



# UTILIZING RESEARCH-BASED INTERVENTION IN DEVELOPING SKILLS IN CONSTRUCTING SENTENCES USING THINKING MAPS, PICTURES, AND BASIC SENTENCE PATTERNS

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## **Utilizing Research-Based Intervention in Developing Skills in Constructing Sentences Using Thinking Maps, Pictures, and Basic Sentence Patterns**

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### **Abstract**

Sentence construction is a prevalent identified problem of pupils in Tina Elementary School. It is a known dilemma long before the pandemic; thus, writing composition is a tough issue among pupils. This study addressed the pupils' underlying phenomenon in sentence construction. The research-based intervention using thinking maps, pictures, and basic sentence patterns was employed by 21 Grade Five pupils for the school year 2022-2023. A mixed method was used to investigate the subject of the study is developing their skills in constructing sentences. The researcher conducted a pre-test and post-test survey to determine and compare the participants' performance levels by computing the weighted mean, and a descriptive equivalent was used. An interview was also conducted with selected participants, recorded, and transcribed. Results revealed that the performance of pupils in constructing sentences during the pre-test was very low or unacceptable. However, after the implementation of the intervention, there was a notable improvement, development, and increase in pupils' performance presented by evidence reflected in Figure 1, thus progress is remarkable. It was therefore concluded that utilizing research-based intervention using thinking maps, pictures, and basic sentence patterns has a positive and good effect on developing pupils' writing skills. Hence, the study recommends that teachers use pictures, thinking maps, and basic sentence patterns to develop pupils' skills in constructing sentences and addressing learning gaps as far as language learning is concerned.

**Keywords:** *basic sentence patterns; pictures; research-based intervention; sentence construction; thinking maps*

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## **Context and Rationale**

Sentence construction skill is a prerequisite in writing a good composition. It is one of the topmost fundamental skills that every learner should develop and possess. Before a writer becomes better or even better at writing composition, he or she may start from a simple or basic before an individual can make a terrific sentence and write a good composition of his or her own.

Mastering sentence construction skills is imperative in learning to write. Inadequate background and knowledge on how to construct a correct sentence may block the writer's competence to figure out ideas in a text, and this becomes a doomed problem for a huge number of learners.

According to Santangelo and Graham (2015), there was an estimated range of 12% to 44% of early writing hardship in elementary schools, and a study by Coker and Kim (2017) estimated between 6.97 to 14.7% found that pupils perceived definite learning dilemmas in writing whether that pupil can read or not. In addition, poor writing skills alter learners' work and achievement when entering the next level of education and the workplace (Graham, Collins, and Rigby-Wills 2017, 199-218).

Santangelo and Graham (2015) again stressed that problems in early writing skills could revamp the progress and improvement of higher writing skills of learners. The groundwork for better writing skills is unfolding for learners to develop early writing or sentence construction. Without this skill, learners may have difficulty making writing assignments difficult. This situation can be the mainspring of poor academic performance and later cause a learner's lack of confidence in writing tasks and even thrive their mindset of not being competent to write.

Sentence construction difficulties not detected until high school will progressively be hard to defeat the obstacles. The mediation to conquer hardship in writing should begin or start at the low-grade level or at the elementary school to provide and establish learners that they master initial writing skills (Datchuk and Dembek 2018, 7-27)

Using pictures in constructing sentences is more captivating and motivating for learners. Sentence construction is made simple and easy if enforced with pictures. It is a concrete, powerful tool that connects directly to the minds of the individual. Pictures establish the most prolific, productive, and economical medium in teaching. A single picture costs thousands of words. It is a blueprint that provides motivation, resulting in bountiful words and a gathering of logical and creative thinking. In addition, Hasanah (2015) said that employing pictures in learning how to write sentences is efficient because learners consider it more interactive and interesting.

Winfield (2012) opined that thinking maps are a standard graphic organizer approach to furnish a typical and simple visual representation in the teaching process. These visual representations guide pupils, assist them in learning and help develop a thinking ability to solve and clarify problems. Thinking maps aid in improving comprehension in reading, help in writing mechanisms, clarify solving problems in Math, and boost powerful thinking skills.

Furthermore, using thinking maps developed vital reasoning to guide pupils to visualize which thinking competence is applicable to iron out the problems. In the study by Fan (2016), the use of thinking maps, particularly in writing projects in English, was found effective in two weeks. Thinking maps stimulate learners to establish good sentence structure and contribute ample concepts, which gives learners the ability to write essay writing easily.

Constructing sentences has several patterns. According to Quirk et al. (1973), as quoted by Sari et. al (2021, 8), sentence patterns can be a tool to build a sentence. It has various patterns, for example, kinds of sentences (simple and complex sentences), which are effective in writing sentences. Furthermore, a sentence pattern (S-pattern) is

a definite form of sentence construction to be followed. In addition, Longknife and Sullivan (2012, 6) stated that there were twenty basic sentence patterns of sentences that a writer can use to figure out and write to produce a more stimulating and impressive sentence construction.

Sentence construction skills of pupils are one of the leading problems that arise in Tina Elementary School in the district of Dumalinao. Pupils in the elementary (Grades 4 to 6) cannot independently construct sentences. They hardly write paragraph compositions and opt not to submit assignments if sentence construction is involved. When it comes to formal writing composition, a lack of parallel structure of the sentence, a lack of subject-verb agreement, pronoun-reference agreement, and some more issues are noticeable. Pupils ambiguously grasp the thought of the sentence that makes their sentence construction erroneous. This problem proves that winning in journalism contest is impossible to take place. Their skill in constructing sentences is far beyond their expected grade level performance, and this problem is evident long before the pandemic.

The Department of Education released Order No. 021 s. 2019 a policy guideline on the K to 12 Basic Education Program in Elementary Education in its primary purpose is to assist students in building a strong foundation in reading, numeracy, social studies, and inquiry skills that will serve as a strong basis for lifelong learning. These include children's speech and language symbols, meaning that writing skills should be developed early. This reminds the researcher to be creative and find ways and means to help mold learners to become potential and competent.

With this preeminent problem and the ceaseless issue of difficulties in writing sentences of pupils, that keep on passing the blame from one teacher to another, from teacher to pupils, from grade level to another, and so forth. The COVID-19 pandemic of not having a two-year face-to-face instruction added to the dilemma and even worsened the situation. The researcher was motivated and inspired to conduct a study entitled "Utilizing Research-Based Intervention in Developing Skills in Constructing Sentences Using Thinking Maps, Pictures, and Basic Sentence Patterns" for this underlying issue. The intervention was employed with 21 Grade Five pupils of Tina Elementary School. Hence, the all-in-one use of thinking maps, pictures, and basic sentence patterns was given to the participants to develop their skill in constructing sentences and gradually develop a sense of liking for composition writing.

### **Innovation, Intervention, and Strategy**

This study adopted the research intervention of Annabelle A. Pasko of Kalingayan Elementary School, entitled "Enhancing Pupil's Performance in Composition Writing Through AP's Strategic Intervention and Writing Workshop" (2019). The AP's Strategic Intervention is a module-type material comprised of five parts. However, the researcher revised some of the intervention material to suit the study. Some of the topics were omitted and replaced with the appropriate lessons related to the research. The revised research-based intervention material is composed of five parts. Part I is the eight parts of speech and the subject-verb agreement. Part II is the parts of the sentence and the basic sentence pattern. Part III is the tips for writing good sentences, and Part IV consists of the common vocabulary and sample sentences in English, Filipino, and Mother Tongue. Part V is the learning task to be accomplished by the participants after every session. This intervention is purposely designed to develop skills among learners in constructing sentences.

The 21 Grade Five pupils were the participants of the study. The research-based intervention was conducted during home guidance and remedial class hour at 11:15 to 11:55 AM every Monday to Wednesday and at 8:00-11:00 AM every Thursday to Friday (modular time).

#### A. Before the session

1. Set up the physical climate and room arrangement.
2. Prepares the necessary materials for distribution, like strategic intervention booklets, printed learning tasks, and other activity worksheets, needed during the session.
3. Set a mind-conditioning status of the participants by engaging them in action songs and other related short activities.

