

# USE OF INQUIRY-BASED WRITING INSTRUCTION (IBWI) TO IMPROVE THE ACADEMIC WRITING SKILLS OF SENIOR HIGH SCHOOL STUDENTS TAKING UP PRACTICAL RESEARCH 1

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## **ABSTRACT**

### **Summary**

Senior high school learners taking up practical research I and II subjects are expected to produce research write up. However, based on the experience of the lead researcher as a practical research teacher they could not make it. The written essay of the learners showed their difficulty in content development, paragraph structure and word choice. Hence, the researcher concluded that difficulty in writing was the main reason for their no submission of research write up. With this, the researchers conducted an intervention to help them enhance their academic writing skills. The use of inquiry-based writing instruction was applied to twenty-four (24) Grade 11 ABM learners of Prieto Diaz National High School, Prieto Diaz, Sorsogon in improving their academic writing skills.

For the implementation of the inquiry-based writing instruction, the researchers used the four writing process sheets. The writing process sheets contain emojis, pictures and guided questions and the design follows the 4Es Model namely engagement, exploration, explanation, and elaboration. For each writing process sheet, the participants went through the following processes: drafting, coaching, giving feedback, revising, and reflecting.

Purposive sampling was used because the researchers chose the participants intentionally due to their difficulty in writing. These learners were easy to deal with also. Quantitative method was used because the action research questions were answered by the numerical data. For gathering data, pre -

experimental design specifically the one-group pretest – posttest design was utilized. This intervention was applied only to one group of learners. Essay writing pretests were administered to the participants. By using scoring rubric, the researchers found out that the level of academic writing skills of the participants is unsatisfactory. After the implementation of the intervention for 18 hours, the researchers conducted an essay writing post-test, and it was found out that the level of academic writing skills of the learners increased by 25% but still needs improvement. Using Dependent T – Test, it was found out that the computed t value is 4.89 which is greater than the critical value of 2.069 at .05 level of significance. This means that the Inquiry-Based Writing Instruction (IBWI) has a significant difference to the level of academic writing skills of the participants. Survey questionnaire using a 5-point Likert scale was utilized. With the weighted mean of 4.04, the participants agreed that the IBWI was effective to improve their academic writing skills.

## **Conclusion**

Based on the result of the study, the mean percentage score increases. Hence, the researchers concluded that the intervention helped the participants improve their level of academic writing skills. When the data was statistically analyzed, they found out that there is a significant difference between the level of academic writing skills and the use of inquiry-based writing instruction. From the result of the survey questionnaire, the researchers found out that the participants agreed that the use of inquiry-based writing instruction was effective in improving their level of academic writing skills.

## **Recommendations**

The result of the study suggested that inquiry-based writing instruction is effective for enrichment and remediation activity specifically for the enhancement and development of the writing skills of the learners. Deepening process of the inquiry-based materials like the writing process sheets and close monitoring on the performance of the learners are the necessary intervention to fill in the gap of the learners in academic writing. This research may be considered by the school authority to take a lot of time for developing the writing skills of the learners through writing an essay or other writing exercises and they may undergo the following processes: drafting, coaching, giving feedback, revising, and reflecting.

This study serves as an eye opener for the school leaders to pay attention to the writing skills of both junior and senior high school learners in all grade levels. Teachers should give the learners a chance to develop their writing skills by using writing as a tool or method of teaching other subject matter content in the curriculum.

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## **CONTEXT AND RATIONALE**

Most countries' basic education nowadays lasts for thirteen years, consisting of kindergarten and six years in elementary education and six years in secondary education, which is composed of four years in junior high school and two years in senior high school. In academic year 2012 – 2013 was the start of the implementation of the K to 12 Curriculum in the Philippines. With the new curriculum, the Department of Education aims to improve the Filipino learners' linguistic competence and become research oriented. Hence, Practical Research I and II are part of the applied contextualized subjects in all tracks of the senior high school. However, the lead researcher as a practical research teacher for five years in Prieto Diaz National High School noticed that writing research is very challenging on the part of the senior high school learners.

In her experiences, the senior high school learners understood the process of conducting research. Yet, they found difficulty in writing. For the information, 75% of the learners taking up Practical Research I and II found difficulty to put into writing the knowledge they gained during the discussion. Hence, they were not able to submit research papers. 15% of the learners taking Practical Research I and II can write research but they were not able to finish it. Only 10% of the learners taking up Practical Research I and II were able to submit completed research. By the data presented, the researchers concluded that the practical research subject is the most difficult and it was validated through the messenger poll.



