's self-concepts and the importance that the individual puts on writing. Therefore, students who consider writing as valuable and important and who have personally relevant motives for writing should indulge in more anticipated writing and maximum effort. Highly motivated authors are named certain kinds of students (Harmer, 2014).

Collins (n.d.) claims that writing strategies are cognitive and metacognitive processes used by authors to regulate writing performance." Writing as a social imperative in the context that it provides evidence to the learners that they are making progress. Writing also allows language learning more successful and realistic by providing a range of inside and outside the classroom experiences (Takrouri, 2002).

Kostopoulou (2008) who said self-assessment is part of the process of learning, and it encourages the development of the learners. The Common European System of Reference for Languages (2001) provides that the main potential for self-assessment is to use it as a method for inspiration and awareness-raising, allowing learners to understand their abilities, recognize their weaknesses, and guide their learning more effectively. Via the self-

assessment process, reflecting on weaknesses and strengths encourages inner voice, improves learners ' awareness of what their functions are needed, and what active learning entails. By watching out and reflecting on their roles and learning practices, learners develop metacognition to realize and be aware of one's own learning.

According to Taras (2015), preparing students for self-assessment, evaluation has been the "only upholder" of teaching and learning in higher education, excluding or disadvantaging students from this. If an assessment is conducted in secret with tutors keeping the foundation on which they make assessments, learners may find themselves in a client role, which can generate distrust and feelings for them.

Use of Writing Strategies

Lei (2008, 2012) believed that writing strategies were "consciously performed coordinated actions to encourage writer practices in communities" and identified four types of writing strategies by building upon the organizational theory. These are object-focused, rule-mediated, role-mediated, and community-mediated strategies.

Besides, LAN et al. (2011), entitled "Effects of directed writing strategies on students ' writing attitudes based on media wealth theory," sought to establish various driven writing strategies based on media wealth theory and further examine the effects of these writing strategies on young students ' writing attitudes in terms of motivation, satisfaction, and anxiety. Gilmore (2009) stated that writing in the mother tongue is challenging for many learners. However, the students ' trouble and distress in writing in the second language are compounded.

Hasa (2016), writing for non-academic and non-technical purposes, may be described as general writing. That is the style of writing that we use in our everyday lives. All journal and diary entries, emails, newspapers, papers, advertising, signs, and so on are written in a general writing style. While general writing often includes correct spelling and grammar, it is not as stringent as academic writing. Moreover, the use of slang, contractions, clichés, and other terms is not restricted. The general conversation may be informal, formal, or semi-formal, but academic writing would be simpler and easier to understand.

Strict quotations and quotes should be used in general literature, too. It is essential to hold consultations and information sessions with students before incorporating an approach to self-assessment in teaching in order to facilitate understanding, discuss and decide on evaluation criteria and clarify the correct objectives and learning outcomes. To do this effectively, time for such assignments must be set aside at the expense of material in the class to be provided alternatively. Self-assessment generally supports student learning and is one of the essential skills learners need for future professional development and lifelong learning. It enhances the capability of qualified apprenticeship assessors (Boud and Falchikov 2006).

Before writing, before publishing, the period of 'ready to write' the conventional idea of authors having a thoroughly thought-out subject and being able to float to the screen is ludicrous. Tentatively, authors prefer to see what they think and where they want to go (Gail Tompkins, Rod Campbell, and David Green, 2010). If you compose, anything you do involves helping

you evaluate your central idea or what details, descriptions, motivations, or content you will include.

Free writing, brainstorming, and clustering are prewriting styles. Thinking, relating to others, reading material relevant to it, describing or arranging ideas all are ways of prior learning. Furthermore, you will prewrite at any point in the writing process. Only stop and start using one of these methods whenever you want to think about new ideas (McDonald and Salomone, 2012).

After Writing. According to Velasquez (2018), upon studying or post-writing methods, they provide learners with a way to outline, evaluate, and criticize what they have already learned. They also need to research, update, and review their paper.

Students are forced to keep an eye on the terms they have selected through studying or post writing. It also draws attention to lost or misused phrases. As people re-read quietly, especially their own language, they sometimes substitute the right word, or look at missing words without knowing they are gone. Loud speaking relies on the page's real words.

Chapter 3

METHOD

This chapter includes the study's research design, research subject, analysis instrument, data collection method, and statistical care, and statistical methods.

Research Design

The study used correlational research design in determining the relationship between self-assessment of English writing skills and the use of writing strategies. Correlational research focuses on developing relationships between two or more variables in the same population or among the same variables in two populations (Leedy & Ormrod, 2010).

