

Utilizing Grammar Translation Method in Teaching Reading and Writing: An Experimental Study

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Abstract:- The primary aim of the study was to investigate the effectiveness of the grammar translation method in teaching reading and writing, assessing whether this technique leads to better learning results compared to conventional teaching methods. Utilizing a quasi-experimental method, the study revealed that there was a significant difference in the achievements of students in reading and writing in their pretest and posttest in the class. The findings suggested that employing the grammar translation method enhanced students' proficiency in reading and writing. Therefore, employing this approach might produce better outcomes than solely depending on the second language method, thereby enhancing students' academic performance. The results indicated that the grammar translation method was effective in teaching Reading and Writing to Technical Vocational Livelihood students, showing positive academic results. Hence, it was recommended to apply the method to additional Reading and Writing topics beyond those examined in the study. Moreover, future researchers were encouraged to adopt the methodology and investigate its effects not only academically but also across social, psychological, and physical domains.

Keywords:- Grammar Translation Method, Quasi-Experimental, Academic Performance in Reading and Writing.

I. INTRODUCTION

Grammar Translation Method is one of the best ways to learn English as a second language which focuses on reading and translating phrases that demonstrate grammatical rules. Through utilizing this method it will develop the skills in reading and writing ability. The learning process was quicker, and it improved the students' ability to respond accurately in both oral and written exams. The teacher should adapt this method to address the Grammar proficiency of the students that has always at a poor level despite of the teachers' tremendous efforts but still the improvement is unsatisfactory Aqel (2013).

As viewed in the global scenario, according to a report from the United Nations Educational, Scientific and Cultural Organization (UNESCO, (2017), approximately 617 million children and adolescents worldwide do not meet minimum proficiency levels in reading, indicating "a learning crisis" that may jeopardize the achievement of global development

goals. This is the same as three times as many people in Brazil not being able to read.

In the national setting, the pupil's reading proficiency in Grade 12 students in public schools of Cabagan, Isabela fell short of the standards set forth in the 2018 Manual for the Philippine Informal Reading Inventory (Phil-IRI) and the students failed to complete the writing activity criteria as determined by the usual grade system for the senior high school program. The majority of pupils made mistakes in their writing, which is a big problem (Totto and Ramos, 2021).

As the pandemic spread and the effects on social media became apparent, the abilities of some of the students in New Bataan National High School -senior high specifically the Grade 11 students in Technical Vocation Livelihood (TVL) track in English subject continued to be a serious worry. The researcher observed that majority of them were unable to comprehend what they were read during the reading activity and were unable to form even simple phrases. The researcher has already carried out remediation like back to basic strategy where the teacher discussed the basic part of speech and taught phonetics before the classes started, yet some children are still having trouble. Through this problem arise the researcher motivated to utilize the Grammar Translation method as a teaching strategy to enhance the reading and writing skills of the Senior high School Students most specifically the Grade 11 learners of the institution.

II. METHOD

➤ Research Design

This study utilized a quantitative quasi experimental research design that aimed to demonstrate causality between an intervention and an outcome. This method of testing effectiveness of an intervention, was employed in this study having the pretest-posttest research design to the class. A quasi-experiment is a type of experimental study in which participants were not randomly assigned to groups (Creswell, 2014). These two groups are classified into one class that are both participants in the investigation. The class had the treatment and interventions that involved using the grammar translation approach during the discussion. The same time period, topics, and tests were covered by the class.

➤ *Research Locale*

The study was conducted in New Bataan National High School – Senior High School department located at Poblacion New Bataan, Davao de Oro. New Bataan is one of the 11 municipalities of Davao de Oro. The province is divided into two legislative districts, with New Bataan, Compostela, Maragusan, Monkayo, and Montevista belonging to the first district, and Laak, Mabini, Maco, Mawab, Nabunturan, and Pantukan belonging to the second.

New Bataan is described as a landlocked municipality in the coastal province of Davao de Oro and is surrounded by mountain ranges that are literally used as a source of livelihood for the majority of the populace. Most of the people are engaged in farming or working in banana plantations. The municipality is subdivided into 16 barangays namely; Andap, Bantacan, Batinao, Cabinuangan (Poblacion), Cagan, Camanlangan, Cogonon, Fatima, Katipunan, Magsaysay, Manurigao, Pagsilaan, Panag, San Roque, Simsimin and Tandawan,

➤ *Population and Sample*

This quasi-experimental study considered the students in the two sections of Grade 11 namely Bonifacio and Luna who were enrolled in the Technical – Vocational Livelihood (TVL) strand in Information Communication Technology, Beauty Care and Agriculture respectively unto whom the researcher was teaching Reading and Writing. Sections Bonifacio and Luna had a total of 45 and 48 students, respectively. These participants were chosen based on their grades in English for Academic Purposes subject during first semester in the school year.