#### B. During the session

1. Conducts a regular time for discussion at about 15-20 minutes per session.
2. Encourages and allows participants to interact with their classmates and teacher, which is relevant to the topic.
3. Monitors and guides pupils in every learning task.
4. Manages and keeps a positive environment that gives pupils a sense of belongingness that their work or outputs are valued and recognized.

#### C. After the session

1. Collects and evaluates pupils' output or learning task.
2. Keeps a daily record of pupils to monitor individual progress and documentation purposes.
3. Follow-up pupils for further assistance.

### **Action Research Questions**

The Research-Based Intervention in Developing Skills in Constructing Sentences Using Thinking Maps, Pictures and Basic Sentence Patterns sought to answer the following questions:

1. What are the difficulties faced by the Grade Five pupils in terms of the following indicators?
  - a. Correct subject and subject placement
  - b. Correct grammar
  - c. Complete thought
  - d. Correct spelling
  - e. Correct order of basic sentence pattern
  - f. Correct capitalization
  - g. Correct punctuation marks
2. What is the performance of pupils in constructing sentences after employing the intervention?
3. What is the effect of the Research-Based Intervention in developing skills in constructing sentences using thinking maps, pictures, and basic sentence patterns?

### **Action Research Methods**

#### **Research Design**

The researcher employed qualitative and quantitative research methods to determine the subject of the study is developing their skills in constructing sentences. Under quantitative, the weighted mean was computed to analyze and interpret the numerical data. This research also administered a qualitative method of research in the

form of Focus Group Discussion (FGD) to collect feedback in carrying out their skills in constructing sentences. Mertens et al (2016) stated that employing a mixed method research design (quantitative and qualitative) shows a fundamental aspect to the researcher to become guided and to be more established into a deep determination in conducting research.

### **Participants and/or Other Sources of Data and Information**

The participants of the study were 21 Grade Five pupils, of which 10 were boys, and 11 were girls of Tina Elementary School, Tina, Dumalinao, Zamboanga del Sur, who are currently enrolled for the school year 2022-2023. Participants were also interviewed before and after the implementation of the research-based intervention using the interview guide questions.

### **Research Instruments**

This study used three instruments in collecting the data: A Questionnaire Survey (Appendix A), a Pupils' Performance Log (Appendix B), and an Interview Guide. The questionnaire survey was the instrument used to test the participants before implementing the intervention to find the difficulties the Grade Five pupils faced in constructing sentences. A post-survey test of the same genre was also given to collect data and to compare results before and after the intervention was implemented. Appendix B was the Pupil's Performance Log used to record the participants' performance from the all-in-one learning task (the thinking maps, pictures, basic sentence patterns, and sentences formed). The interview guide question in the form of a Focus Group Discussion (FGD) was also used as a qualitative survey (see Appendix C) to gather additional information and feedback before and after the implementation of the intervention.

### **Data Gathering Procedure**

This study followed the action research process of Hendrick's AR Model: reflect, act, and evaluate, with the following phases: reflect, act, and evaluate.

**Reflect.** Within seventeen years of teaching in Tina Elementary School and handling Grade 5 pupils for twelve years, I observed pupils hardly construct sentences. If some can, the grammar rules were not observed, and the thought of the sentences were vague. Many errors were found, making their writing complicated and erroneous. This phenomenon does not happen to a single batch of pupils but is monotonous in every batch. The problem worsened when the COVID-19 pandemic of two years of not having face-to-face instruction had taken negative effect and changed normal educational settings worldwide. Thus, all learners in Tina Elementary School are not exempted from its devastating effects. It made me meditate to find a solution that could help minimize the problem. I spontaneously interrogated some pupils, and the responses were almost identical to those I received. In my contemplation, a solution or treatment should start before they are promoted to another grade, and an intervention is needed to cope with the lack of skills that they deserve.

**Act.** It all started with an observation, a monotonous problem of different batches of pupils struggling to write sentences. I opted to adopt the AP's Strategic Intervention by Annabelle A. Pasko, a Master Teacher I at Kalingayan Elementary School, and asked her permission. I made some revisions to the adopted intervention material to compel my study. To put my actions into formal and legal documentation, I then decided to schedule a homeroom meeting to ask for parents' consent that their

children would be the participants and beneficiaries of my study. Agreements were set and reflected in the minutes.

A pre-test survey was given to 21 participants to collect the necessary data and compute the weighted mean. After such, an interview was conducted with some pupils in the form of a Focus Group Discussion (FGD) about the difficulties they faced in constructing sentences. During the interview, I made it a point to establish a comfortable environment to inspire openness on the part of the participants. Permission was asked from them that an audio recorder to be used. All information being recorded was kept confidential. All interviews from the participants were not only recorded but also noted on paper by the researcher. The notes were compiled for reference to supplement the transcription.

Upon implementation of the intervention, sessions were held for about 40 minutes from Monday to Wednesday every 11:15-11:55 AM (utilizing the remedial time and home guidance) and 3 hours every Thursday and Friday from 8:00-11:00 AM (utilizing the modular-time schedule). These were to discuss the topics found in the research-based intervention material. The lesson allocated only 15-20 minutes of discussion, the rest was to accomplish the learning task or activity worksheets. Their outputs were evaluated and recorded in the pupils' performance log to monitor if there was development and progress upon the application of the intervention. The intervention was employed from August 2022 to October 2022.

**Evaluate.** At this stage, the collected data from the participants were evaluated and recorded in the Pupils' Performance Log (Appendix B). The pre-test and post-survey results were computed and presented in tabular form, and a graphical presentation to compare the results before and after the intervention was employed for easy interpretation. After the intervention, I also interviewed some selected participants about the effect of the implemented research-based intervention using an audio recorder.

## **Data Analysis**

The data gathered from the quantitative method of my study was analyzed through the weighted mean to determine the difficulties the Grade Five pupils faced in constructing sentences from Appendix A. The results from the pre-test and post-test were compared and shown in a tabular form and graphical presentation using descriptive statistics. According to Fisher and Marshall (2009), descriptive statistics are methods for organizing, presenting, and analyzing data that include numerical and graphical elements. Organizing data into tables and graphs can help make the data easy to interpret and analyze. The data/information acquired from the qualitative survey was interpreted, printed into transcription, coded, and analyzed to determine the discussion.

## **Results and Discussion**

The following are the results and analysis drawn from the data.

### ***Pre-Test and Post-Test Results***

Findings in Table 1 show the pre-test and post-test of the 21 participants about the survey questions conducted. Results reflected in Table 1 answer question number 1, with seven indicators found in the survey form (Appendix A), which is to find out the difficulties confronted by the Grade Five pupils in constructing sentences.



**Table 1: Comparative Results of Pre-Test and Post-Test**

COMPARATIVE RESULTS OF PRE-TEST AND POST-TEST														
	RESPONSES													
	N=21													
INDICATORS	PRETEST						TWM	POSTTEST						TWM
	WM							WM						
	#1	#2	#3	#4	#5	#6		#1	#2	#3	#4	#5	#6	
a. Correct subject and subject placement	2.90	2.10	3.24	2.10	2.90	1.81	2.51	3.43	4.10	3.71	3.71	3.86	3.33	3.69
b. Correct grammar	2.24	1.38	1.71	1.29	1.76	1.38	1.63	2.90	3.14	3.14	2.90	3.00	2.90	3.00
c. Complete thought	2.67	1.52	1.81	1.33	1.90	1.38	1.77	2.95	3.00	3.19	3.29	3.57	3.10	3.18
d. Correct spelling	2.86	1.71	1.81	1.38	1.71	1.33	1.80	3.71	2.90	3.14	2.90	3.33	3.38	3.23
e. Correct order of basic sentence pattern	2.48	1.95	1.67	1.14	2.33	1.19	1.79	3.48	3.24	3.95	3.33	4.05	3.95	3.67
f. Correct capitalization	1.95	1.38	2.33	2.14	1.86	1.19	1.81	3.67	4.05	4.43	4.05	3.14	3.00	3.72
g. Correct punctuation marks	1.57	2.14	1.76	1.95	1.76	1.76	1.82	4.05	4.29	4.43	4.24	4.05	4.24	4.22
AVERAGE							1.88							3.53

**Legend:****Numerical Scale**

5 – (4.26 – 5.00)

4 – (3.51 – 4.25)

3 – (2.76 – 3.50)

2 – (2.01 – 2.75)

1 – (1.26 – 2.00)

**Response Category**

- Excellent

- Good

- Fair

- Poor

- Unacceptable

**TWP – Total Weighted Points****WM – Weighted Mean****Difficulties Faced by the Grade Five Pupils***a. Correct subject and subject placement*

Indicator No. 1 got the highest total weighted mean of 2.51 in the pretest survey. Nevertheless, it was revealed as "Poor." This shows that most of the pupils' sentence construction does not contain a subject, or the placement of the subject is incorrect.