To understand and make some necessary intervention for the difficulty encountered by the senior high school learners in the submission of research output. The researchers conducted a preliminary investigation by asking the learners to write down in a sheet of paper without writing their name their reasons for finding this subject as the most difficult one. Based on the result of the investigation, most of the learners answered that they have difficulty in writing because they have minimum knowledge in English, lack of doing writing exercises and lack of motivation to learn more. Validating their responses, the lead researcher asked them to write an essay with the topic: "Myself". By evaluating their essay writing, the researchers found out that most of them have difficulty in topic development, paragraph structure, and word choice. With this, the researchers concluded that they need to develop their academic writing skills.

Research paper is a type of academic writing and similar to analytical essays, except that research papers emphasize the use of statistical data and pre-existing research, along with a strict code for citations. Hence, research paper needs a formal style of writing.<sup>1</sup> With the cited literature, the researchers came up with developing the academic writing skills of the senior high school learners taking up Practical Research.

It was stated that every graduate of basic education shall be an empowered individual.<sup>2</sup> The DepEd Vision is to produce competent learners that will contribute meaningfully to building the nation. Therefore, the DepEd Mission states that the teachers facilitate learning and constantly nurture every learner.<sup>3</sup> It signifies

that the teacher takes an important role in empowering the learners by equipping them with skills to meet their own needs.

To empower learners, the Department of Education mandates the teachers to serve as facilitators of learning and shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, differentiated and integrative for nurturing learners.<sup>4</sup> By these contexts, the researchers looked into related literatures and studies that would respond to the Department of Education mandates and at the same time can be applied to equip learners with academic writing skills which is necessary in writing research.

Wale and Bishaw (2020) mentioned on their article that inquiry-based writing instruction, students engaged in pre-writing tasks through generating ideas, narrowing, and clarifying topics; exploring information on their writing topics from various sources; explaining their discoveries gained from the exploration, and elaborating their thinking through transforming their understanding into the real-world situation.<sup>5</sup> Wale and Bogale (2021) on their study on “Using Inquiry-Based Writing Instruction to Develop Students Academic Writing Skills. The researchers utilized Inquiry-Based Writing Instruction to facilitate the writing process sheets and underwent into four stages such as engagement, exploration, explanation, and extension. The 62 first-year pharmacy students of Woldia University, Woldia Ethiopia developed their academic writing skills along sentence structure, grammar and developing ideas.

Based on the cited literature and study, the researchers adapted and incorporated their ideas and findings and tried it out to the senior high school learners for the improvement of their academic writing skills.

Pursuing this research was strengthened by the study of Gutierrez (2015). According to her, despite presenting the benefits of inquiry-based approach, there still exists a big gap in the effective implementation of inquiry-based teaching in the classroom. Based on her interviewed conducted, Filipino teachers found difficulty in using the inquiry-based approach in teaching due to the following reasons: a lack of support, training, and availability of inquiry-based materials; an overemphasis on assessing content learning rather than learning through inquiry, and the difficulty and time-consuming nature of inquiry approaches.<sup>7</sup> De Gracia (2018) found out that Filipino teachers did not know how to integrate inquiry-based learning in classroom. It is because some teachers are focusing on discussion of content wherein learners tend to be passive. Also, teachers with age are always complaining that strategies are less important as compared to content.<sup>8</sup>

Despite the series of training and promotion conducted by the Curriculum Implementation Division in the Province of Sorsogon for the implementation of inquiry-based approach, most of the teachers are not fond of utilizing inquiry – based approach in teaching as what the lead researcher observed during classroom observation. It is because of the unavailability of inquiry-based materials. Developing and designing inquiry-based materials takes a lot of courage on the part of the teacher and using inquiry-based approach is ideal for a small number of learners only.

With the above-mentioned statements, the researchers filled the gap of the result of the study of Gutierrez and De Gracia and the complaint of the teachers in the Prieto Diaz National High School. The researchers developed and designed writing process sheets which are inquiry-based in nature. Teachers teaching science subject usually utilized an inquiry-based approach. In this research, the researchers promoted inclusive education because inquiry-based approach can be also used in teaching other subjects aside from science.

By these insights, the researchers firmly believed that there is a need to conduct this research. More so, developing academic writing skills as early in the primary years encouraged young Filipino learners to be well-versed in the demands of the fast-changing world and practical research subject as well.

## **INNOVATION, INTERVENTION, AND STRATEGY**

### **Innovation**

Developing and designing four writing process sheets were the innovation of the researchers for this research. For the engagement phase, the participants used the writing process sheet number 1. At this stage, the participants initiated the learning process through expressing their feelings in writing. The emojis helped them start and activate their thoughts so that they can easily narrate their experiences during the pandemic. In the exploration phase, the participants used writing process sheet number 2. It consists of pictures that show the real scenario during the modular distance learning. By these pictures, the participants were able to think about the information portrayed in the writing process sheet number 2. It

also guided the participants to incorporate their personal and social sources so that they can easily carry out the task in making a story. In this phase, the researchers allowed the participants to browse from the web for some citations related to their tasks. In the explanation phase, the participants used the writing process sheet number 3. The participants used to connect the pictures with the texts to develop a topic sentence. They wrote the concepts discovered gained from the engagement and exploration phase to be able to develop the content of the topic sentence which is essential in writing an essay. In the elaboration phase, the participants used the writing process sheet number 4. It contains a caricature of a boy during the pandemic. With this, the researchers pointed out that the participants should think beyond the illustration for them to come up with solutions on how to overcome the mixed emotions that the boy felt during the pandemic. Whatever ideas and thoughts they developed can be their source for writing an essay during the challenges they encountered during the pandemic.