There are two main reasons why researchers involved in quantitative interactions of variables would choose to do a correlational study rather than an experiment. The first is that the statistical association is not regarded as causal. The other reason why researchers would choose to use a correlation test rather than an experiment is that the purpose of the correlation study is to investigate "the degree to which changes in one characteristic or variable are related to discrepancies in one or more other characteristics or variables" (Leedy & Ormrod 2010).

Correlational Research Development was used to investigate the connection between English writing skills self-assessment and the use of writing strategies. The development of the research, therefore, used a standardized questionnaire to gather data.

Research Subject

The study respondents were the First year BSED-English students enrolled in GE 2 in the Department of Teachers Education in UM Panabo College. Random sampling was used in selecting the respondents.

There are 61 total populations of First-year BSED-English students with 20 males and 41 females.

Research Instrument

The research used the standardized questionnaire. It was used to have reliability, validity, objectivity, and quantification. The amendments were integrated into the final draft oft of the questionnaire. It was made simple, brief, but concise sentences for a fundamental understanding of the students. The questionnaire contained checklists using Likert's Scale, which consists of 5 dimensions in numerical values that correspond to the descriptive equivalents.

With the researchers' desire for the items' appropriateness, the questionnaires of each variable were submitted and validated by the panel of experts. Their feedbacks and propositions were taken into considerations and incorporated in the finalization and administration of the instruments.

Presented below are the descriptive rating and the equivalent, which were used to describe the level of the self-assessment of English writing skills and use of writing strategies among first-year BSED English of UM Panabo College.

The following measure was used to evaluate the self-assessment of English writing abilities:

Scale	Equivalent Descriptive	Interpretation
4.21-5.00	Very High	It indicates that self-assessment of English writing skills is outstanding.
3.41-4.20	High	It indicates that self-assessment of English writing skills is ethical.
2.61-3.40	Moderate	It indicates that self-assessment of English writing skills is moderately
1.81-2.60	Low	It indicates that self-assessment of English writing skills could be better.
1.00-1.80	Very Low	It indicates that self-assessment of English writing skills is poor.

To determine the use of writing strategies, the following scale was to evaluate the used of writing strategies:

Scale	Equivalent Descriptive	Interpretation
4.21-5.00	Very High	It indicates that the use of writing strategies is always observed.
3.41-4.20	High	It indicates that the use of writing strategies is observed
2.61-3.40	Moderate	It indicates that the use of writing strategies is moderately observed.
1.81-2.60	Low	It indicates that the use of writing strategies is least observed.
1.00-1.80	Very Low	It indicates that the use of writing strategies is not observed.

Data Gathering Processes

Questionnaire Validation. Researchers provided questionnaires and sent them for review to the relevant instructor.

Permission to conduct a study. Researchers sent a letter of permission to conduct a study at UM Panabo College. They were submitted to the Director of the school.

The administration of the study. Upon the approval to conduct the study, the researchers personally dispensed the questionnaire to the target respondents of the study.

Retrieval of the Questionnaire. After administrating the questionnaires, the data were immediately collected, tallied, and subjected to statistical interpretation.

Statistical Treatment of the Data

The data gathered have been analyzed and interpreted using appropriate statistical treatment as follows:

Weighted Mean. This was used to determine the level of self-assessment of English writing skills and the use of writing strategies among selected first year students of UM Panabo College.

Pearson Product Moment Correlation. This was used to determine the significant relationship between the self-assessment of English writing skills and the use of writing strategies.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

In this chapter, these are the results of the statistical analysis and also the interpretation findings. There is some table below presented the following arrangement of the research problem regarding the Self-Assessment of English Writing Skills and the Use of Writing Strategies to describe its result.

Level of Self-Assessment of English Writing Skill

The level of Self-assessment of English Writing Skills is calculated in terms of discovery and consolidation strategies. The responses were analyzed and presented below. Table 1 shows the results of the level of Self-assessment of English Writing Skill, which have an overall mean of 3.67, with the descriptive equivalent of high and interpreted as high. The result shows that BSED-ENGLISH 1st-year students often manifested the use of self-assessment of English Writing Skills. Item no. 10 can use independent thinking in writing got the highest mean of 4.00 with the descriptive equivalent of high. While item no. 7 can successfully conduct library research to locate information to support ideas that got the lowest mean of 3.48 with the descriptive equivalent of high.