➤ *Research Instruments*

The instrument in gathering the data was the adapted made pre-test and post test questionnaire from Schools Division office of Bataan Hermosa National High School and is aligned to the Most Essential Learning Competencies (MELCs). It covered 1 quarter of the second semester or good for 10 weeks. The 50 items multiple-choice type of questionnaire was anchored to the topic of the first quarter in Reading and Writing. The topics cover are from written texts across disciplines, written text based on its properties, and Identifying claims. The adapted made pre-test and post test undergone validation for the validity of the instrument.

In order to allocate the test items across the various comprehension skills, a Table of Specifications (TOS) was also created. There were 50 items in the multiple-choice test, with four options for each question. Of those questions, 35% were literal, 30% were inferential, and 35% were critical. The research study's pretests and posttests were this test.

After the validation of the instrument, the preliminary set of questionnaires has been tested on a group of 30 students who was not a part of groups before the distribution of the pretests for item analysis. The validity and reliability of these study instruments further examined using the relevant statistical methods.

The validity of the test is demonstrated by the strong correlation between the two administered tests. During the thesis proposal process, the experts awarded the questionnaire a content validity score of 4, which is regarded as exceptionally relevant.

➤ *Data Collection*

The researcher sent requirements to the Research Ethics Committee (REC) for the review of the ethical standards. After obtaining clearance, a request letter for permission to conduct the study through e-mail to the Senior Education Program Specialist for Research of the Davao de Oro division. After the approval of the division office, a written letter of request to conduct the study has been submitted to the School Principal IV of New Bataan National High School, New Bataan, Davao de Oro, where the study conducted.

Pre-tests has been administered to the class before the topic was discussed. After the specified number of weeks in teaching utilizing the Grammar Translation method in teaching to the two sections, posttests has been administered. The results between the pretests and posttests of the groups has been treated as students' reading and writing skills. The mean gain scores was the basis in testing the significant difference between the performance of the students in the pretests and posttests.

During the teaching-learning process, the researcher checked the students' performance and progress in answering the tests through giving follow-ups during the time of their independent/ cooperative learning (ICL). The results of the pretests and posttests has been gathered, tallied, organized and statistically computed.

• *Statistical Treatment of Data*

The data were structured and compiled in order to produce readable findings.

In order to accurately analyze and interpret the various data collected in this study, JASP software was utilized and the following statistical tests were used.

✓ *Class Means*

These were used to determine the competency level of the class according to their pretest and posttest result.

III. RESULTS

This chapter includes the presentation, analysis, and interpretation of the results of the experiment conducted in the study. The sequence of the presentation was based on the statement of the problems and the null hypotheses presented.

Table 1 The Result of the Reading and Writing Competence of the Class During the Pretest

Pre Test	
Class Mean	19.21
Class Proficiency	38%
Quality Index	Did not meet mastery level
Level of Performance	Fairly Satisfactory

Table 1 shows the result of class means obtained during pre test. The class obtained 19.21 on their class means and got 38% for their class proficiency. The quality index of the class did not meet the mastery level this result the level of performance was fairly satisfactory.

Table 2 The Result of the Reading and Writing Competence of the Class During the Post Test.

Post Test	
Class Mean	30.5
Class Proficiency	60%
Quality Index	Nearing Mastery level
Level of Performance	Satisfactory

Table 2 shows the result of class means obtained during post test. The class obtained 30.5 on their class means and got 60% for their class proficiency. The quality index of the class was nearly mastery level this result the level of performance was satisfactory.

Table 3 The Comparative Result of the Reading and Writing Competence of the Class During the Pretest and Post Test.

	Pre Test	Post Test
Class Mean	19.21	30.5
Class Proficiency	38%	60%
Quality Index	Did not meet mastery level	Nearing Mastery level
Level of Performance	Fairly Satisfactory	Satisfactory

Table 3 shows the comparative result of the reading and writing competence of the class during the pre test and post test. The findings revealed an increase in gain scores of the class means. Notably, the class means obtained during the pretest were nearly double compared to those of the posttest. The class experienced an increase of 11.29%. Assessing the quality index, it did not meet the mastery level during the pretest but approached nearing mastery level during the posttest. Performance level during the pretest were fairly satisfactory, while in the posttest, it was already satisfactory. This result suggests that the intervention introduced during the teaching-learning process contributed to this improvement.

➤ Test Results of the Hypotheses

- *Ho. There is no significant difference between pretest and posttest means.*

The statistical test was based on the JASP software. Through the result of Tabular t which is -13.317 and $df=75$. Therefore, the null hypothesis was rejected and there was significant difference in class means between pretest and posttest. The comparative results of the pretest and posttest scores showed the class learned much from the grammar translation method of reading and writing.