### **Intervention**

The researchers used an inquiry-based writing instruction (IBWI) strategy. Inquiry-based approach was used for the intervention because out of the emojis, pictures, illustration and guided questions, the participants were able to conceptualize the content of their writing activities. The researchers utilized also the 4Es Model namely engagement, exploration, explanation, and elaboration. The writing process sheet number 1 was designed for the engagement phase. In this phase, the participants' thoughts and ideas were activated by knowing their feelings during the pandemic and the reasons for those mixed emotions. It was a

good start to introduce their essay about pandemic. The writing process sheet number 2 was designed for the exploration phase. This time, the participants were able to write the activities conducted during modular distance learning. The researchers allowed them to incorporate some citations and mention the author from the web sources on their writing. In the writing process sheet number 3, the design was for the explanation phase. In this phase, the participants were now able to expound their ideas on the reasons behind their difficulties encountered during pandemic. For the writing process sheet number 4, the design was for the elaboration phase. At this point, this helped participants to elaborate their experiences and mixed emotions during the pandemic and how they overcome such challenges.

### **Strategy**

To carry out the IBWI intervention, each writing process sheet went through five processes such as: drafting, coaching, feedbacking, revising, and reflecting. For drafting, the participants were allowed to make a draft for each writing task. In coaching, the researchers conducted lectures on how to develop ideas, paragraph structure and the choice of words appropriate in academic writing. For feedback, The English experts gave feedback about the strengths and weaknesses of their draft and commented on what things would further develop the text. In revising, the participants incorporated the tips and guidelines during coaching and the feedback gained from English experts to complete their final written essay. In reflecting, the participants wrote their reflections of what they have gained during coaching and feedbacking which helped them improve their writing.

## **ACTION RESEARCH QUESTIONS**

The main purpose of this study was to determine the effect of using inquiry-based writing instruction in improving the academic writing skills of the Grade 11 ABM (Accounting, Business and Management) taking up Practical Research 1. Specifically, this study sought to answer the following questions:

1. What is the level of academic writing skills of senior high school learners before and after using the inquiry-based writing instruction?
2. Is there a significant difference in the level of academic writing skills before and after using the inquiry-based writing instruction?
3. How effective is the inquiry-based writing instruction to the senior high school learners' academic writing skills?

## **ACTION RESEARCH METHODS**

This study is quantitative in nature since the action research questions posed were answered by numerical data. Specifically, this investigation utilized a pre – experimental design specifically the one-group pretest – posttest design.

The flow chart below shows the process of one-group pretest – posttest design.



**Figure 1: One-Group Pretest – Posttest Design**

In this design, one group referred to the twenty-four (24) senior high school learners of grade 11 ABM. For the pretest, an essay writing was administered to the participants. By using scoring rubric, they were able to measure the level of academic writing skills of the senior high school learners before implementing an intervention. For the intervention, the researchers implemented the Inquiry-Based Writing Instruction. This IBWI used four (4) writing process sheets which were designed using 4Es Model such as engagement phase, exploration phase, explanation phase and elaborate phase. An essay writing post test was conducted after 18 hours of the implementation of IBWI. Scoring rubric from pretest was used also to determine the level of academic writing skills of the participants.

#### **a. Participants and/or other Sources of Data and Information**

The researchers chose the Grade 11 Senior High School Learners of Prieto Diaz National High School taking up Accountancy and Business Management (ABM) as the participants of this study. This was practical to the lead researcher since she is the teacher to this class in Practical Research I, would have no difficulty in talking with her learners, and would save time, energy, money, and efforts. The participants are presented in Table 1.

**TABLE 1: PARTICIPANTS**

<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>4</b>	<b>20</b>	<b>24</b>

This table showed the number of male and female in this class. This class had a total population of 24. It was small; thus, a purposive sampling method was



applied. The purposive sampling also involves the handpicking of subjects, it is also called judgmental sampling.<sup>9</sup> In this study, the lead researcher as the subject teacher of this class in Practical Research I noticed that all these learners found difficulty in producing a good essay. Based on their written output, they have problems in content development, paragraph structure and word choice. Hence, they were chosen intentionally by the researchers.