This difficulty faced by the Grade Five pupils was supported by the following confessions during the focus group discussion:

**“Wala man ko kabalo anang subject sa sentence Ma’am. Abi man nako ang subject parehas anang subject sa Science, Math, ug Filipino, mao na sa akong pagtoo. Dili gyud ko kabalo muhimo sentence Ma’am.”** [I do not know about subject within the sentence Ma’am. All I thought the word subject refers to Science, Math and Filipino. I don’t know how to construct sentences.]. P4

**“Sa pagkatinood Ma’am wala ko kaila subject, mao nang dili ko kabalo muhimo sentence. Lisud man ang sentence himoon Ma’am oi.”** (Honestly Ma’am, I do not know what a subject is and what is a sentence, that’s why I do not know how to write sentences. Writing sentences is tough.) [P2]

*b. Correct grammar*

Indicator No. 2 had the lowest total weighted mean among the seven indicators, garnering only 1.63, which was revealed as "Unacceptable." The result signifies those pupils committed ample grammatical errors when constructing sentences.

This difficulty faced by the Grade Five pupils was also supported by their confessions during the focus group discussion:

***"Lisud gyud kaayo himoon ang sentence Ma'am. Wala man ko kaila anang 'verb', wala pud ko kabalo anang 'grammar rules'. Wala ko kabalo unsa na sila Ma'am."*** (Writing sentences is hard. I don't know about verbs and grammar rules. I don't know them either.) [P10]

***"Wala man ko kaagi unsaon paghimo sentence Ma'am, mao nang lisud gyud para nako. Wala ko'y idea unsaon pagsulat anang sentence, wala ko kabalo anang mga 'grammar rules.'" (I was not oriented how to write sentences, that's the reason why I find it difficult. I don't have an idea to construct sentences and I do not know about grammar rules.)*** [P1]

*c. Complete thought*

Indicator No. 3 in the pretest garnered a total weighted mean of 1.77, which appeared as "Unacceptable". The result shows that pupils write vaguely in expressing clear thoughts in constructing sentences.

This difficulty was also supported by the following statements of the Grade Five pupils:

***"Dili gyud ko kabalo Ma'am, kanang paghimo sentence dili kaya sa powers. Maglugos pa gani ko'g basa Ma'am, samot na gyud maghimo sentence".*** (I don't know how to construct sentences. It's beyond my powers. I have difficulty in reading, much more about constructing sentences.) [P5]

***"Sorry Ma'am, wala ko'y idea unsa nang complete thought ug sentence. Dili ko kabalo musulat sentence."*** (Sorry Ma'am, I don't have an idea what is a complete thought all about. I do not know how to write sentences at all.) [P3]

*d. Correct spelling*

Indicator No. 4 got a total weighted mean of 1.80 in the pretest which appeared as "Unacceptable". The result manifests that pupils cannot spell correctly the words used in constructing sentences.

This difficulty was also supported by the following confessions of the Grade Five pupils:

***"Hina gyud ko anang spelling Ma'am. Lisud manang spelling Ma'am oi."*** (I don't like spelling Ma'am. Words are difficult to spell.) [P7]

***"Basta spelling na gani Ma'am labi na English, maglisud gyud ko ana".*** (When it comes to spelling, especially English words, I find it more difficult.) [P9]

*e. Correct order of basic sentence pattern*

Indicator No. 5 collected a total weighted mean of 1.79 in the pretest, which was revealed as "Unacceptable". The result shows that pupils cannot follow the correct order of the basic sentence pattern in constructing sentences.

**“Wala man ko’y kalibotan anang sentence pattern Ma’am, karun pako kadungog ana. Dili ko kabalo musulat sentence Ma’am.”** (I am unaware of sentence patterns..., and this is the first time to hear about that. I do not know how to write sentences.) [P6]

**“Dili man ko kabalo maghimo sentence Ma’am oi, kanang pattern wala sad ko kabalo.”** (I do not know how to construct sentences Ma’am; besides, I do not know about the patterns.) [P2]

*f. Correct capitalization*

Indicator No. 6 in the pretest survey got a total weighted mean of 1.81 which appeared as “Unacceptable”. This signifies that pupils do not capitalize the beginning letter of the sentence and some other proper nouns used in the sentence.

This difficulty is supported by the following confessions of the Grade 5 pupils:

**“Wala man ko kabalo anang capitalization Ma’am. Wala ko kabalo nga kinahanglan diay e- capitalized ang pinakuna nga letra sa sentence.”** (I don’t know about capitalization..., I don’t know, I need to capitalize the first letter of the sentence.) [P1]

**“As in wala ko kabalo anang correct capitalization Ma’am. Lisud gyud diay tong duha ka tuig nga wala me ka-eskwela dumikan sa pandemic.”** (I really don’t know about correct capitalization. The two years of not coming to school brought by the pandemic, made us unproductive.) [P5]

*g. Correct punctuation*

Indicator No. 7 got a total weighted mean of 1.82 in the pretest, which was revealed as "Unacceptable." This result signifies that pupils do not put a punctuation mark, such as a period, at the end of the sentence.

This difficulty faced by the Grade Five pupils was supported by the following confessions during the focus group discussion:

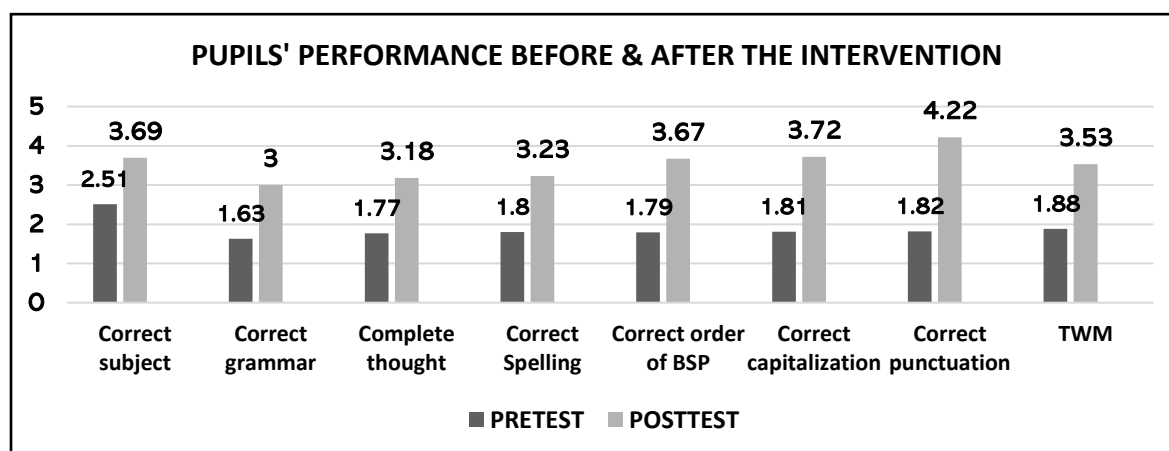
**“Wala gyud ko kalibotan anang punctuation marks Ma’am. Wala ko kabalo nga butangan diay period sa katapusan sa sentence.”** (I do not know about punctuation marks...I do not know that a sentence must end with a period.) [P8]

**“Karun pako anang punctuation marks Ma’am.... Wala ko kabalo gyud ana, wala man sad nagtudlo nako anang mga punctuation marks.”** (This is just the time I hear about

*punctuation marks...I do not know about them. No one ever teaches me about punctuation marks.) [P 4]*

The results shown in Table 1 in the pretest survey garnered an overall total weighted mean of 1.88 which appeared as “Unacceptable”. This manifests that Grade Five pupils are truly facing difficulties in constructing sentences.