Independent learning is a period where children begin work individually. Texts they compose must be familiar. They must come directly from what was shown in model writing and written in direct writing. Teachers create environments for children to write, interpret independently, and respond to texts in writing settings (Harris, P., McKenzie, B., Fitzsimmons, P., & Turbill, J. (2003).

Table 1

Level of Self-assessment of English Writing Skill

	Mean	Descriptive Equivalent
1. can write a good academic paragraph.	3.72	High
2. can write a clear topic sentence that identifies the topic and controlling idea of a paragraph	3.70	High
3. can arrange thoughts logically when writing an article.	3.68	High
4. can help and establish key point logically when writing a paragraph	3.72	High
5. can use appropriate vocabulary and word forms to effectively communicate with the reader	3.63	High
6. can use a variety of sentence structures	3.53	High
7. can do library work effectively to find information to support ideas	3.48	High
8. can write a good conclusion for an English essay.	3.67	High
9. can use the word-processing software to type and format English essays	3.68	High
10. can use independent thinking in writing	4.00	High
Overall Mean	**3.67**	**High**

Legend:

Scale	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Average
1.81-2.60	Low
1.00-1.80	Very Low

In comparison, Hardi (2004) found that students stay knowledgeable about libraries and appreciate the critical roles they serve in the process of learning. Many of the students were inspired to use the library, catch up with their homework, finish their ventures, and read newspapers. He said the factors that hindered the students ' successful library usages were insufficient library resources.

The remaining items pertained to a high descriptive equivalent. They interpreted as high are item no. 1 can write an excellent academic paragraph, item no. 2 can write a clear topic sentence that identifies the topic and controlling idea of a paragraph, item no. Three can logically organize ideas when writing a paragraph. Item no. 4 can logically support and develop the main point when writing a paragraph, item no. Five can use appropriate vocabulary and word forms to communicate with the reader effectively, item no. 6 can use a variety of sentence structures, item no. 8 can write a reasonable conclusion for an English essay and item no. 9 can use a word processing program to type and format essays in English. Students can accomplish the transformation from information to knowledge by themselves, and sometimes they require assistance from instructors or peers.

Students, professors, and researchers in every field use academic writing to convey ideas, make arguments, and participate in academic writing by intellectual discourse are characterized by evidence-based assertions, right word use, logical form, and impersonal expression. Persuasive academic prose, though sometimes thought of as long-winded or vague, is quite the opposite: it directly informs, analyzes, persuades, and inspires the reader to engage critically in a thorough discussion (Valdes 2019).

Level of Use of Writing Strategies

Presented in Table 2 are the levels of the use of writing strategies in terms of before writing and after writing, which have a grand mean of 3.91, with the descriptive equivalent of high. These mean that the three indicators are applied.

The first indicator, which is the before writing, got an overall mean of 3.97 with the high descriptive equivalent. Item no. 9 use a dictionary to check things if not sure about before writing got the highest mean of 4.38 with a descriptive equivalent of very high. While item no. 3 discuss what will write with other students or teachers who got the lowest mean of 3.60 with the descriptive equivalent of high.

The remaining items pertained to a high descriptive equivalent. They interpreted as high are item no. 2 consider the task or assignment and instructions carefully before writing, no. 1 review class notes, handouts, and assignment requirements before beginning to write, no. 4 brainstorms and write down ideas before writing, no. 8 notice vocabulary related to a topic that will write about and try to remember the words, no. 7 think of the relationships between what is already know and new things that learn, no. 10 use a grammar book to check things if not sure about before writing, no. 5 make plans and notes in native language before writing, no. 6 Before writing the first draft, do further study outside the classroom to improve writing.

Brainstorming is a way of promoting new ideas and motivating other participants to collaborate (Wahib & Zidane, 2001). Brainstorming is essential for

Table 2
Level of Use of Writing Strategies

Before Writing	Mean	Descriptive Equivalent
review class notes, handouts, and assignment requirements before beginning to write.	4.07	High
consider the task or assignment and instructions carefully before writing.	4.08	High
discuss what is going to write with other students or teacher.	3.60	High
brainstorm and write down ideas before writing	4.05	High
make plans and notes in native language before writing.	3.83	High
before writing the first draft, do extra study outside the classroom to improve writing.	3.73	High
think of the relationships between what is already know and new things that learn.	3.95	High
notice vocabulary related to a topic that will write about and try to remember the words.	4.03	High
use a dictionary to check things if not sure before writing.	4.38	Very High
use a grammar book to check things if not sure before writing.	3.95	High
Overall Mean	3.97	High
After Writing	Mean	Descriptive Equivalent
give a self a reward after writing.	3.58	High
go back to writing to revise the content and make ideas clearer.	3.97	High
go back to writing to revise and improve organization.	4.10	High
go back to writing to edit the grammar, vocabulary, spelling, and punctuation.	4.23	Very High
use a dictionary after finishing the draft.	4.03	High
discuss work with other students to get feedback on how can improve it.	3.75	High
discuss work with the teacher to get feedback on how can improve it.	3.60	High
evaluate others students' writing and give them feedback on how they can improve it.	3.70	High
record the types of errors have made and do not keep making the same types of errors.	3.63	High
read the feedback from previous writing and use this feedback to the next writing.	3.98	High
Overall Mean	3.86	High
Grand Mean	3.91	High