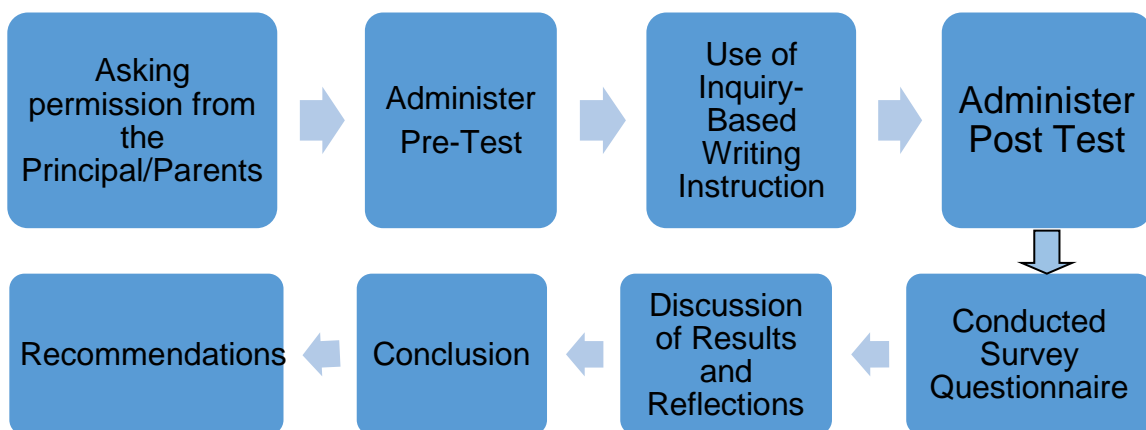
#### **b. Data Gathering Methods**

Gathering of necessary data for the study was done through a teacher made test and survey questionnaire. This teacher's test was an essay writing type used for pretest and post-test and the topic was just similar but not the same to restrain the participants from rewriting only. The participants evaluated their level of academic writing skills before and after the intervention along with content development, paragraph structure and word choice. Same rubric was used to score the essay writing output of the participants. The scoring rubric used the 4 3 2 1 scheme for each criterion. Where 4 is the highest and 1 is the lowest. Hence, the total items for pre-test and post-test are 12. The survey questionnaire contains ten (10) statements based on the self-reflection of the participants on their academic writing skills. 5 – point Likert scale was used to measure the effectiveness of inquiry-based writing instruction in improving the learners' academic writing skills.

Permission to conduct the study was requested from the school head last January 11, 2023. Before the conduct of the pretest, the researchers oriented the participants on the intervention and secured the parent's permit. On January 23,

2023, the researchers administered pretest. The implementation of the intervention started from February 03, 2023, to March 27, 2023. Post test was conducted on March 28, 2023. Then, the survey questionnaire was administered on March 29, 2023. After the retrieval of the pretest, post-test, and survey questionnaire it was checked, statistically analyzed, and interpreted properly for the discussion of the results of the study. Based on the output of the participants, the researchers came up with reflections that would help other researchers to fill the gap of this study. Conclusion was also formulated so that the researchers can give necessary recommendations.

The figure 2 shows the schematic diagram of the action research procedure in this study.



**Figure 2: Action Research Procedure**

The data gathered were analyzed using Microsoft Excel Software Application. The following were the treatment made for the data:

**Mean:** It is equal to the sum of all scores divided by the number of cases. This was needed to determine if the learners would pass or fail the test.

**Mean Percentage Score.** It is calculated by dividing the mean score to the total number of items of the test and multiplying it by 100. This was needed in this study to determine the level of academic writing skills of the learners based on the total score of the learners in an essay type test. Below is the formula of the mean percentage score adopted from the DepEd Order No. 8 s. 2015.<sup>10</sup>

$$MPS = \frac{\text{mean score}}{\text{total items}} \times 100\%$$

Below is the interpretation of the mean percentage score of the learners from the result of their essay test designed by the researchers.

Mean	Mean Percentage Score	Interpretation
11 – 12	92 - 100	Excellent
9 – 10	75 - 83	Very Good
7 – 8	58 - 67	Needs Improvement
5 – 6	42 - 50	Poor
3 – 4	25 – 33	Unsatisfactory

**Likert Scale.** A rating system that will be used to measure the effectiveness of the inquiry-based writing instruction to the academic writing skills of the learners.

**Dependent T – Test.** This was used to determine the significant difference on the level of academic writing skills of the learners before and after using the inquiry-based writing instruction. This test was used to compare the mean percentage score of the one group participants before and after the intervention to see if there is any observed gain.

Below is the formula of the Dependent T – Test as cited by Broto (2006) for manual computation.<sup>11</sup>

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where:  $D$  = the mean difference between the pretest and the post test.

$\sum D^2$  = the sum of squares of the difference between the pretest and the post test.

$\sum D$  = the summation of the difference between the pretest and the post test.

$N$  = sample size.

The researchers used Microsoft Excel for computation.