**Figure 1: Performance of Pupils in Constructing Sentences After Employing the Intervention**



In Figure 1, the pupils' performance in the post-test showed an improvement in the performance of pupils in constructing sentences after employing the intervention. The graph shows that each indicator increases from the pretest to the posttest; thus, the average total weighted mean in the pretest is 1.88, and it increases to 3.53 in the posttest. The evidence of having an increase of 1.65 in weighted mean after employing the intervention, revealed an overall response category from “Unacceptable” to “Good”. The result clearly shows that there is progress and an increase in the performance of pupils in constructing sentences after the intervention was employed.

### ***Effect of the Research-Based Intervention in Developing Skills in Constructing Sentences Using Thinking Maps, Pictures, and Basic Sentence Patterns***

Based on the performance of pupils, as shown in Table 1 and Figure 1, the research-based intervention in developing skills in constructing sentences using pictures, thinking maps, and basic sentence patterns manifests that there is an overall positive effect on pupils' performance. The result shows that the intervention is effective, and it helps develop the skills of pupils in constructing sentences using thinking maps, pictures, and basic sentence patterns. Although not all can write perfectly, the difficulties and problems pupils face in constructing sentences have been minimized.

The effectiveness of the employed intervention is supported by the following statements from randomly selected pupils during the focus group discussion:

***" Nakabalo na gyud ko Ma'am unsaon paghimo sentence, abi man nako lisud, sayon raman diay. Isulat ra sa thinking maps ang mga words, sundon ra nimo ang sentence pattern, makahimo na dayon sentence".*** (This time I know how to construct sentences, at first, I thought it was difficult but writing the words inside the thinking maps

*and following the given sentence patterns, makes the process easy"). [P6]*

**" Nindot ang epekto sa imong gitudlo Ma'am. Medyo gilisuran ko sa permero peru ngadto sa ngadto nakabalo gyud ko. Sundun lang 'tong pattern, makasulat nami sentence. Karun nakabalo nako unsaon paghimo".** *(The effect on how to construct a sentence is amazing. At first it was a little bit harder but gradually I learn how to construct sentences through following the patterns. Now, I know how to write sentences"). [P8]*

### **Conclusion and Recommendation**

The result of this study conclusively proved that utilizing research-based intervention using thinking maps, pictures, and basic sentence patterns effectively developed pupils' skills in constructing sentences, as shown in a graphical presentation in Figure 1. It can be concluded that pupils are gradually learning; thus, the progress of pupils' performance is apparent in the posttest. The study also found the difficulties the pupils faced in constructing sentences, as presented in a tabular form in Table 1. It can also be drawn that these difficulties faced by the pupils, based on their confessions during the focus group discussion, were genuine statements that lack of prior knowledge made it more difficult to construct sentences. Furthermore, this study also prevails that the intervention strategy is effective and gives an improvement in the development of skills of pupils during the period of implementation; thus, if pupils keep on the constant practice of writing sentences every day, they will eventually develop into a good and even best writers and can reach out mastery level. This acquired skill will somehow hone them into effective and best writers in various fields.

The sentence construction skill of children requires action and dedication from both learners and teachers to reach desirable performance or mastery levels. It takes a process to equip children with prior knowledge to become effective and skillful thus, teachers play an essential role in providing a substantial foundation for learning. Hence, the result of the study recommended the following: (a) using thinking maps, pictures, and basic sentence patterns must be considered by the teachers as one of the compelling strategies to develop pupils' skill in constructing sentences, which would help address learning gaps as far as language learning is concerned, (b) the school should support financially by allocating funds from the MOOE for the reproduction of the needed essential materials, and lastly (c) teachers should also encourage learners to read, to enrich and widen one's vocabulary because reading is a pathway to writing.

### Action Plan

<b>Goals/ Objectives</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Time Frame</b>	<b>Persons Involved</b>	<b>Expected Output</b>
Conducted an FGD to selected participants.	Interviews were recorded and noted on paper	Audio recorder/ cellphone, Notebook and pen	May 2022	Researchers and selected participants	Compilation of recorded transcription
Revised the research-based intervention material, reproduction/printing , and binding	Collected essential references, pictures, etc., from the internet	Laptop, Wifi, ink, printer, bond papers, folders, fasteners, plastic covers	May to July 2022	Researcher	Book-bound compilation of research-based intervention materials
Conducted Homeroom PTA meeting and distributed parent consent	Parents were asked to sign the parental consent	Parent consent form	August 2022	Researcher and the parents	Returned the signed parent consent
Gathered data on a pre-survey question	Participants were asked to answer the pre-test survey questions	Appendix A (Survey Questions)	August 2022	Researcher And the 21 participants	Returned the answered survey questions
Analyzed the data on the pre-survey.	Recorded, tabulated, and interpreted the results	Laptop	August 2022	Researcher	Compiled data, tabulated, & interpreted
Conducted an FGD for selected participants	Interviews were recorded and noted on paper	Audio recorder/ cellphone, paper & pen	August 2022	Researcher And selected participants	Compilation of recorded transcription
Interpreted, analyzed, & coded the information gathered from FGD	Interpreted, analyzed, and coded the statements from the participants	Laptop, Wifi, Notebook, pen	August 2022	Researcher	Compilation of printed transcription
Implemented the research-based intervention using pictures, thinking maps, and basic sentence patterns.	Conducted mini-lessons for 15-20 minutes per session.  Participants answered the given learning task.	Binded compilation of research-based intervention materials and printed learning task	August-October 2022	Researcher and the participants	Returned the answered learning task
Gathered the results in Appendix B.	Checked and evaluated the returned learning task	Answered the learning task	August-October 2022	Researcher	Results were reflected in Appendix B
Gathered data on post-survey questions.	Pupils were asked to answer the post-survey question	Appendix A (Survey Questions)	November 2022	Researcher Participants	Returned the answered survey questions
Analyzed the gathered data	Recorded and interpreted the results	Laptop	November 2022	Researcher	Data were tabulated

					and interpreted
Conducted an FGD for selected participants	Interviews were recorded and noted on paper	Audio recorder/ cellphone, paper & pen	November 2022	Researcher And selected participants	Compilation of recorded transcription
Interpreted, analyzed, and coded the information gathered from FGD	Interpreted, analyzed, and coded the statements from the participants	Laptop, Wifi, Notebook, pen	November 2022	Researcher	Compilation of printed transcription

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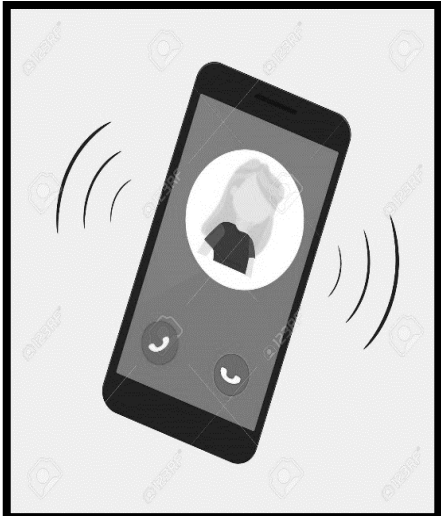
### Financial Report

Activities	Quantity	Unit	Estimated cost	Total estimated cost
<b>SUPPLIES AND MATERIALS</b>				
A4 Bond Paper 80 GSM	12	ream	₱ 240.00	₱ 2,880.00
Short Bond paper 80 GSM	4	ream	₱ 230.00	₱ 920.00
T664 printer ink Cyan	2	refill bottle	₱ 375.00	₱ 750.00
T664 printer ink yellow	2	refill bottle	₱ 375.00	₱ 750.00
T664 printer ink magenta	3	refill bottle	₱ 375.00	₱ 1,125.00
T664 printer ink black	4	refill bottle	₱ 375.00	₱ 1,500.00
Short Folders (plain)	30	pcs	₱ 10.00	₱ 300.00
<b>SUBTOTAL:</b>				₱ 7,845.00
<b>Reproduction and Binding cost</b>				
Short Folders (colored)	25	pcs	₱ 12.50	₱ 312.50
Fasteners	130	pcs	₱ 2.00	₱ 260.00
Folder plastic cover (short)	25	pcs	₱ 12.00	₱ 300.00
Duct Tape (green)	4	pcs	₱ 100.00	₱ 400.00
<b>SUBTOTAL:</b>				₱ 1,272.50
<b>Food expenses during FGD</b>				
	21	pax	₱ 25.00	₱ 525.00
<b>SUBTOTAL:</b>				₱ 525.00
<b>GRAND TOTAL:</b>				<b>₱ 9, 642.50</b>

## Appendix A Pre-test Survey Form

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Construct a sentence/s based on the pictures. Write the words inside the thinking maps that best tell the picture. Then, write the sentences formed in the space provided. Please follow the given basic sentence pattern.