IV. DISCUSSIONS

➤ Competency Level of the Pretest Scores of Class.

According to the results of the pretest, the class's proficiency level was below 38%, meaning they did not meet the subject's mastery level. This suggests that in order to help the children grasp and build on their skills, the instructor should employ an additional reading and writing intervention technique. Developing reading and writing literacy can be accomplished through a variety of tactics that guarantee successful results.

J.B. Watson and B.F. Skinner believed that if they were given a group of infants, the way they were raised and the environment they put them in would be the ultimate determining factor for how they acted, not their parents or their genetics. . It focuses on how humans learn from their interactions with the environment. It is founded on the notion that all behaviors are learned through conditioning, a process of reinforcement and punishment. This learning as a change in observable behavior resulting from experience. Which aims to efficiently transmit knowledge in a well-organized manner. Resnick, L.(1996). In the classroom, behaviors are viewed as learned habits that influence the learning process.

Thus, Abera Tsegaye, (2023) cited on her research that teachers with a behaviorist perspective view the classroom as a teacher-centered environment, with teachers, textbooks, and other enrichment materials serving as the primary sources of knowledge.

Accordingly, the notion of behaviorist comprises the theoretical underpinning of the Grammar Translation Method, according to which human beings are capable of accomplishing various tasks due to a lack of information that impedes the acquisition of the desired competency Stern, H. H. (1992). As a result, in order to improve students' learning abilities, teachers should need their students to understand and memorize the rules of detailed grammar as well as those of challenging literary texts in the target language.

➤ Competency Level of the Pretest Scores of Class.

Based on the posttest results, the class achieved a respectable level of achievement, as evidenced by their 60% class proficiency. This suggests that the GTM technique, when implemented by the teacher as an intervention, has a greater effect on students' performance than the

conventional strategy for fostering reading and writing literacy.

Furthermore, the grammar translation method employs the GTM approach to learning, in which the teacher is tasked with overtly giving the students rules and new concepts, explaining these rules, and then requiring the students to practice the rules and concepts in various ways using a variety of examples and exercises for reinforcement. Abera Tsegaye, (2023).

➤ *Comparison of the Pre Test and Post Test Means of the Group.*

When the pre-test and post-test means are compared, it can be inferred that the null hypothesis was rejected and that there was a significant difference in the students' performance when the GTM approach was applied. (Brown, 2016) identifies the GTM's emphasis on following grammatical rules, learning vocabulary and its different declensions and conjugations, and translating texts while completing written exercises. The pupils are proficient in sentence construction and translation, with a focus on reading and writing. To sum up the result at the beginning of the research investigation, the students had similar academic rankings based on their pretest score performance. They demonstrated considerable improvements in their academic performance at the conclusion of each topic, as evidenced by their pretest and posttest scores. Comparative studies of the class's pretest and posttest results revealed a substantial difference in learning reading and writing skills, which improved their academic performance.

V. CONCLUSIONS

Since the class's performance was comparable as seen by their pretest results, the researcher, who is also an educator, took the initiative to provide additional learning resources to pupils. As a result of adopting the grammar translation method, students' academic performance improved across all topics. As a result, adopting this strategy in today's teaching-learning process, particularly among Technical Vocational Livelihood track students was effective.

RECOMMENDATIONS

Based on the conclusions established in the study, the following recommendations are hereby presented:

The government must ensure that literacy among kids is a top priority. In a similar vein, in order to guarantee that students' reading and writing comprehension ability improves, schools should assist teachers in offering treatments for students' concerns.

Through trainings and seminars, DepEd will assist instructors in assessing and modernizing the resources and instructional strategies they employ to help students become more proficient readers. To improve their students' reading

comprehension skills, teachers should also evaluate and update the resources and instructional practices they use.

Teachers need to be given the tools and professional development opportunities related to reading comprehension in order to guarantee that groups of children participating in reading and writing intervention programs are handled effectively.

The grammar translation method was found to be efficient in conveying reading and writing instruction, particularly for the first quarter themes. It is advised that the same technique be used for other topics in reading and writing to discover where it can be most appropriate and effective in this distance learning environment.

Future researchers are encouraged to adopt the methodology not on its effect academically, but also on its effects on social, psychological and physical aspects to the students.