**Weighted Mean.** This was utilized to determine the extent of the effectiveness of inquiry-based writing instruction to the level of academic writing skills of the participants. A qualitative description was used to interpret the result of the survey questionnaire. Below is the formula given by Cristobal & Cristobal (2017).<sup>9</sup>

$$WM = TWF/N$$

Where:  $WM$  = Weighted Mean

$TWF$  = Total Weighted Frequency

$N$  = Number of Responses

The researchers also designed a description for the result of the means:

Weighted Mean	Qualitative Description
4.67 – 5.00	Strongly Agree
3.67 – 4.66	Agree
2.67 – 3.66	Neutral

1.67 – 2.66

Disagree

1.00 – 1.66

Strongly Disagree

### DISCUSSION OF RESULTS AND REFLECTION

This section presents the analysis and interpretation of the data gathered from the results of the study. These are presented with the use of tables which are sequentially arranged to answer the problems that were being sought by the study.

**Problem 1: What is the level of academic writing skills of senior high school learners before and after using the inquiry-based writing instruction?**

**Table 2**

**Learners' Level of Academic Writing Skills in the Pre-test and Post-test**

Learner	Raw Score	
	Pre-Test	Post Test
A	8	9
B	8	9
C	7	8
D	7	8
E	6	8
F	5	7
G	5	7

H	5	7
I	5	8
J	4	7
K	4	4
L	4	6
M	4	6
N	3	6
O	3	5
P	3	6
Q	3	5
R	3	7
S	3	6
T	3	7
U	3	5
V	3	5
W	3	6
X	3	8

<b>Total Score</b>	<b>105</b>	<b>160</b>
<b>Mean Score</b>	<b>4</b>	<b>7</b>
<b>Percentage Score</b>	<b>33</b>	<b>58</b>
<b>Interpretation</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>

Table 2 shows that the mean score of the pretest for 12 items is 4 that is equal to 33% MPS which shows that the level of academic writing skills of the participants before the implementation of the IBWI is unsatisfactory. After the implementation of the IBWI, the post-test mean score is 7 that is equal to 58% MPS which means that the participants still need to improve their academic writing skills. The data tells that the level of academic writing skills of the participants increases by 25% after the implementation of IBWI. This study confirmed the result of the study of Wale and Bogale (2021) that using inquiry-based writing instruction developed students' academic writing skills.

**Problem 2. Is there a significant difference in the level of academic writing skills before and after using the inquiry-based writing instruction?**

**Table 3**

**Significant Difference in the Level of Academic Writing Skills  
of the Grade 11 ABM taking up Practical Research**

	<b>n</b>	<b>Mean (M)</b>	<b>Standard Deviation</b>	<b>t - value</b>	<b>Two-Tailed (df= 23, <math>\alpha</math>= 0.05)</b>

			(SD)		Critical Value (CV)	p-value
Pre-Test	24	4	1.69	-10	+/-2.069	0.00
Post-Test	24	7	1.34			

Table 3 reveals that the results from the pre-test ( $M= 4$ ,  $SD = 1.69$ ) and post-test ( $M= 7$ ,  $SD = 1.34$ ) scores before and after the intervention shows an increase of scores. This difference is significant because the null hypothesis is rejected,  $t(23) = -10$ ,  $p(0.00) < 0.05$ . In other words, the intervention resulted in an improvement in the test scores of the participants in an essay writing test.

**Problem 3: How effective is the inquiry-based writing instruction to the senior high school learners' academic writing skills?**

**Table 4**

**Extent of the Effectiveness of Inquiry-Based Writing Instruction  
to the Senior High School Learners' Academic Writing Skills**

Statement	Weighted Mean	Qualitative Description
1. I find it easy to find thoughts and ideas to be developed.	2.67	Neutral
2. I find it easy to get my thoughts and ideas down on paper.	4.42	Agree



3. I know how to incorporate quotations into sentences properly.	4.50	Agree
4. I often take thoughts and ideas from articles, books, and websites by mentioning the author.	4.04	Agree
5. I find it easy to paraphrase thoughts and ideas I take from articles, books, and websites.	4.21	Agree
6. I am not confused anymore in using appropriate vocabulary in writing.	4.04	Agree
7. I find it easy to choose the correct word with the right meaning.	4.38	Agree
8. I find it easy to make my paragraphs coherent and cohesive.	4.00	Agree
9. I know how to combine sentences in my writing.	4.17	Agree
10. I know how to select a topic, brainstorm the topic and organize the paragraph.	3.96	Agree
<b>Total Weighted Mean</b>	4.04	Agree

The table 4 shows that the total weighted mean 4.04 signifies that the participants of this study agreed that using Inquiry- Based Writing Instruction

(IBWI) helped them improve their level of academic writing skills. Among those ten (10) statements, the participants agreed that they have a remarkable improvement with regards to incorporating quotations into sentences properly with a weighted mean of 4.50. However, they still have difficulty in finding thoughts and ideas to be developed with a weighted mean of 2.67.