1. 

<https://rb.gy/yozz17>

\_\_\_\_\_  
 Subject

\_\_\_\_\_  
 I.V

\_\_\_\_\_  
 I.V

**Sentences Formed:**

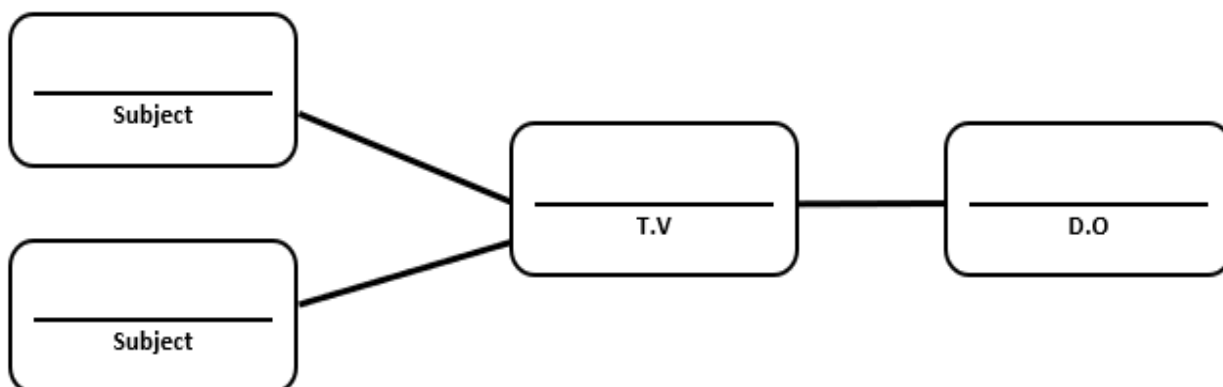
a. \_\_\_\_\_

b. \_\_\_\_\_

2.



<https://rb.gy/zmbs6u>



**Sentences Formed:**

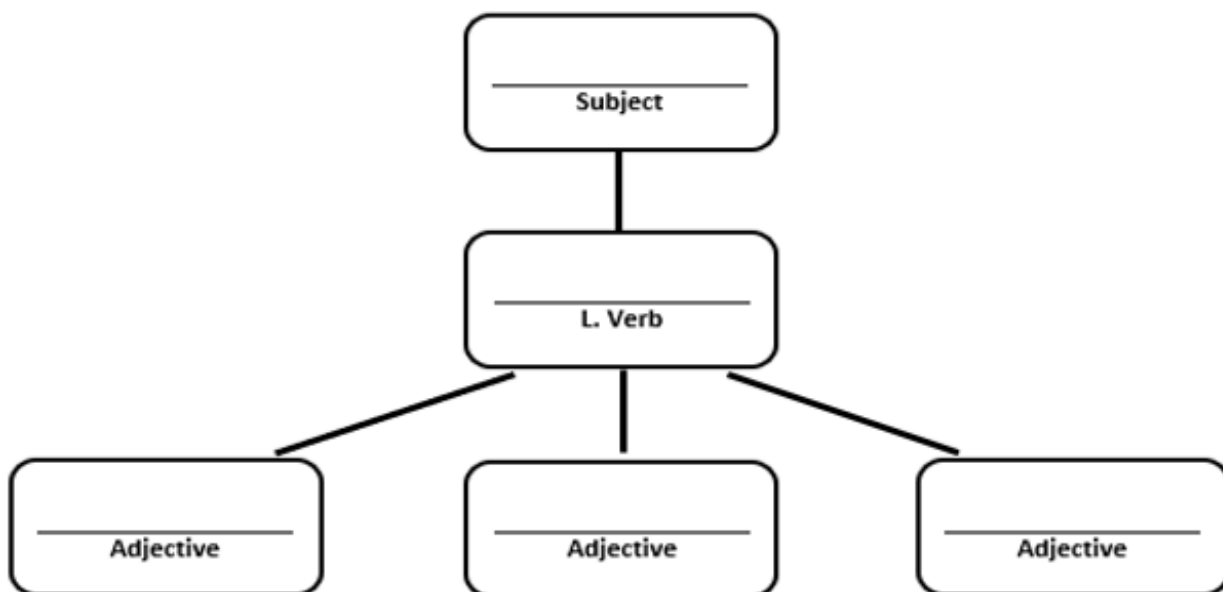
a. \_\_\_\_\_

b. \_\_\_\_\_

3.



<https://rb.gy/khproi>



**Sentences Formed:**

a. \_\_\_\_\_

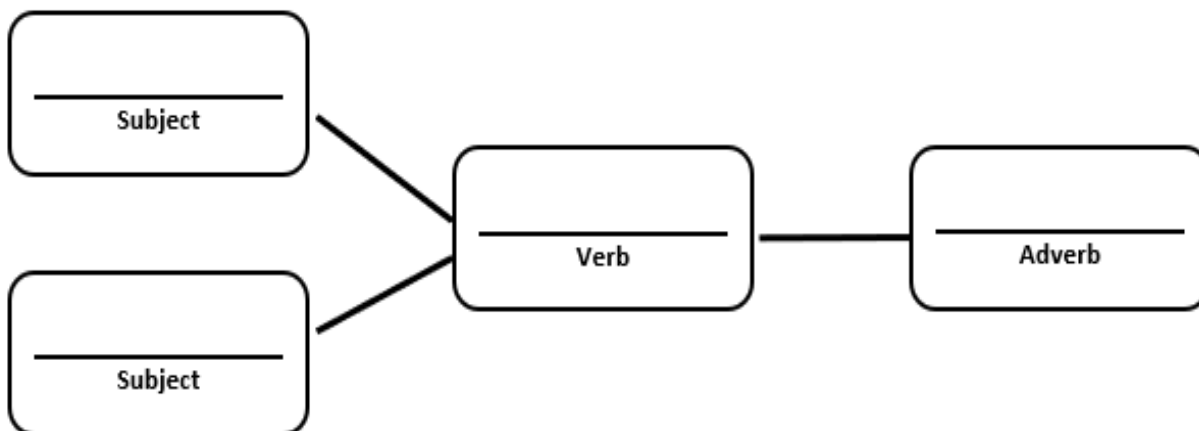
b. \_\_\_\_\_

c. \_\_\_\_\_

4.