Legend:

Scale	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Average
1.81-2.60	Low
1.00-1.80	Very Low

both male and female instructors. It allows the recognition and flow of ideas, and it encourages students to discover ways of running the principle or ideas. It offers them an awareness of the patterns that children adopt while faced with a problem or an uncertain situation, or without restraints, that helps students to know the level of intellectual stock and forms of treating concepts that were not or were not prepared for them, known as "thinking moments and often necessary attitudes toward them in ordinary life (Qatami et al., 2008).

After Writing, the second indicator got the overall mean of 3.86 with a high descriptive equivalent. The only item no. 4 goes back to writing to edit the grammar, vocabulary, spelling, and punctuation got the highest mean of 4.23 with descriptive mean as very high. While item no. 1 give a reward when after writing got the lowest mean of 3.58 with descriptive mean as high.

The remaining items pertained to a high descriptive equivalent and interpreted as high are item no. 3 go back to writing to revise and improve organization, no. 5 use a dictionary after writing a draft, no. 10 read the feedback from previous writing and use this feedback in the next writing, no.2 go back to writing to revise the content and make ideas more transparent, no. 6 discuss the work with other students to get feedback on how can improve it, no. 8 evaluate others student's writing and give them feedback on how they can improve it, no. 9 records the types of errors have made and do not keep making the same types of errors.no. 7 discuss work with the teacher to get feedback on how can improve it.

Hayati and Fattahzadh (2006) suggested that students consult a dictionary on the meaning of an unfamiliar term to ensure its meanings are clear based on contextual details. Access to a dictionary enables learners to

become more utterly autonomous because they can find the correct meanings of unclear word sentences without depending on teachers' explanations (Gu 2003 & Miyanaga 2006). A dictionary often incorporates a decontextualized definition (Rhoder & Huerster, 2002). Therefore students sometimes find it challenging to set a proper context for a term that depends on unfamiliar dictionary meanings.

Significant Relationship between Self-assessment of English Writing Skill and Use of Writing Strategies of Students

Show in Table 3 is the significant relationship between self-assessment of English writing skills and students' writing strategies. Data revealed R-value is 0.560**, and the P-value is 0.00, which is lesser than 0.05 level of significance. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between self-assessment of English writing skills and the use of writing strategies of students. They only gain a better comprehension of the learning function and learning objectives when the learners define requirements.

According to Mok, Lung, Cheng, and Ng (2006). My students needed to appreciate the significance of the various standards used when peering their own writing skills and self-assessing. This reinforced their ability to evaluate and thus develop their own writing skills, making self-assessment a more reliable and valid method. Understanding what was expected of them helped my students understand their learning powers and weaknesses. These students who self-assessed their progress in terms of defined parameters thought the exercise was useful and made them more critical thinkers.
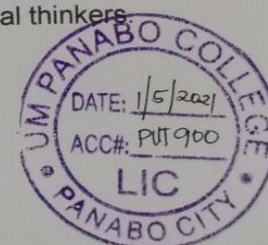
Table 3

**Significant Relationship between Self-assessment of English Writing
Skill and Use of Writing Strategies of Students**

Correlation Coefficient

	Use of Writing Strategies
Self-assessment English Writing Skills	0.560**

P-value (0.000) < 0.05

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

The findings, conclusions, and recommendations drawn by the researchers from the results are presented in this chapter.

Summary of Findings

Based on the result formulated from the data collected, the researchers found out the following:

1. The mean of self-assessment of English writing skill has an overall mean of 3.67 interpreted as ethical.

2. The mean of use of writing strategies has an overall mean of 3.91 interpreted as observed.

3. The correlation value between the level of self-assessment of English writing skills and the use of students' writing strategies is 0.560**, and the P-value is 0.00, which is less than 0.05 level of significance. Therefore, the null hypothesis is rejected.