## **Reflection**

Based on the result of the study, the researchers came into the following realizations. The result of the pretest was very alarming. The mean score of 4 out of 12 items which is equal to 33% MPS signifies that the participants did not meet the expectations of the K to 12 system which aims to improve Filipino learners' skills in linguistics to further exhibit competence in the global job market. The level of their academic writing skills is unsatisfactory. Based on their essay writing pretest output, most of them have limited skills in writing despite that they are now in senior high school.

During the coaching and giving feedback, the researchers solicited some reasons behind their limited skills in writing. Most of them said that, perhaps they were not trained in writing during their primary years. Although, there were some writing activities conducted but the teacher did not give feedback. They thought it was good enough. Another thing, their vocabulary is very limited only because they have a little interest in reading due to their exposure in social media where everything is conveyed visually. Their ways of written communication usually used emojis, images, abbreviations of texts, shortcut sentences and vague words. Incomplete sentences are acceptable nowadays as long as they can be

understood. They do not even like to read and write a long paragraph or sentences because they only have a very short attention span.

For these reasons, the researchers came up with this Inquiry-Based Writing Instruction as the intervention. Nowadays, people usually communicate in a visual manner. Hence, they used emojis, images and illustrations to develop their writing skills and associated with giving feedback to raise their awareness on the proper format, styles, and terms in academic writing.

As the intervention progressed, the participants found the writing process sheets interesting. In the engagement phase, the different emotions of the emojis helped them think about their mixed emotions during the pandemic. It served as a motivating part to share their experiences. However, when the researchers read their output, their difficulty in paragraph structure was shown. Hence, they employed a lecture method on how to develop paragraph structure. After this, the learners revised their work. From their revised output, the researchers found out that based on the scoring rubric, the average score is 2 out of 4 which means, they still need to improve the organization of their thoughts.

In the exploration phase, the writing process sheet was the most exciting. The pictures on the manner of conducting the modular distance learning guided them to develop a content through creating a story. Despite their interest to communicate their thoughts into a written form, they were hindered by their limited knowledge and skills on content development. Hence, the researchers gave some tips and guidelines on how to improve their discussion. Then, the learners revised their output again. The researchers found out that based on the scoring rubric, the

average score is 2 out of 4 which means, they still need to improve the discussion on the content.

In the explanation phase, the writing process sheet displayed pictures of challenges they encountered during the pandemic. The learners were able to explain those challenges they faced during the pandemic. In this phase, the learners found it easy to convey their ideas because they experienced those challenges. However, the researchers found out that the learners used informal words or terms which are applicable only for verbal communication. In this area, the researchers taught the learners about the word choice in academic writing. Then, the learners revised their work based on what they have learned on the proper use of the terms. After the revision, the researchers quantified their work by using scoring rubric. An average score of 3 out of 4 shows that the learners use an accurate choice of words but not sufficient.

In the elaborate phase, the writing process sheet presented a caricature picture of a learner. The learners were tasked to elaborate the solutions they made to overcome the challenges they experienced during the pandemic. The researchers found out that the learners were able to make it. This time, the researchers asked them to proofread their work and revise it to make it better. Based on the scoring rubric, the participants got an average score of 9 out of 12 with a qualitative description as very good.

In the post test, the researchers asked the learners to develop an essay about the challenges they faced during the pandemic. They must observe the paragraph structure, content development and word choice. The researchers

suggested incorporating the content of the writing process sheets into their essay writing. However, the researchers were a bit disappointed because some of the learners have the same content. Hence, the researchers let them retake the post-test with close monitoring.

In the implementation of the intervention, the researchers were challenged in the retrieval of the output of the participants. It took so long for the learners to accomplish the task. According to them, it was due to overwhelming tasks that they needed to accomplish too. For the reflection of the researchers, the participants were tired of doing hands on writing because the intervention did a series of revisions.

From the above-mentioned observations during the implementation of the intervention, the researchers realized that this kind of intervention can be done using word processing applications. Using handwriting was very tiring on the part of the participants and English experts. Hence, the researchers realized that it is better to utilize word processing application for writing.

In the intervention, the participants found it beneficial because the researchers were closely involved in the process of the IBWI. Then, the materials were simple and very practical. Conveying thoughts and ideas were just based on what they experienced during the pandemic. Most learners nowadays can easily learn through visuals. Thus, an inquiry-based approach is suitable for this generation.

As a result of the posttest, the mean score increases from 4 to 7 out of 12 items and that is equal to 58% MPS. By analyzing the result, the intervention has an effect to improve the academic writing skills of the learners. Though, the Mean Percentage Score (MPS) is still far from the passing rate of 75%.