<https://rb.gy/0y4ojy>



**Sentences Formed:**

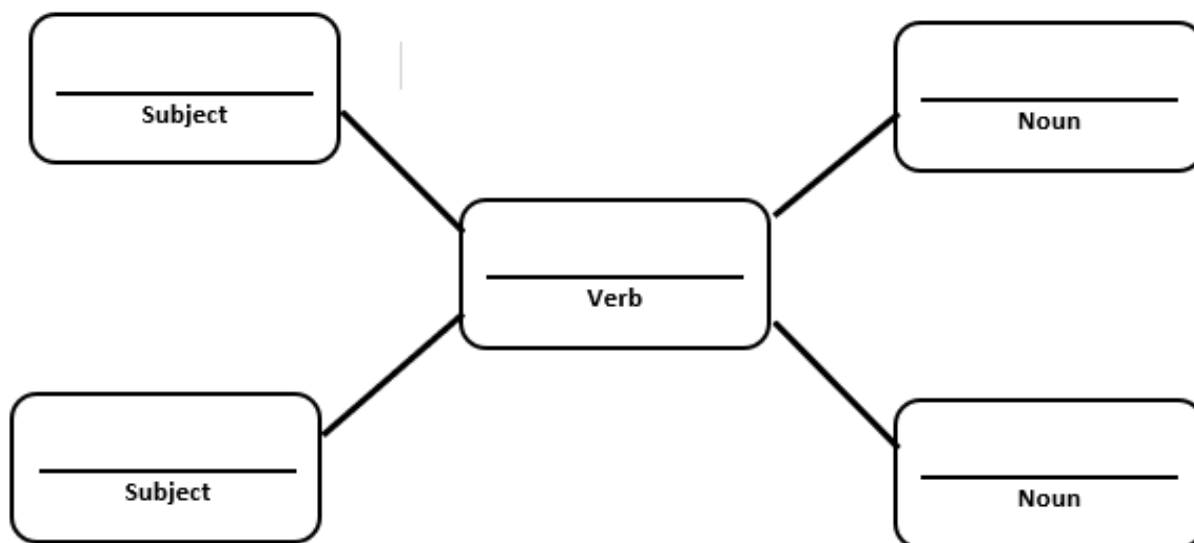
a. \_\_\_\_\_

b. \_\_\_\_\_

5.



<https://rb.gy/kowmgn>

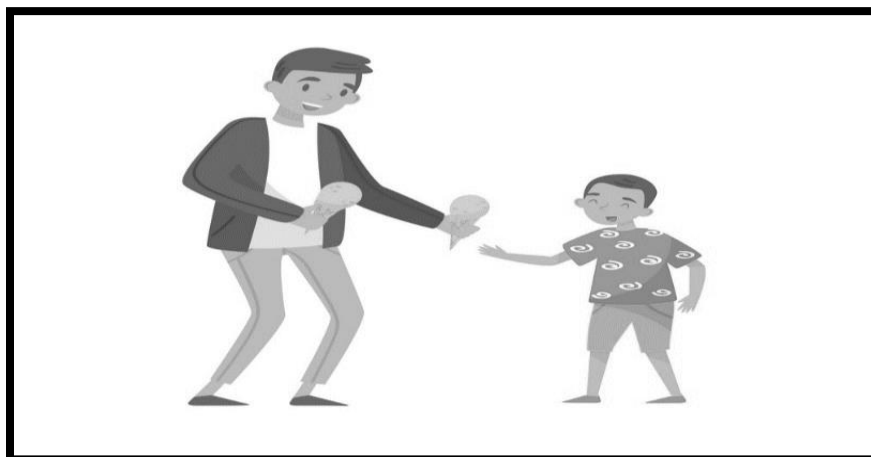


**Sentences Formed:**

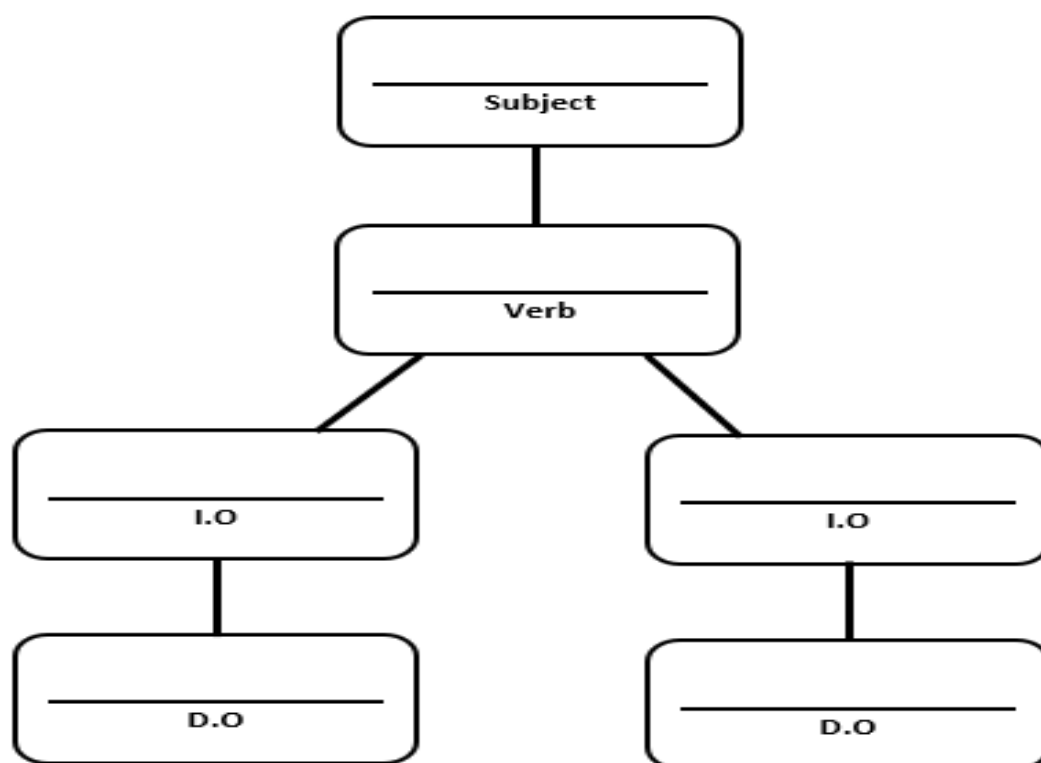
a. \_\_\_\_\_

b. \_\_\_\_\_

6.



<https://rh.pv/dcih7d>



**Sentences Formed:**

a. \_\_\_\_\_

b. \_\_\_\_\_

## Appendix B

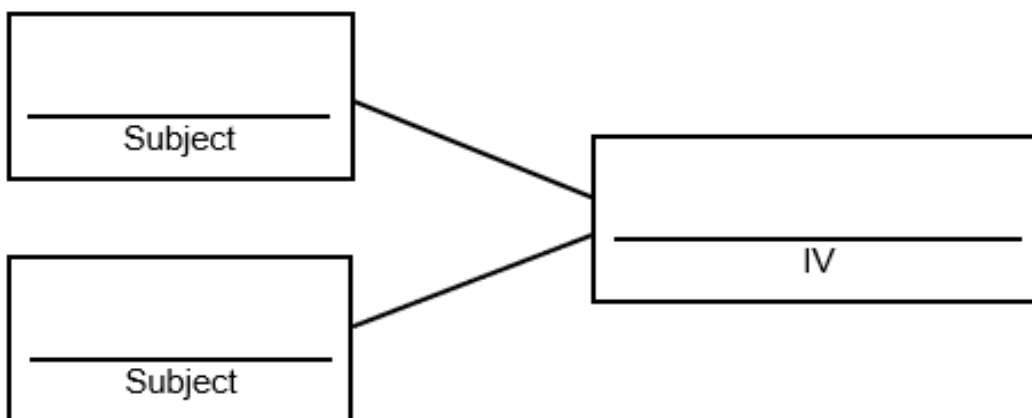
### Post-Test Survey Form

**Directions: Construct your own sentences based on the pictures. Write the words inside the thinking maps that best tell the picture. Then write the sentences formed on the space provided. Please follow the given Basic Sentence Pattern**

1.