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APPENDICES

APPENDIX A: VALIDATION SHEETS

Name of Researcher: Aiza Jane P. Delos ReyesDegree Enrolled: MAED-ELTTitle of Research: Utilizing Grammar Translation Method in Teaching Reading and Writing : An Experimental Study

Items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Descriptive Rating
1	4	4	4	4	4	Excellent
2	4	4	4	4	4	Excellent
3	4	4	4	4	4	Excellent
4	4	4	4	4	4	Excellent
5	4	4	4	4	4	Excellent
6	4	4	4	4	4	Excellent
7	4	4	4	4	4	Excellent
8	4	4	4	4	4	Excellent
9	4	4	4	4	4	Excellent
10	4	4	4	4	4	Excellent
11	4	4	4	4	4	Excellent
12	4	4	4	4	4	Excellent
13	4	4	4	1	4	Excellent
14	4	4	4	1	4	Excellent
15	4	4	4	4	4	Excellent
16	4	4	4	4	4	Excellent
17	4	4	4	4	4	Excellent
18	4	4	4	4	4	Excellent
19	4	4	4	4	4	Excellent
20	4	4	4	4	4	Excellent
21	4	4	4	4	4	Excellent
22	4	4	4	4	4	Excellent
23	4	4	4	4	4	Excellent
24	4	4	4	4	4	Excellent
25	4	4	4	4	4	Excellent
26	4	4	4	4	4	Excellent
27	4	4	4	1	4	Excellent
28	4	4	4	4	4	Excellent
29	4	4	4	4	4	Excellent
30	4	4	4	4	4	Excellent
31	4	4	4	4	4	Excellent
32	4	4	4	4	4	Excellent
33	4	4	4	4	4	Excellent
34	4	4	4	4	4	Excellent
35	4	4	4	4	4	Excellent
36	4	4	4	4	4	Excellent
37	4	4	4	4	4	Excellent
38	4	4	4	4	4	Excellent
39	4	4	4	4	4	Excellent
40	4	4	4	4	4	Excellent
41	4	4	4	4	4	Excellent
42	4	4	4	4	4	Excellent
43	4	4	4	4	4	Excellent
44	4	4	4	4	4	Excellent
45	4	4	4	4	4	Excellent
46	4	4	4	4	4	Excellent
47	4	4	4	4	4	Excellent
48	4	4	4	4	4	Excellent
49	4	4	4	4	4	Excellent
50	4	4	4	4	4	Excellent

➤ *Panel of Validators:*

<p>Validated by: <u>DR. PATRICIA C. PAINAGA</u> Signature over Printed Name</p> <p>Position of Validator: <u>past time</u></p> <p>Date of Validation: <u>Nov 14, 2023</u></p>	<p>Validated by: <u>PROF. FELINITA M. DODRONIO, MA, MedStud</u> Signature over Printed Name</p> <p>Position of Validator: <u>College Faculty</u></p> <p>Date of Validation: _____</p>
<p>Validated by: <u>PROP. DELFIN J. ENARGAN, MA</u> Signature over Printed Name</p> <p>Position of Validator: <u>Dean of college</u></p> <p>Date of Validation: <u>11/16/23</u></p>	<p>Validated by: <u>DR. ROMULO G. DORONIO</u> Signature over Printed Name</p> <p>Position of Validator: <u>College Faculty</u></p> <p>Date of Validation: _____</p>
<p>Validated by: <u>DR. ROEL P. VILLOCINO</u> Signature over Printed Name</p> <p>Position of Validator: <u>DEAN</u></p> <p>Date of Validation: <u>11/16/23</u></p>	

5 experts rated 3 or 4-Excellent

4 experts rated 3 or 4-Good

3 experts rated 3 or 4-Fair

2 experts rated 3 or 4-Discard

APPENDIX B: MOST ESSENTIAL LEARNING COMPETENCIES (MELCS)**GRADE LEVEL: Grade 11/12****SUBJECT: Reading and Writing**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Coding
S2 Q3	The learner realizes that information in a written text may be selected and organized to achieve a particular purpose.	The learner critiques a chosen sample of each pattern of development focusing on information selection,	Compare and contrast patterns of written texts across disciplines	
			Evaluate a written text based on its properties (organization, coherence and cohesion, language use and mechanics)	
			Identify claims explicitly or implicitly made in a written text a. Claim of fact b. Claim of policy c. Claim of value	EN11/12RWS-IIIj-6; EN11/12RWS-IIIj-6.1; EN11/12RWS-IIIj-6.2; EN11/12RWS-IIIj-6.3
S2 Q4		organization, and development.	Identify the context in which a text was developed a. Hypertext b. Intertext	EN11/12RWS-IVac-7; EN11/12RWS-IVac-7.1; EN11/12RWS-IVac-7.2
	The learner understands the relationship of a written text and the context in which it was developed.	The learner writes a 1000-word critique of a selected text on the basis of its claim/s, context, and properties as a written material.	Explain critical reading as a form of reasoning	EN11/12RWS-IVac-8
			Formulate evaluative statements about a text read: a. assertions about the content and properties of a text read; and b. counterclaims in response to claims made in a text read	EN11/12RWS-IVac-9; EN11/12RWS-IVac-9.1; EN11/12RWS-IVac-9.2
			Determine textual evidence to validate assertions and counterclaims made about a text read	EN11/12RWS-IVac-10
	The learner understands the requirements of composing academic writing and professional correspondence.	The learner produces each type of academic writing and professional correspondence following the properties of well-written texts and process approach to writing.	Identify the unique features of and requirements in composing texts that are useful across disciplines: a. Book Review or Article Critique b. Literature Review c. Research Report d. Project Proposal e. Position Paper	EN11/12RWS-IVdg-12; EN11/12RWS-IVdg-12.1; EN11/12RWS-IVdg-12.2; EN11/12RWS-IVdg-12.3; EN11/12RWS-IVdg-12.4
			Identify the unique features of and requirements in composing professional correspondence: a. Resume b. Application for College Admission c. Application for Employment d. Various forms of Office Correspondence	EN11/12RWS-IVhj-13; EN11/12RWS-IVhj-13.1; EN11/12RWS-IVhj-13.2; EN11/12RWS-IVhj-13.3; EN11/12RWS-IVhj-13.4