Based on the experience of the researchers while implementing the intervention. The participants were not able to get the 75% MPS because they still have difficulty in content development. The length of time for the intervention is not enough to get the passing rate set by the Department of Education. Developing and enhancing academic writing skills of the learners can be done gradually and with continuous practice in writing. The learners may also be encouraged to develop their reading habit to increase their vocabulary. Hence, this research may also lead to conduct future research focusing on the improvement of the vocabulary of the learners.

For the survey questionnaire, the participants evaluated their essay writing posttest based on their perceptions. There were some participants who admitted that it was hard for them to improve their writings. They need to work hard for it, and it cannot be done by just a blink of an eye. It is a long process but the most important is the willingness to do it.

The researchers understood the participants for the result of their pretest and posttest because academic writing is the most difficult skill for most students to master because it has a specific convention in terms of content, structure, and style. Hence, pursuing this research took a lot of courage on the part of the researchers. The workloads and the transition of the type of learning modality

affected the enthusiasm of the researchers to finish this study. Despite the challenges, the researchers find time to finish this study.

## **ADVOCACY, UTILIZATION, AND DISSEMINATION**

### **Advocacy**

On June 02, 2023, during the School Based LAC Session, the lead researcher presented the result of the study. It was revealed that the participants' academic writing skills did not meet the expectations of the K to 12 curriculum. Based on their written output, they still need further intervention and follow up their writing activities. Inquiry- based writing materials can be a good source of intervention and should undergo thorough process. Hence, the researchers advocate for the development of contextualized inquiry- based learning materials focusing on the development of writing skills of the learners. This is not just for the English Department concern; it can also be integrated to other learning areas. Collaboration among teachers is necessary to realize the goal of the K to 12 curriculum.

This concern was brought to the school leaders for the inclusion of this topic during the LAC Session. The class observers like Master Teachers, Head Teachers and School Heads should also consider the integration of literacy through writing during the lesson. The Department of Education should strengthen the reading and writing competence of the learners by designing a program that would fit to the needs of the learners. The researcher's advocacy is to promote the use of inquiry-based writing instruction in all learning areas.

**Utilization**

The findings of this study will be utilized by the teachers and school heads of Prieto Diaz National High School. The teachers may adapt, utilize the writing process sheets on their teaching-learning process. This may also serve as their reference for developing learning materials using inquiry-based approach. The school heads may conduct training workshops for the teachers on developing contextualized learning materials using inquiry-based approach.

**Dissemination**

The result of this study was cascaded to the teachers during a school learning action cell session that was held on June 02, 2023, at Prieto Diaz National High School, Prieto Diaz, Sorsogon. This served as input for teachers in their respective teaching-learning process. The researchers shared their reflections on the outcome of this study, and they recommend future actions beneficial to K to 12 teachers and learners. The research findings can be used for curriculum innovation in all subjects of basic education.

After the presentation of the result of the study, the lead researcher asked the teachers to access the link sent to the group chat for the evaluation.





Republic of the Philippines  
Department of Education  
Region V  
Schools Division of Sorsogon  
**PRIETO-DIAZ NATIONAL HIGH SCHOOL**  
Prieto-Diaz, Sorsogon




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## PROJECT PROPOSAL

### I. IDENTIFYING INFORMATION

- A. Title : **DISSEMINATION OF THE RESULT OF  
THE ACTION RESEARCH ON INQUIRY BASED WRITING  
INSTRUCTION TO IMPROVE THE ACADEMIC WRITING SKILLS  
OF THE SENIOR HIGH SCHOOL LEARNERS TAKING UP  
PRACTICAL RESEARCH THROUGH LAC SESSION**
- B. Venue/Platform : 3X3 Building  
Prieto Diaz National High School, Prieto  
Diaz, Sorsogon
- C. Proponents : MARICEL D. DOMALAON
- D. Participants : 69 Teachers, 1 Trainer, 4 Facilitators,  
5 School Heads = 79
- E. Project Cost : Php 5, 000. 00
- F. Source of Fund : BERF
- G. Duration/Date : June 02, 2023

## **II. RATIONALE:**

As prescribed by Republic Act No. 10533, DepEd shall adhere to the policy guidelines of the K to 12 Basic Education Program. This curriculum promotes inquiry-based approach in teaching. DepEd Order No. 21 s. 2019 stated that inquiry-based learning puts a premium on questioning, investigating, proving, probing, explaining, predicting, and establishing connection of evidence. As per observation of the proponents, primarily the science department initiated the promotion and implementation of inquiry-based approach in teaching. Since the Department of Education promotes inclusive education, the use of inquiry-based approaches in teaching must be implemented in all subject areas. However, teachers are less motivated to use inquiry-based approaches because of lack of learning materials which are inquiry based.