Conclusions

The following conclusions are drawn based on the findings of the study:

1. The level of self-assessment of English writing skills is high.

2. The level of use of writing strategies is high.

3. There is a significant relationship between self-assessment of English writing skills and the use of writing strategies.

Recommendations

1. The students should know how to improve their ability to assess and, therefore, improve their own writing skills, thus making self-assessment a more reliable and valid tool.

2. Students should be skilled by following some tips which encourage good writing, work on their mindset, much practice equals better performance, provide instructions throughout the writing process, provide instructions throughout the writing process, and encourage them to read a lot.

3. The future researchers may conduct another study by using another variable that could influence the student's use of writing strategies.
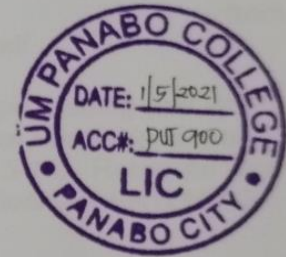
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Appendix A

Letter of Permission to Conduct the Study

July 23, 2019

DR. CELSO L. TAGADIAD
School Director
UM Panabo College

Dear Sir:

The undersigned are fourth year students who are currently conducting a research entitled "Self-assessment of English Writing Skills and the Use of Writing Strategies" as a final requirement to the course EdRes 1.

To this matter, we would like to ask permission from your good office to allow us to conduct our study to the first year students of UM Panabo College specially the students coming from the Education major in English.

The data shall be treated with outmost confidentiality.

We highly appreciate your positive response to this matter.

Thank you and God bless.

Respectfully yours,

NOVA MAE D. CULPA

JESSA G. SINGSON

ANA MARIE P. SOQUISO

Researchers

Noted by:

DR. MARIESEL A. LAUREL
Research Adviser

Appendix B-1`

Validation Letter

June 9, 2019

DICKEY MOSQUEDA
Program Head-AB
UM Panabo College
Panabo City

Sir:

You are one of the chosen expert evaluators of our questionnaire on "Self-Assessment of English Writing Skills and Use of Writing Strategies" in UM Panabo College.

In this regard, it would be appreciated very much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write your comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind cooperation and valuable contribution to this request.

Sincerely yours,

NOVA MAE D.CULPA

JESSA G. SINGSON

ANA MARIE P. SOQUISO

Researchers

Noted by:

DR. MARIESEL A. LAUREL
Research Adviser

Appendix B-2

Validation Letter

June 4, 2019

AMELIE L. CHICO DM., FRIM
Research Coordinator
UM Panabo College
Panabo City

Maam:

You are one of the chosen expert evaluators of our questionnaire on "Self-Assessment of English Writing Skills and Use of Writing Strategies" in UM Panabo College

In this regard, it would be appreciated very much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write your comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind cooperation and valuable contribution to this request.

Sincerely yours,

NOVA MAE D. CULPA

JESSA G. SINGSON

ANA MARIE P. SOQUISO

Researchers

Noted by:

DR. MARIESELLA LAUREL
Research Adviser

Appendix C-1

Questionnaire Validation Sheet

RESEARCH AND PUBLICATION CENTER

🏵 **UM**
The University of Mindanao

[ ] Main   [✓] Branch Panabo

QUESTIONNAIRE VALIDATION SHEET

Title of Research: Use of Writing Strategies and Student Engagement among 1st year students of UM Panabo College

Proponents : Nova Mae Culpa, Jessa Singcom, and Amy Marie Soquiço

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent   2 – Fair
                   4 – Very Good   1 – Poor
                   3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	✓				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		✓			
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		✓			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		✓			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.		✓			

AMELIE L. CHICO, DM, FRIM

Signature Above Printed Name

F-13100-004/ Rev. # 1/ Effectivity: July 24, 2017

Appendix C-2

Questionnaire Validation Sheet

UM
The University of Mindanao

RESEARCH AND PUBLICATION CENTER
[ ] Main [✓] Branch Panabo

QUESTIONNAIRE VALIDATION SHEET

Title of Research: Use of Writing strategies and Student engagement among 1st year students of
Proponents: Nova Nene D. Culpa, Jesse Singson, Ann Mattie Coquilla   UM Panabo
College

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent:
5 – Excellent   2 – Fair
4 – Very Good   1 – Poor
3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		✓			
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		✓			
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		✓			
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfils the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	✓				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				

Dr. ___ D. MASQUADOR
Signature Above Printed Name

F-13105-004/ Rev. # 1/ Effectivity: July 21, 2017

Appendix D

Survey Questionnaire on

Self-Assessment of English Writing Skills and Use of Writing Strategies

Adapted by: Theodora Rani (2015)

Part 1. Profile of the Respondents

Name :(optional)_____Position:_____

Year Level_____ Date: _____

Instruction: Below are questions that measure Self-Assessment of English Writing Skills. Please put a check mark (√) appropriate to your answer using the given scale.