APPENDIX C: TABLE OF SPECIFICATIONS

READING AND WRITING						
PRE-TEST FIRST QUARTER (SECOND SEMESTER)						
SY 2023-2024						
TOPIC/CONTENT	LEARNING COMPETENCIES	NO. OF HOURS	% TIME ALLOTTED	TOTAL NO. OF ITEMS	COGNITIVE DOMAINS	
					DISTRIBUTION OF QUESTIONS	
					LOW ORDER THINKING SKILLS	HIGH ORDER THINKING SKILLS
					60%	40%
INTEGRATIVE ART AS APPLIED TO demonstrates appreciation of contemporary art forms, found in the various regions by understanding the elements and principles, demonstrates understanding of the significant roles of artists from the regions.	Compare and contrast patterns of written texts across disciplines	4	18	9	1,2,3,4,5,7,8,10	9
	Evaluate a written text based on its properties (organization, coherence and cohesion, language use and mechanics)	8	36	18	12,15,16,28,29,30,31,32,33,34,35	6,11,17,24,39,36,37
	Identify claims explicitly or implicitly made in a written text a. Claim of fact b. Claim of policy c. Claim of value	2	9	5	18,19,38	13,14
		4	18	9	20,21,22,23,25,26,	27,40,47
		4	18	9	43,46	41,42,44,45,48,49,50,
	TOTAL	22	100	50	30	20

APPENDIX D: TEST QUESTIONNAIRE

Pretest/Post-Test in Reading and Writing Skills

General Directions: Read the statements below and encircle the letter that best answer in each question.

1. It is usually considered as an extended expression of thoughts or ideas, utterances, talk, speech, discussion, and conversation. It is often associated with speech but it may also be written.
 - a. Speech
 - b. Writing
 - c. Text
 - d. Discourse
2. It is An information where in the meaning is obvious and apparent; directly stated in the passage or paragraph.
 - a. Explicit
 - b. Implicit
 - c. Direct
 - d.Both A and C
3. It is an information where in the information is not expresses clearly; only suggested; indirectly stated
 - a. Explicit
 - b. Implicit
 - c. direct
 - d. Both A and C
4. It is the process of choosing the appropriate letters, characters, and symbols to be written on paper or encoded in a computer.
 - a. Reading
 - b. Writing
 - c. Listening
 - d. speaking
5. It is an act of decoding the letters, characters, or symbols that were written, posted, or published.
 - a. Reading
 - b. Writing
 - c. Listening
 - d. Speaking
6. Amber wants to buy a new smart phone but she doesn't have the money. Which question from the list below would be considered explicit?
 - a. Why does she need a new phone?
 - b. Why can't Amber buy the smart phone?
 - c. How is Amber going to raise the money?
 - d. Where does she plan to buy the phone?
7. It involves the identification of similarities of at least two things, ideas, concepts, or persons being compared
 - a. Comparison
 - b. Contrast
 - c. Signal words
 - d. Definition
8. A type of outline which uses words and phrases to list ideas.
 - a. Sentence Outline
 - b. Thematic Outline
 - c. Area Outline
 - d. Topic Outline
9. We requested the secretary to contact the professor and obtain her permission for us to continue our research.This is an example of what type of language used?
 - a. Jargon
 - b. Formal
 - c. Informal
 - d. Slang
10. _____ is a large unit of written language. It is a group of ideas put together to make a point or one central idea.
 - a. Writing
 - b. Speech
 - c. Text
 - d. Discourse
11. The following statement is true about simple reading; except:
 - a. It reflects on what the text does by making judgment
 - b. Involves identifying and recognizing meaning of a text
 - c. It gives the basic definition of text
 - d. The reader absorbs and understands
12. This means that sentences are arranged in a logical manner, making them easily understood by the reader.
 - a. Cohesion
 - b. Coherence
 - c. Chronological
 - d. Sequential