<https://rb.gy/4kh281>



**Sentences Formed:**

a. \_\_\_\_\_

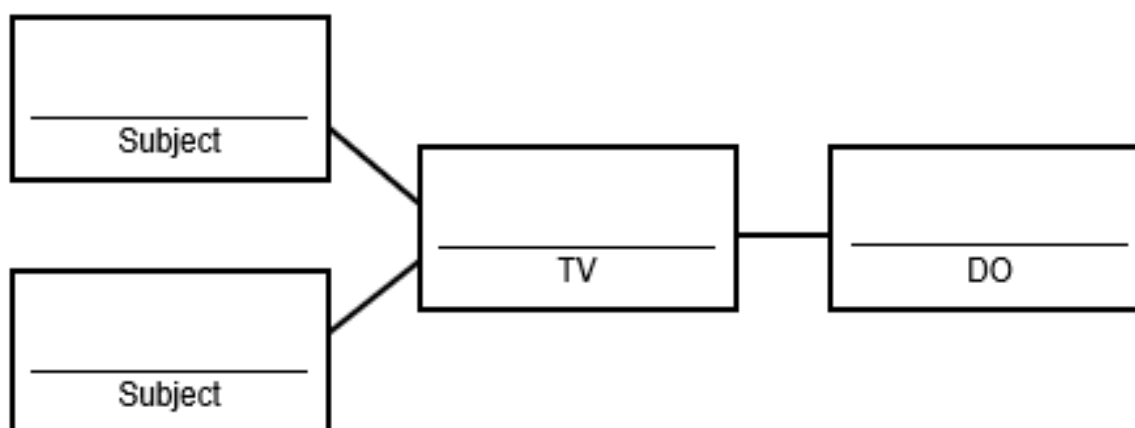
b. \_\_\_\_\_



2.



<https://rb.gy/mxvzhf>



**Sentences Formed:**

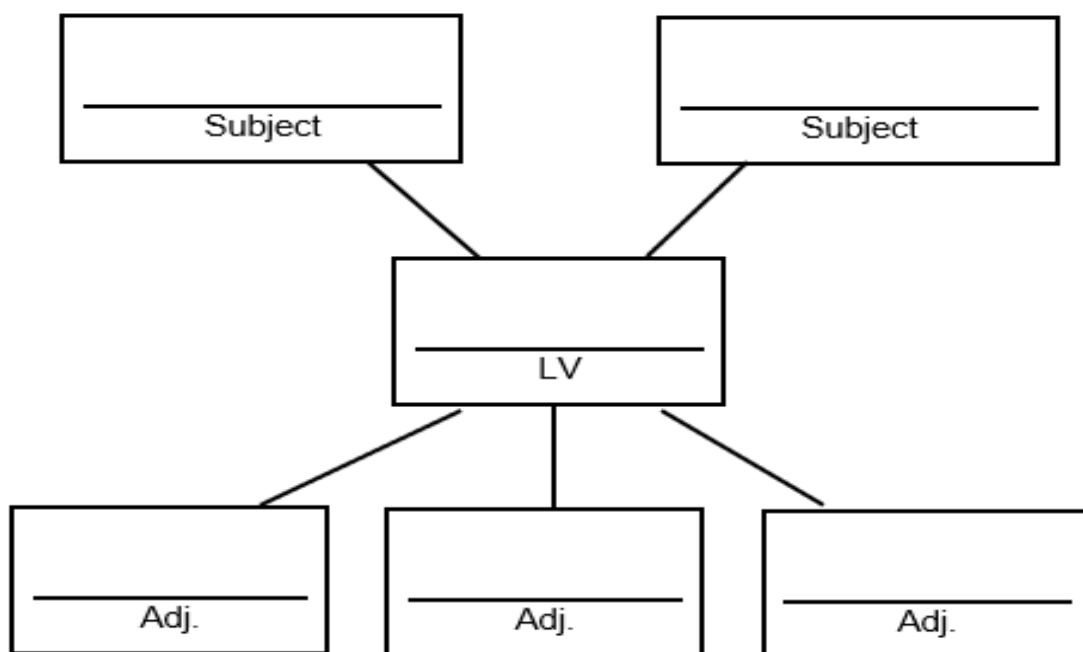
a. \_\_\_\_\_

b. \_\_\_\_\_

3.



<https://rb.gy/qec9pp>



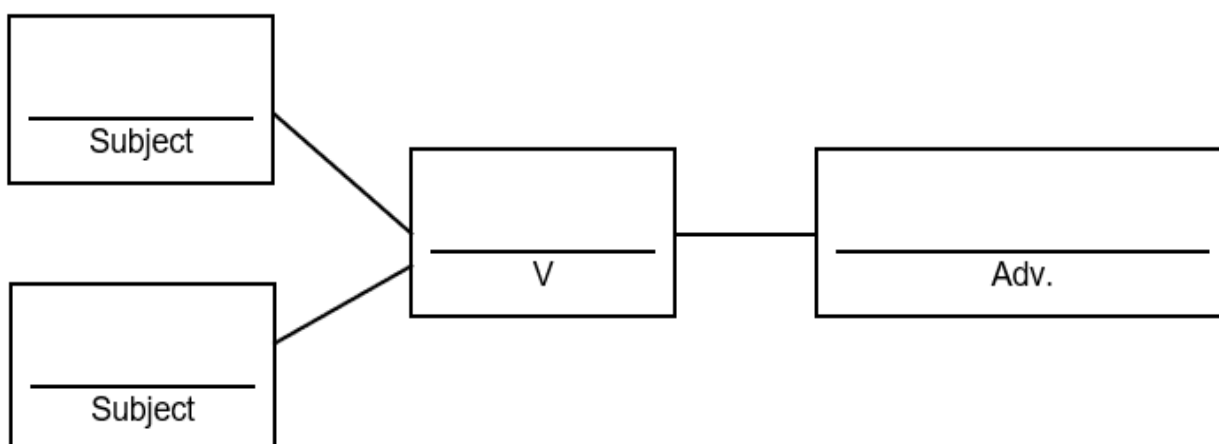
**Sentences Formed:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

4.



<https://rb.gy/9g4aw8>



**Sentences Formed:**

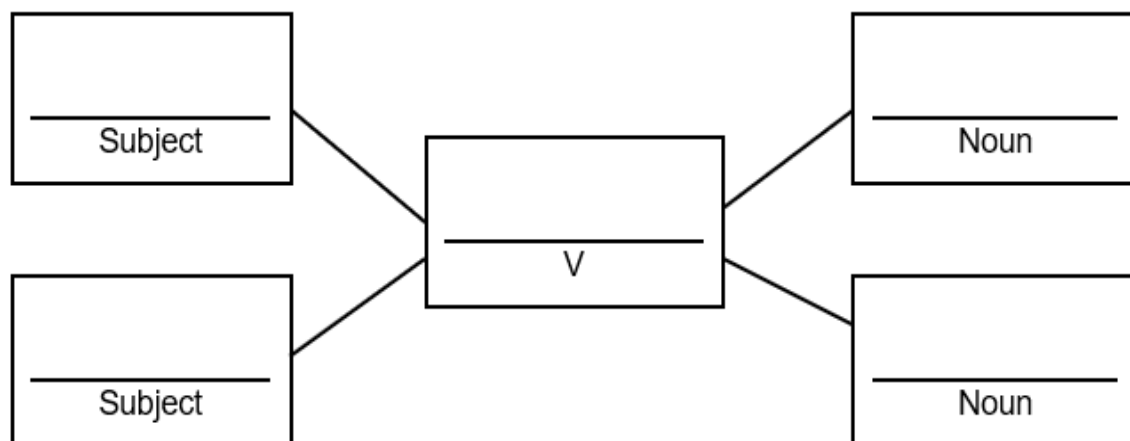
a. \_\_\_\_\_

b. \_\_\_\_\_

5.