5-always or almost always true of me   4-usually true of me

3-somewhat true of me   2-usually not true of me

1-never or almost never true of me

Part 2. Self-Assessment in Writing English

|	5	4	3	2	1
1. I can write a good academic paragraph.					
2. I can write a clear topic sentence that identifies the topic and controlling idea of a paragraph					
3. I can logically organize my ideas when I write a paragraph.					
4. I can logically support and develop my main point when I write a paragraph.					
5. I can use appropriate vocabulary and word forms to effectively communicate with the reader					

	5	4	3	2	1
6. I can use a variety of sentence structures					
7. I can successfully conduct library research to locate information to support my ideas					
8. I can write a good conclusion for an English essay.					
9. I can use a word processing program to type and format my essays in English					
10. I can use my own independent thinking in my writing.					

Part 3. Use of Writing Strategies

| A. Before Writing	5	4	3	2	1
1. I review my class notes, handouts, and assignment requirements before beginning to write.					
2. I consider the task or assignment and instructions carefully before writing.					
3. I discuss what I am going to write with other students or my teacher.					
4. I brainstorm and write down ideas before I begin to write.					
5. I make plans and notes in my native language before writing.					
6. Before writing the first draft, I do extra study outside the classroom to improve my writing.					
7. I think of the relationships between what I already know and new things that I learn.					
8. I notice vocabulary related to a topic that I will write about and try to remember the words.					
9. I use a dictionary to check things I am not sure about before I write.					
10. I use a grammar book to check things I am not sure about before I write.					

B. After Writing					
1. I give myself a reward when I have finished writing.					
2. I go back to my writing to revise the content and make my ideas clearer.					
3. I go back to my writing to revise and improve my organization.					
4. I go back to my writing to edit the grammar, vocabulary, spelling, and punctuation.					
5. I use a dictionary after I finish writing a draft.					
6. I discuss my work with other students to get feedback on how I can improve it.					
7. I discuss my work with my teacher to get feedback on how I can improve it.					
8. I evaluate others students' writing and give them feedback on how they can improve it.					
9. I record the types of errors I have made so I do not keep making the same types of errors.					
10. I read the feedback from my previous writing and use this feedback in my next writing.					

Appendix E

Grammarly Certification
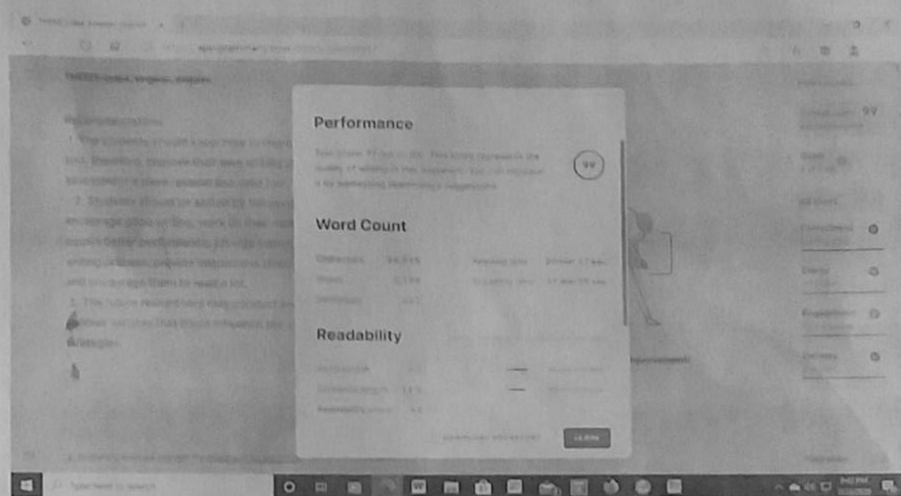
Culpa, N.
Soquiso. A.
Singson, J.