13. This is the property of unity in a written text or a segment of spoken discourse that stems from links among its surface elements, as when words in one sentence are repeated in another, and especially from the fact that some words or phrases depend for their interpretation upon material in preceding or following text.
- Cohesion
 - Coherence
 - Chronological
 - Sequential
14. Be assured of this. Most people do not want to fight. However, they will do so when provoked. This is an example of what linguistic device?
- Cohesion
 - Coherence
 - Chronological
 - Sequential
15. The information that is clearly stated in the text.
- Explicit
 - None of these are correct
 - Implicit
 - Inference
16. The information that is implied or suggested in the text.
- Explicit
 - None of these are correct
 - Implicit
 - Inference
17. This morning was crazy. My alarm clock was set for PM instead of AM, so I woke up really late. I just threw on some clothes and ran out the door. I rode my bike as fast as I could and thought that I was going to be late for sure, but when I got there everyone was outside and there were firetrucks all lined up in front of school. The passage is using what kind of text structure?
- Narrative
 - Chronological
 - Problem and solution
 - cause and effect
18. It is a statement that asserts something to be true.
- Opinion
 - Argument
 - Claim
 - Fact
19. These suggest a solution to a problem that has been defined or described by an argument.
- Claims of Value
 - Claims of Policy
 - Claims of Fact
 - None of these are correct
20. All of the following are types of claims, except_____.
- Claims of Proof
 - Claims of Fact
 - Claims of Value
 - Claims of Policy
21. The type of claim which is factual or historical and is generally objective.
- Claims of Value
 - Claims of Policy
 - Claims of Fact
 - None of these are correct
22. It is claim based on the morals or the good and bad and is generally relative.
- Claims of Value
 - Claims of Policy
 - Claims of Fact
 - None of these are correct
23. The details are arranged in the order in which they happened..
- Sequential
 - Chronological
 - Problem and solution
 - Cause and effect
24. Which of the following is a correct use of Pronoun in a sentence:
- Rodrigo Duterte is the 16th President of the Republic of the Philippines. Aside from that, Rodrigo Duterte also served as Davao City's Mayor for a long period of time. Rodrigo Duterte is also known by the populace as an adamant leader. . .
 - Rodrigo Duterte is the 16th President of the Republic of the Philippines. Aside from that, he also served as Davao City's Mayor for a long period of time. He is also known by the populace as an adamant leader. . .
 - He is the 16th President of the Republic of the Philippines. Aside from that, Rodrigo Duterte also served as Davao City's Mayor for a long period of time. He is also known by the populace as an adamant leader. . .
 - He is the 16th President of the Republic of the Philippines. Aside from that, He also served as Davao City's Mayor for a long period of time. He is also known by the populace as an adamant leader. .
25. Context has a great influence on the way a writer shapes his/her own texts.
- It depends
 - False
 - True
 - Maybe

26. What is the style of writing practiced by teachers or students?
- Academic Writing
 - Professional Writing
 - Freelance Writing
 - All of these are correct
27. What style of writing is used in the workplace?
- Academic Writing
 - Professional Writing
 - Freelance Writing
 - All of these are correct
28. Which of the following is not a format use in academic writing?
- Memo
 - Thesis
 - Conference Paper
 - Book Report
29. The focus of the academic writing is on stating facts and issues.
- False
 - It depends
 - True
 - Maybe
30. What kind of language should one use in writing academic papers?
- Jargon
 - Slang
 - Formal
 - Informal
31. It refers to the consideration in academic writing wherein one should think of who he/she is writing for.
- Organization
 - Purpose
 - Audience
 - All of these are correct
32. It is a set of conventions on how to spell, abbreviate, punctuate, and capitalize *Avoid contractions and exclamation points (unless part of a direct quotation)
- Jargon
 - Mechanics
 - Language use
 - Repetition
33. It is a matter of priorities and structure.
- Style
 - Organization
 - Flow
34. It means moving from one statement in a text to another.
- Organization
 - Flow
 - Style
 - All of these are correct
35. These are words similar in meaning to important words or phrases that prevent tedious repetitions.
- Antonym
 - Synonym
 - Abbreviation
 - Capslock
36. This is achieved when these ideas are logically and accurately arranged
- Organization
 - Chronological
 - Mechanics
 - Transition
37. The details of a paragraph are arranged according to the order in which they happened.
- Organization
 - Chronological
 - Mechanics
 - Transition
38. It is a set of conventions on how to spell, abbreviate, punctuate, and capitalize.
- Organization
 - Chronological
 - Mechanics
 - Transition
39. Wendy was walking home from school when she found a sick bird lying on the ground under a tree. She stopped and gave the bird a look. She looked up and noticed a nest in the branch above her. She looked forward and continued walking home. What implicit information can you obtain from this story?
- Wendy loves animals.
 - Wendy is running late for an appointment.
 - Wendy is a selfish person.
 - Wendy needs to get home before dark.
40. Which of the following is an example of claim of value?
- The Hunger Games is the best movie this year
 - The Lakers will win the championship this year
 - Republican economic policies caused the Great Depression..
 - We should respect everyone

