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**“DEAR: Daily Experiences and Reflections as a tool in Improving Writing Skills of Advanced Elementary Learners in ALS Sto. Domingo**



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### ABSTRACT

This study focused on the effects of daily composition writing as an intervention program in order to improve the writing skills of twenty-four Alternative Learning System elementary learners enrolled at Sto. Domingo School Learning Center.

The research employed a validated pre-test and post-test to assess the significant difference in writing proficiency before and after the intervention has been implemented.

The findings revealed that the consistent practice of composition writing has proven to be an effective tool in improving the writing skills of ALS elementary learners. Additionally, respondents reported increased confidence and comfort in approaching writing assignments, indicating a positive shift in their perception of their writing skills. These results emphasized the value of incorporating routine composition writing practices in the instruction of ALS learners to foster skill development and boost confidence in their writing capabilities.

**Keywords:** Writing, ALS learners, Composition

### INTRODUCTION

The Alternative Learning System program tailors to the needs of individual students. Learners are required to take the initial placement test, called the "Functional Literacy Test," with seven learning strands. It assesses their current education level. One

central learning strand divides into two; Learning Strand 1 has English and Filipino. Both learning strands focuses on writing, as communication skill. This adaptable skill is used by learners as writers to discover new concepts, convince people, document information, build fictional worlds, convey emotions, entertain people, heal

psychological wounds, document experiences, and investigate the significance of incidents and circumstances (Graham, 2018).

During the first week of the school year, the three sections of Sto. Domingo ALS learning Center conducted the Functional Literacy Test. Based on the test administered by their respective advisers, majority of the elementary learners got an either below and average score in the writing part of Learning Strand 1 Communication Skills in English and Filipino due to their lack of idea about the topic. Thus, the dilemma continues. Even on the formative assessments of each learning strand, learners are having trouble in writing. It means that they have the below the required standard in writing what they reflect. Furthermore, poor writing skill is one of the problems an ALS learner faces in his journey to completion and future growth. This contrast with one of the objectives of the Alternative Learning System Act to improve access to education and other learning opportunities and raise the level of literacy, most especially in writing skills, to contribute to an individual's sustainable future.

Despite the ALS Act or the Republic Act 11510, signed a couple of years ago, teaching writing skills still needs to be improved because of the learner's frequent attendance, hours spent practicing the writing skill, and academic and family background. As stated in DepEd order no. 13 series 2019, the learners' learning gaps may differ, as a result, interventions should be tailored to individual learning needs. This research will discourse on the problem of ALS learners in their writing skills.

The researcher was interested in using a daily composition writing to aid the learners with their writing skills because of the results of the writing part of the FLT test and observations. Writing reflections while learning to note is the most excellent method. The benefit of maintaining a composition writing is the opportunity to develop one's potential, such as the capacity to research a topic to write about and the capacity to communicate in writing so that the reader

can comprehend the concepts. Consistently keeping a journal will help you preserve valuable insights, ideas, and experiences. This activity will help the learner to improve their writing skill.

## METHODOLOGY

### A. Participants and/or other Sources of Data and Information

The 24 ALS elementary learners that were enrolled in the Sto. Domingo Learning Center were the research participants. These were the learners, as determined by their individual ALS adviser, who required further support in composition writing.

### B. Data Gathering Methods

#### **Seek Approval from Education Program Specialists.**

Before conducting the composition writing intervention, the researcher makes sure the appropriate ALS Education Program Specialists have given their approval. Present them an extensive idea that includes the goals, process, and anticipated results of the intervention.

#### **Administer the Validated Writing Pre-Test.**

Utilize each participating learner a validated writing pre-test before the intervention begins. This test will be used as basis to evaluate the learners' initial writing skills. Procedure for Conducting the Writing Pre-Test:

1. Provide each learner their pre-test material.
2. Deliver a clear explanation of the pre-test guidelines.
3. Put a time limit to finish the test.
4. Gather the learners' completed pre-tests.

Orient the Learners about Daily Composition Writing.

Conduct an orientation session for the ALS elementary learners following the pre-test to ensure they have an in-depth understanding of the daily composition writing component of the intervention. Emphasize the value of having them reflect on their experiences and how doing so helps them write better.

Procedures for an Orientation Session:

1. Provide a summary of the goals and anticipated results of the daily composition writing process.
2. Share instructions and examples on how to write compositions and reflections that are effective.
3. Respond to any queries or worries raised by the learners.
4. Introduce out any matters that are required, including writing prompts.

### **Implement Daily Composition Writing:**

During the allotted time, encourage learners to write a composition per day that is based on their experiences and reflections.

1. Every day, assign different questions or topics.
2. Let the learners find time to write on their own and consider what they have learned.
3. Monitor the progress of the learners and provide feedback or guidance as needed.
4. Collect through messenger private message or group chat and review the daily compositions daily to track individual progress.

### **Data Analysis and Presentation.**

Evaluate the results of the pre and post-tests to determine how the intervention improved the students' writing skills.

## **RESULTS**

The implementation of daily composition writing to ALS elementary learners, specifically answered the following aspects:

*Question number 1: Is there a significant difference between the pre-test and post-test writing results after the daily composition writing has been implemented?*

The significant difference between Pre-test and Post-test writing results after daily composition writing has been implemented. A p-value smaller than 0.05 indicates that there is a statistically significant difference (at the 5 % level) in the test, whereas a p-value larger than 0.05 suggests that there is no significant difference. The computed p value of Pretest ( $M = 8.5$ ) and Posttest ( $M = 10.67$ );  $p = < 0.001$  is less than 0.05 level of significance. Therefore, we can conclude that there is significant

difference between Pre-test and Post- test writing results after daily composition writing has been implemented. Thus, the intervention is effective in improving the learner's scores.

*Question number 2: What insights and perceptions can draw from the learners related to daily reflection?*

The average mean of 4.88 on the six-point Likert scale indicates a highly favorable perception of the writing intervention among ALS learners. This result underscores the effectiveness and value of the intervention in enhancing their writing skills. Overall, we can conclude that continue the implementation and development of similar interventions to foster growth and proficiency in writing among ALS learners.

## **DISCUSSION**

The routine practice of composition writing on every day for ALS elementary learners has shown to be an effective tool for improving their writing skills. Their ability to express their thoughts more clearly and logically has significantly improved as a result of continuous practice and exposure to a variety of writing topics. Furthermore, favorable perception provided by the students themselves demonstrate the effectiveness of this intervention.

Many learners have reported feeling more at ease taking on writing assignments and have expressed an increase in trust in their writing abilities. This encouraging response shows the need of including daily composition writing in the ALS learning strands even more, since it gives students confidence in their academic activities while also providing them with essential communication skills.

It is evident that teachers are always ready to accept change. They tried their best to adapt to changes brought about by the pandemic. They showed high level of resiliency and optimism that in spite the

threat of Covid-19 they continue to uphold to serve and protect the welfare of every learner by delivering the highest level of service the best way they can.

The usefulness of everyday composition writing through action research has been a fruitful and enriching experience. It has shed light on the potential of focused intervention in developing competent and confident ALS learners. It also emphasized the collaboration of parents or guardians and learners, and continuous professional growth of the teachers in the field of education

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