Grammarly Result 99 %

Mariesel A. Laurel
Adviser

Appendix F-1

Certificate of Appearance

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

_____ UMPC _____ and conducted _____ RESEARCH STUDY _____
(Name of Office/Agency)   (State activity)

in relation to their thesis/FS entitled " _SELF-ASSESSMENT OF ENGLISH SKILLS AND USE OF WRITING STRATEGIES_ "

during the period _____ JULY 20, 2019 _____ .
                 (State inclusive dates)

ESPERA, CHADRYL ROSS B.
Name and Signature of Authorized Personnel

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

_____ UMPC _____ and conducted _____ RESEARCH STUDY _____
(Name of Office/Agency)   (State activity)

in relation to their thesis/FS entitled " _SELF-ASSESSMENT OF ENGLISH SKILLS AND USE OF WRITING STRATEGIES_ "

during the period _____ JULY 20, 2019 _____ .
                 (State inclusive dates)

HONEY LYD R. ESTANDARTE
Name and Signature of Authorized Personnel

Appendix F-2

Certificate of Appearance
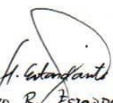

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

___UMPPC___ and conducted ___RESEARCH STUDY___
(Name of Office/Agency)   (State activity)

in relation to their thesis/FS entitled "___SELF-ASSESSMENT OF ENGLISH WRITING SKILLS AND USE OF WRITING STRATEGIES___"

during the period ___7-26-19___.
(State inclusive dates)

RHEA ____ LABAD
Name and Signature of Authorized Personnel

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

___UMPC___ and conducted ___RESEARCH STUDY___
(Name of Office/Agency)   (State activity)

in relation to their thesis/FS entitled "___SELF-ASSESSMENT OF ENGLISH WRITING SKILLS AND USE OF WRITING STRATEGIES___"

during the period ___7-26-2019___.
(State inclusive dates)

Faye Barcera
Name and Signature of Authorized Personnel

PLAGIARISM RESULT
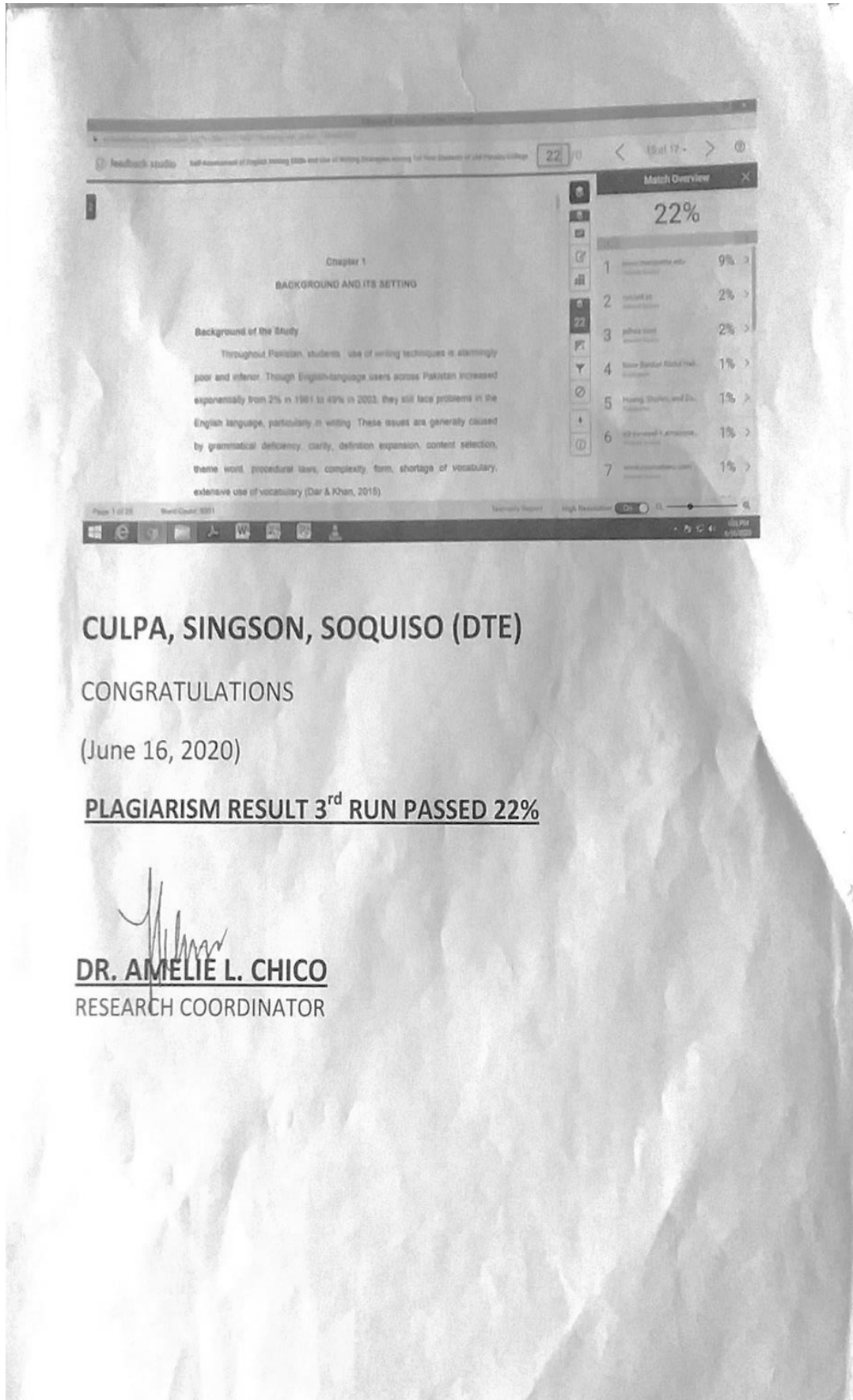
CULPA, SINGSON, SOQUISO (DTE)