41. Which of the following is an example of claim of fact (future)?
- The Hunger Games is the best movie this year
 - The Lakers will win the championship this year
 - Republican economic policies caused the Great Depression..
 - We should respect everyone
42. Which of the following statements is an example of claim of Policy?
- The Hunger Games is the best movie this year
 - The Lakers will win the championship this year
 - Republican economic policies caused the Great Depression..
 - We should respect everyone
43. These are words that connect one idea to another, in order for our ideas to flow smoothly.
- Transitions
 - Coherence
 - Synonym
 - Spatial order
44. Which of the following is a synonym for imperious?
- Arrogant
 - Luxurious
 - Abundant
 - Lovely
45. Which of the following is a synonym for memorable?
- Memorial
 - Unforgettable
 - Mending
 - Striking
46. An antonym is a word that has the _____ meaning of another word.
- same
 - different
 - close
 - opposite
47. The boy was a good footballer, because his father was a footballer, and his grandfather was a footballer. The passage uses of what signal device?
- Repetition
 - Synonym
 - Pronoun
 - Transition
48. The following word are example of contrast transition signal device EXCEPT.
- on the contrary
 - otherwise
 - first
 - conversely'
49. These are the signal devices use in a paragraph EXCEPT.
- Repetition
 - Synonym
 - Transition
 - Antonym
50. Mr. Cantu looked at his alarm clock. It was 7:30. He should have left the house an hour ago. He was going to be late. He turned on the television and started thinking what he wanted to make himself for breakfast. What can be implied about Mr. Cantu.
- He will still make it to work on time.
 - He is nervous about getting to work after the bell rings.
 - He doesn't care about being late.
 - He knows that his students can figure things out without him.

Adapted to Schools Division office of Bataan Hermosa National High School.

APPENDIX E: ANSWERS KEY

Answers Key

1. D	11. A	21. C	31. C
2. A	12. B	22. A	32. B
3. B	13. A	23. B	33. A
4. B	14. A	24. B	34. B
5. A	15. A	25. C	35. B
6. B	16. C	26. A	36. A
7. A	17. A	27. B	37. B
8. D	18. C	28. A	38. C
9. B	19. B	29. C	39. C
10. C	20. A	30. C	40. D
	41. C	46. D	
	42. C	47. A	
	43. A	48. C	
	44. A	49. D	
	45. B	50. C	

APPENDIX F: RELIABILITY OF INSTRUMENTS

Reliability of Instruments			
Student	Score, X	(X - \bar{X})	(X - \bar{X})²
1	38	16	256
2	39	17	289
3	44	22	484
4	40	18	324
5	38	16	256
6	40	18	324
7	43	21	441
8	35	13	169
9	38	16	256
10	28	6	36
11	23	1	1
12	22	0	0
13	23	1	1
14	20	-2	4
15	18	-4	16
16	16	-6	36
17	16	-6	36
18	16	-6	36
19	14	-8	64
20	12	-10	100
21	13	-9	81
22	14	-8	64
23	14	-8	64
24	11	-11	121
25	15	-7	49
26	8	-14	196
27	10	-12	144
28	5	-17	289
29	6	-16	256
30	6	-16	256
TOTAL	665		4407
$\bar{X} =$	22		
N=	30		
SD ² =	42.9025		

APPENDIX G: COEFFICIENT INDEX

Coefficient Index		
Index of Reliability/Correlation		
Coefficient of Correlation/Reliability		Interpretation as to the Degree of Extent of Relation/Reliability
0.9 -	1	Interpretation as to the Degree of Extent of Relation/Reliability
0.7 -	0.89	Very High Correlation/Reliability; Very Dependable Relationship/Reliability
0.4 -	0.69	High Correlation/Reliability; Marked Relationship/Reliability
0.2 -	0.39	Moderate Correlation/Reliability; Substantial Relationship/Reliability
0	0.2	Low Correlation/Reliability; Definite but Small Relationship/Reliability