For these reasons, the proponents would like to support the K to 12 Basic Education Program by promoting and implementing the use of inquiry – based approach in teaching. They would like to share their reflections that inquiry-based approach is not just applicable to science but to other learning areas too. Utilizing inquiry-based writing instructions strategy using writing process sheets can be integrated to other learning areas too. This is a good strategy because the learners may develop or enhance their writing skills while learning other subject areas.

Hence, dissemination of the result of the action research conducted is a great help for teachers to motivate them to use inquiry-based approaches in teaching. At the same time, they may lead the learners to train their writing skills not only during their English class but with other subjects too. By this, it is on the

hypothesis of the proponent that learners who will be taking up Practical Research may be able to improve their academic writing skills.

### III. OBJECTIVES:

This activity on the dissemination of the result of the action research on inquiry-based writing instruction in improving the academic writing skills of the senior high school learners taking up practical research aims to:

1. Describe inquiry-based writing instructions strategy and writing process sheets which were used as an intervention for this study.
2. Share the result of the IBWI action research.

### IV. TRAINING MATRIX

Activity	Time	Facilitator
Registration	7: 30 – 8: 00	Marilou Destajo
Opening Program  Visual Presentation <ul style="list-style-type: none"> <li>● Philippine National Anthem</li> <li>● Prayer</li> <li>● Energizer</li> <li>● Recognizing the presence of the participants.</li> </ul>	8: 01 – 8: 30	Marilyn O. Cepres
Opening Remarks	8: 31 – 8: 45	Cherry D. Detera/HT - I

<p>Session 1: Presentation of the IBWI and Writing Process Sheets and Sharing the Result of the IBWI action research.</p>	<p>8: 46 – 9: 15</p> <p>10: 00 – 11: 40</p>	<p>Maricel D. Domalaon</p>
<p>Closing Remarks</p>	<p>11 : 40 – 11: 45</p>	<p>Maam Mary Jeane B. Castillo/Principal II</p>

## V. WORKING COMMITTEES

1. Chairperson: Mary Jeane B. Castillo/Principal II
2. Co-Chairperson: Head Teachers
3. Presenter: Maricel D. Domalaon
4. Facilitators: Master Teachers
5. Attendance: Marilou Destajo
6. Program : Marilyn Cepres
7. QAME : Maricel Domalaon
8. Certificates: Romeo Fortades/Anthony G. Perol

## VI. METHODOLOGY

The modes of delivery on this program is through the following:

- Online Webinar using google platform/In-Person

## VII. BUDGETARY REQUIREMENT/S

### EXPECTED Participants:

DATE	Participants	TOTAL
June 02, 2023	Teachers	<b>69</b>
	Trainer	<b>1</b>
	Facilitators	<b>4</b>
	School Heads	<b><u>5</u></b>
	Total	<b>79</b>
Particulars	1. Load allowance 50 x 41 =	Php 3, 950.00
	2. Printing of certificates <ul style="list-style-type: none"> <li>• Vellum Paper</li> <li>• Signing Pen</li> <li>• Ink for Epson Printer</li> </ul>	1, 050.00
Total		Php 5, 000. 00

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## FINANCIAL REPORT

The table 7 below shows the expenses of the said study. The expenses cover the pre-implementation, implementation phase, post implementation phase and for the completion of the research.

Table 5:

### Expenses of the Study

ACTIVITIES	CASH OUT	BALANCE
<b>BASIC EDUCATIONAL RESEARCH FUND (BERF) FACILITY GRANT</b>		<b>Php 15, 000. 00</b>
1. Crafting and Preparation of Action Research Paper Proposal.	1, 610. 00	13, 390.00
2. Travel to SDO Sorsogon for the Submission and Seeking of Approval of Action Research Paper Proposal.	250.00	13, 140. 00
3. Travel to RO V for the MOA Signing.	1,005. 00	12, 135.00



4. Notarized MOA.	600.00	11,535.00
5. Reproduction of IBWI Materials.	250. 00	11, 285.00
6. Implementation of IBWI intervention.	3, 500. 00	7, 785.00
7. Coaching/ Feedbacking.	500.00	7,285.00
8. Dissemination of the Result of an Action Research.	2,300.00	4, 985.00
9. Reproduction of Draft Completed Action Research.	250.00	4, 735.00
10. Travel to SDO Sorsogon for the submission of Draft Completed Action Research and Narrative Report on the Utilization and Dissemination of the Action Research.	250.00	4, 485.00

11. Revision of the Completed Research.	250.00	4,235.00
12. Travel to SDO Sorsogon for the submission of the Revised Completed Research.	250. 00	3,985.00
13. Reproduction of Final Completed Action Research.	2,000.00	1,985.00
14. Travel to Sorsogon for hardbound copy of Completed Action Research.	250.00	1,735.00
15. Travel to SDO Sorsogon for the submission of Hardbound copy of completed Action Research.	250.00	1,485.00
16. Travel to RO V for the submission of	1, 485.00	0

hardbound copy of the completed action research and other requirements.		
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