CONGRATULATIONS

(June 16, 2020)

PLAGIARISM RESULT 3rd RUN PASSED 22%

DR. AMELIE L. CHICO
RESEARCH COORDINATOR

Nova Mae D. Culpa
Purok Kalabasa, Nanyo, Panabo City
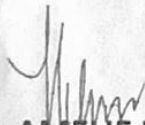**culpanovamae@yahoo.com**
09364635910

PERSONAL DATA

Age	:	20
Gender	:	Female
Date of Birth	:	December 2, 1998
Place of Birth	:	Panabo City
Civil Status	:	Single
Citizenship	:	Filipino
Height	:	5'0
Weight	:	40 kls.
Religion	:	Apostolic
Mother's Name	:	Maribic Culpa
Occupation	:	Housewife
Father's Name	:	Venerando Culpa
Occupation	:	Laborer

EDUCATIONAL ATTAINMENT

Tertiary	:	UM Panabo College
Course	:	Bachelor of Secondary Education- English
Address	:	Arguilles St., San Francisco, Panabo City
Year-Graduated	:	(2019-2020)
Secondary	:	Tubod National High School
Address	:	Prk.2, Tubod, Carmen
Year Graduated	:	2014-2015
Primary	:	Tubod Elementary School
Address	:	Prk.2, Tubod, Carmen
Year Graduated	:	2010-2011

Jessa Singson
Purok 1, Anibongan, Carmen Davao Del Norte
Singsonjessa21@yahoo.com
09127022962

PERSONAL DATA

Age	:	20
Gender	:	Female
Date of Birth	:	January 20, 1999
Place of Birth	:	Purok 6 Brgy. Tibulao, Carmen Davao del Norte
Civil Status	:	Single
Citizenship	:	Filipino
Height	:	5'0
Weight	:	44 kls.
Religion	:	Catholic
Mother's Name	:	Deceased
Occupation	:	N/A
Father's Name	:	Ernesto A. Singson Jr.
Occupation	:	Laborer

EDUCATIONAL ATTAINMENT

Tertiary	:	UM Panabo College
Course	:	Bachelor of Secondary Education- English
Address	:	Arguilles St., San Francisco, Panabo City
Year-Graduated	:	(2019-2020)
Secondary	:	Barretto National High School
Address	:	Brgy. Barretto Olongapo City
Year Graduated	:	2014-2015
Primary	:	Cebulano Elementary School
Address	:	Brgy. Cebulano Carmen Davao del Norte
Year Graduated	:	2010-2011

Ana Marie P. Soquiso
Purok 1 Dalisay Village, Panabo City
09383668588

PERSONAL DATA

Age	:	23
Gender	:	Female
Date of Birth	:	March 26, 1996
Place of Birth	:	Mabuhay Carmen
Civil Status	:	Single
Citizenship	:	Filipino
Height	:	5'2
Weight	:	53 Kls.
Religion	:	Catholic
Mother's Name	:	Vilma P. Soquiso
Occupation	:	Housewife
Father's Name	:	Dionesio C. Soquiso
Occupation	:	N/A

EDUCATIONAL ATTAINMENT

Tertiary	:	UM Panabo College
Course	:	Bachelor of Secondary Education- English
Address	:	Arguilles St., San Francisco, Panabo City
Year-Graduated	:	(2019-2020)
Secondary	:	North Davao Colleges
Address	:	Quirno Street Panabo City
Year Graduated	:	2012-2013
Primary	:	GreduElementary School Panabo City
Address	:	Gredu Panabo City Davao del Norte
Year Graduated	:	2008-2009