APPENDIX H: RESPONSES OF STUDENTS

Responses of Students				
Item Number	Frequency of Correct Responses	p	q	pq
1	13	0.43	0.50	0.22
2	9	0.30	0.85	0.26
3	9	0.30	0.73	0.22
4	15	0.50	0.66	0.33
5	18	0.60	0.55	0.33
6	17	0.57	0.49	0.28
7	13	0.43	0.51	0.22
8	17	0.57	0.46	0.26
9	13	0.43	0.47	0.21
10	13	0.43	0.46	0.20
11	7	0.23	0.46	0.11
12	9	0.30	0.51	0.15
13	12	0.40	0.55	0.22
14	11	0.37	0.44	0.16
15	14	0.47	0.56	0.26
16	16	0.53	0.49	0.26
17	12	0.40	0.55	0.22
18	10	0.33	0.50	0.17
19	13	0.43	0.50	0.22
20	13	0.43	0.80	0.35
21	12	0.40	0.42	0.17
22	12	0.40	0.50	0.20
23	17	0.57	0.71	0.40
24	17	0.57	0.44	0.25
25	16	0.53	0.64	0.34
26	13	0.43	0.45	0.19
27	16	0.53	0.43	0.23
28	18	0.60	0.42	0.25
29	11	0.37	0.72	0.26
30	15	0.50	0.49	0.25
31	10	0.33	0.49	0.16
32	16	0.53	0.71	0.38
33	17	0.57	0.47	0.26
34	10	0.33	0.50	0.17
35	14	0.47	0.48	0.22
36	16	0.53	0.50	0.27
37	8	0.27	0.44	0.12
38	15	0.50	0.46	0.23
39	15	0.50	0.40	0.20
40	5	0.17	0.42	0.07
41	16	0.53	0.50	0.26
42	16	0.53	0.42	0.22
43	14	0.47	0.45	0.21
44	13	0.43	0.48	0.21
45	15	0.50	0.47	0.23
46	11	0.37	0.42	0.16
47	13	0.43	0.48	0.21
48	12	0.40	0.42	0.17
49	14	0.47	0.41	0.19
50	14	0.47	0.41	0.19
TOTAL				11.32
DATA:				
N=	30			
SD ² =	42.9025			
Index of Reliability, r _{xy} =	0.76			
High Correlation/Reliability; Marked Relationship/Reliability				

APPENDIX I: ITEM ANALYSIS CHART

Item Analysis Chart					
Item number	Index of Difficulty	Index of Discrimination	Option Index	Remarks	
1	0.43	0.50	Acceptable	marginal	accept
2	0.30	0.85	very good	difficult	accept
3	0.30	0.73	good	difficult	accept
4	0.50	0.66	good	marginal	accept
5	0.60	0.55	acceptable	Easy	accept
6	0.57	0.49	acceptable	marginal	accept
7	0.43	0.51	acceptable	marginal	accept
8	0.57	0.46	acceptable	marginal	accept
9	0.43	0.47	acceptable	marginal	accept
10	0.43	0.46	acceptable	marginal	accept
11	0.23	0.46	acceptable	difficult	accept
12	0.30	0.51	acceptable	difficult	accept
13	0.40	0.55	acceptable	marginal	accept
14	0.37	0.44	acceptable	difficult	accept
15	0.47	0.56	acceptable	marginal	accept
16	0.53	0.49	acceptable	marginal	accept
17	0.40	0.55	acceptable	marginal	accept
18	0.33	0.50	acceptable	difficult	accept
19	0.43	0.50	acceptable	marginal	accept
20	0.43	0.80	good	marginal	accept
21	0.40	0.42	acceptable	marginal	accept
22	0.40	0.50	acceptable	marginal	accept
23	0.57	0.71	good	marginal	accept
24	0.57	0.44	acceptable	marginal	accept
25	0.53	0.64	good	marginal	accept
26	0.43	0.45	acceptable	marginal	accept
27	0.53	0.43	acceptable	marginal	accept
28	0.60	0.42	acceptable	Easy	accept
29	0.37	0.72	good	difficult	accept
30	0.50	0.49	acceptable	marginal	accept
31	0.33	0.49	acceptable	difficult	accept
32	0.53	0.71	good	marginal	accept
33	0.57	0.47	acceptable	marginal	accept
34	0.33	0.50	acceptable	difficult	accept
35	0.47	0.48	acceptable	marginal	accept
36	0.53	0.50	acceptable	marginal	Accept
37	0.27	0.44	acceptable	difficult	Accept
38	0.50	0.46	acceptable	marginal	Accept
39	0.50	0.40	acceptable	marginal	Accept
40	0.17	0.42	acceptable	very difficult	Accept
41	0.53	0.50	acceptable	marginal	Accept
42	0.53	0.42	acceptable	marginal	Accept
43	0.47	0.45	acceptable	marginal	Accept
44	0.43	0.48	acceptable	marginal	Accept
45	0.50	0.47	acceptable	marginal	Accept
46	0.37	0.42	acceptable	difficult	Accept
47	0.43	0.48	acceptable	marginal	Accept
48	0.40	0.42	acceptable	marginal	Accept
49	0.47	0.41	acceptable	marginal	Accept
50	0.47	0.41	acceptable	marginal	Accept