<https://rb.gy/6a2ixg>



**Sentences Formed:**

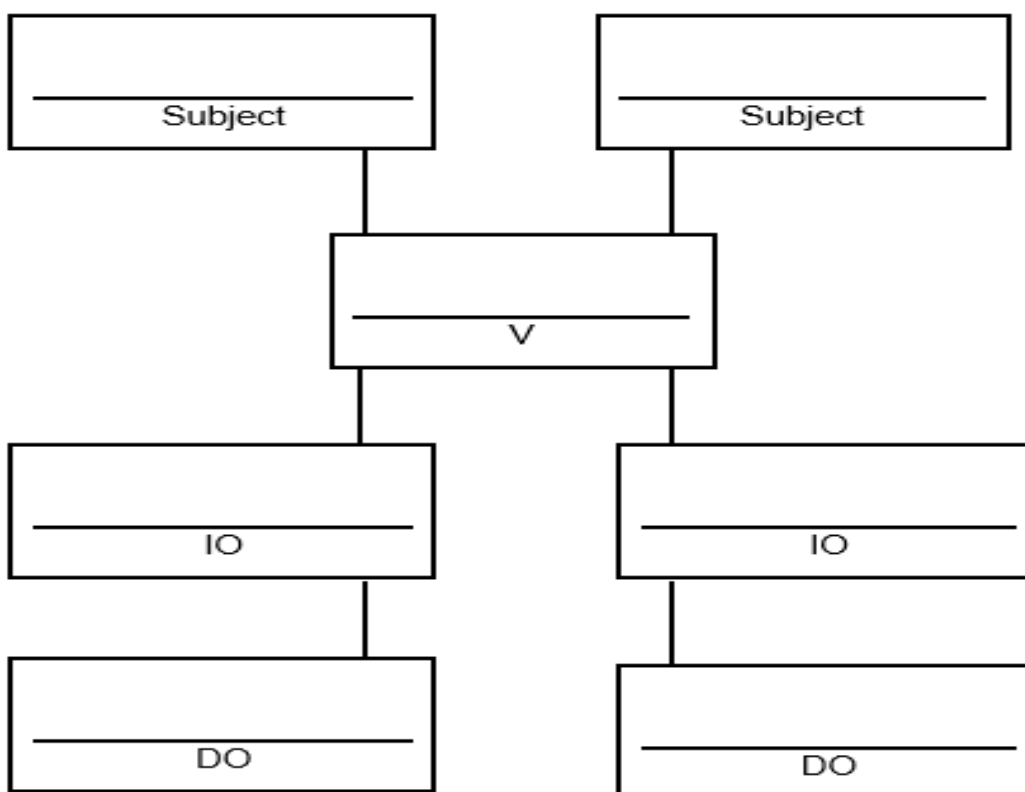
a. \_\_\_\_\_

b. \_\_\_\_\_

6.



<https://rb.gy/lvgs93>



**Sentences Formed:**

a. \_\_\_\_\_

b. \_\_\_\_\_

## Pupils' Performance Log

[illegible]

DepEd Region IX

## **Appendix D**

### **Focus Group Discussion Guide Questions**

1. What are your thoughts and difficulties in constructing sentences in terms of the following?
  - a. Correct subject and subject placement
  - b. Correct grammar
  - c. Complete thought
  - d. Correct spelling
  - e. Correct order of basic sentence patterns
  - f. Correct capitalization
  - g. Correct punctuation marks
2. What is your impression of the effect of the research-based intervention using thinking maps, pictures, and basic sentence patterns after the intervention?

## Appendix E

### Sentence Construction Rubrics

	Unacceptable 1pt.	Poor 2pts.	Fair 3pts.	Good 4pts	Excellent 5pts.
<b>Subject</b> Does the sentence contain a subject?	The sentence does not have a subject.	The sentence has a subject but does not signify to the given picture and is used or placed incorrectly.	The sentence has a subject but does not signify to the given picture.	The sentence has a subject that signify to the given picture, but it is used or placed incorrectly.	The sentence has a subject that signify to the given picture which is used and placed correctly.
<b>Verb</b> Does the verb agree with the subject?	The sentence does not have a verb.	The sentence has a verb but does not agree with the subject and it is used and placed incorrectly.	The sentence has a verb but does not agree with the subject.	The sentence has a verb which agree with the subject, but it is used or placed incorrectly.	The verb agrees with the subject and is used and placed correctly.
<b>Grammar</b> Sentence structure	4 or more grammatical errors.	3 grammatical errors.	2 grammatical errors.	1 grammatical error.	0 grammatical error.
<b>Complete thought</b> Does the sentence express a complete thought?	Nonsense at all.	The sentence does not complete a thought. It has a lot of errors that causes confusion.	The sentence has a few errors which cause the reader to reread for understanding.	The sentence partially expresses a complete thought.	The sentence expresses a complete thought. It is easy to understand.
<b>Spelling</b> How many words are spelled correctly?	The sentence contains 4 or more misspelled words.	The sentence contains 3 misspelled words.	The sentence contains 2 misspelled words.	The sentence contains 1 misspelled word.	All words are spelled correctly.
<b>Capitalization</b> Does the beginning of the sentence start with a capital letter? And all other proper nouns used are capitalized?	Capitalization of the beginning of the sentence and all other proper nouns used are unobservable.	Capitalization of the beginning of the sentence is not observed but the rest of the proper nouns used are capitalized.	Capitalization of the beginning of the sentence is observed but some of the proper noun used are not.	Capitalization of the beginning of the sentence is observed but few other proper noun used are not.	Capitalization of the beginning of the sentence and all other proper noun used are observable.



## Appendix F

### Grading Scale/Assessment in Constructing Sentences

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Item No: _____	Grading Scale					
1. Correct subject-verb agreement	5	4	3	2	1	
2. Correct sentence structure	5	4	3	2	1	
3. An appropriate order of basic sentence pattern	5	4	3	2	1	
4. Correct spelling	5	4	3	2	1	
5. Correct capitalization	5	4	3	2	1	
6. Correct punctuation marks	5	4	3	2	1	
<b>TOTAL</b>						

### GRADING SCALE

#### Adjectival Equivalents

#### Numerical Equivalents

Best	5
Better	4
Good	3
Fair	2
Needs Improvement	1

## **Appendix G**

### **Letter of Parental Consent**

**Title**

This study is titled “Utilizing Research-Based Intervention in Developing Skills in Writing Sentences Using Thinking Maps, Pictures, and Basic Sentence Patterns” an approved action research to be conducted this August 2022-October 2022.

**Researcher**

This study is to be conducted by Jeanette E. Quiboy, a Teacher III, and a Grade Five class adviser of Tina Elementary School, Tina, Dumalinao, Zamboanga del Sur. The researcher can be contacted through this number 09076261647 or email address [jeanette.quiboy@deped.gov.ph](mailto:jeanette.quiboy@deped.gov.ph).

**Purpose of the Research**

This study aims to find out the following: the difficulties faced by the Grade Five pupils in terms of the following indicators; correct subject and subject placement, correct grammar, correct thought, correct spelling, correct capitalization, correct punctuation marks; the performance of pupils in constructing sentences after employing the intervention; and the effect of the research-based intervention in developing skills in constructing sentences through the use of pictures, thinking maps and basic sentence patterns.

**Description of the Research**

This study is using a mixed method (quantitative and qualitative), and the data will be gathered through pre-test and post-test survey to determine whether the implemented intervention is effective, and the subject of the study is developing their skills in constructing sentences. Interview in a form of FGD will also be administered to a few selected participants.

**Potential Benefits**

This study will benefit the 21 Grade Five pupils of Tina Elementary School, the teachers, the school, and all learners of Tina Elementary School.

**Confidentiality**

In the conduct of the study, full confidentiality will be assured. No information that discloses the identity of your child will be released or published without your specific consent to the disclosure and only imperatively necessary.

**Storage and Disposal of Data**

The materials that contain the raw data information derived from your child will be kept confidential.

**Publication**

The results of this study may be published in any form for public scholarly consumption or used in classroom instruction to enrich learning and generate more knowledge for future research.

**Participation**

Your permission for your child’s participation in this study must be voluntary and you can have the right to withdraw your child if you feel uncomfortable in the process of gathering information.

---

### **Parent Informed Consent**

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me, the parents. I have read and understand this consent form, and I understand that I am free to withdraw my child's involvement in the study anytime I deem it to be necessary or to seek clarifications for any unclear steps in the research process.

As such, I allow my child, \_\_\_\_\_  
(Name of child), to participate in the study titled "Utilizing Research-Based Intervention in Developing Skills in Writing Sentences Using Thinking Maps, Pictures, and Basic Sentence Pattern", every Monday to Wednesday at 11:15-11:55 AM, and every Thursday and Friday at 8:00-11:00 AM. My signature indicates the willingness of my child to participate in the study.

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Signature of Parent Over Printed Name

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Date