

# Fact sheet approach in teaching English and writing performance of the grade six students

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## Abstract

The study sought to investigate the effect and determine if the Fact Sheet Approach in Teaching English enhanced the writing performance of Grade Six Pupils in Santo Tomas Elementary School-Annex. Furthermore, this supplementary learning material was intentionally designed to determine whether there was a significant difference with the writing performance of the pupils after exposure to the said approach. Such material was evaluated by set of experts. The study used Experimental design to investigate if Fact Sheet Approach had enhanced the writing performance of the students focusing on grammar, vocabulary, mechanics and sequencing. It involved thirty (30) pupils (intact group) of Santo Tomas Elementary School-Annex, Calauan Sub-office, Schools Division Office of Laguna who were enrolled during the school year 2020-2021. The research-made assessment tools were used and went through internal and external validation by the Panel of Examiners and teachers. Results of the study have shown that there is no significant difference between the pre and post scores of the respondents' before and after using fact sheet approach in their writing performance in terms of grammar, vocabulary, mechanics and sequencing. The result of this study may be utilized by the teachers as supplementary learning material to improve their students' writing skills even if this was proven not effective to enhance the writing performance of the students due to some intervening factors. If this will be used for a long period of time, this will surely have positive effects to students' writing performance so it is recommended that teachers should really attend to these needs of the students; it was also found out in this study that writing performance of students at risk could be enhanced by exposure to basic and easier writing activities and other supplementary learning materials; struggling students in terms of writing were still present after exposure to Fact Sheet Approach, maybe because of some intervening factors that the future researchers may investigate on; researcher may conduct an action research to further improve and develop the said approach in writing for future use; the researcher also believed that if this study was conducted not on a modular distance learning type of modality but on a face-to-face classroom learning instead, this may have positive effects on students' writing performance and may have better results as the researcher may have the chance to facilitate learning effectively; and lastly other researchers may conduct another study in a wide scope.

*Keywords:* fact sheet approach, supplementary learning material, writing performance, grammar, vocabulary, mechanics, sequencing

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## 1. Introduction

Learning and improving a skill, particularly writing is one of the macro skills in English, and it is a never-ending process; it is not guaranteed in an overnight activity or a chapter reading. Individuals can constantly improve their skills and become more proficient in what they do through continued practice and exposure to more writing activities. School administrators in K-12 education encourage teachers in pursuing professional development in order to provide the best learning outcomes for their students.

Different approaches assist teachers in becoming excellent educators by enabling them to create relevant course materials for students. Because writing is frequently overlooked and requires more attention as one of the macro skills in English. The use of instructional materials such as fact sheets or worksheets will

alleviate students' writing difficulties, eventually improving their writing skills and performance.

Furthermore, supplementary learning material, such as Fact Sheets or worksheets, instructional material that teachers prepared and used to help students gain knowledge, skills, and values by providing helpful comments about course objectives and allowing students to engage in active learning and learning- by- doing both in and out of school Kaymakc (2006). Worksheets have been used in educational settings for a long time. Worksheets have been used in activities for paper and writing. Modern worksheets, on the other hand, were first used in education after the American Civil War (1861-1865) with the invention of the pen and pencil to aid teaching and learning Harmon & Jones (2005).

Aside from the fact that writing allows students to practice their craft and share their thoughts and insights on various issues, it is also important for other reasons. This is also intended to help students improve their writing skills, understand and exercise their writing responsibilities, learn how to be responsible, and raise social awareness. It's also a good place to advocate for educational development, as well as to speak up for students' rights and promote their well- being.

Thus, this study was conducted to determine the effectiveness of utilizing fact sheet approach in teaching English and the writing performance of grade six students.

## **2. Literature Review**

### *2.1. Fact Sheet Approach*

According to Modesitt, L.E., Jr. (2011), those capable of writing frequently struggle to compose essays. These people are sometimes unaware of this shortcoming. In addition, a college-level essay requires the following: (1) a thesis; (2) factual support; and (3) clear lines of logic to link the factual support into arguments either supporting or refuting the thesis. Any effective essay, from different branches of science, will require these elements.

Few have learned these fundamental skills. Regular essay writing occurs only sporadically, if at all, in most secondary schools, aside from the required term paper. The "Factsheet" was developed to teach fact organization and structuring. It is useful information about a particular issue that students may focus on finding and repeating the information based on facts by analyzing, structuring, and presenting those facts when writing term papers, research papers, and even essay tests. By providing facts, the instructor focuses on the process of logical writing rather than remembering the factual components, as illustrated in the sample. On the other hand, when it comes to provocative thesis, is used to emphasize the importance of using facts to support something. Facts alone do not prove anything. They must be used in conjunction with a specific situation.

The factsheets do not help students learn how to conduct research or improve their basic grammar. It connects the objective test approach to the open- ended written presentations required in college, especially after completing undergraduate work. Individuals in higher-level courses and professional fields must synthesize and organize large amounts of knowledge, not just a page of "facts," and such written organization is indeed difficult without understanding and practicing the process. Although such fact sheets require more time from the instructor, they provide writing exercises that allow students to focus on choosing appropriate information with facts, for them to analyze, and to develop a clear argument based on the aforementioned.

### *2.2. Supplementary Learning Material*

Learning English can be a tedious experience for many students. Rules in grammar and sentence patterns are frequently presented mechanically by teachers. Many people consider grammar instruction a time-consuming task. Resourceful and creative teachers, on the other hand, can always break the monotony

by incorporating novel techniques and authentic materials. The study sought to present how jokes, anecdotes, stories, and situations, as well as journalistic cartoons, can be used effectively as supplementary materials to enliven the classroom environment, improve learner motivation and participation, and make English teaching and learning an enjoyable, stimulating, and memorable experience. By utilizing innovative techniques and realistic materials, a well-equipped, creative, and imaginative teacher can save the lesson from boredom Thakur (2015).

Moreover, based on a study conducted by EFL teachers on the use of supplementary materials in Ecuadorian secondary schools, where they interviewed 12 teachers. The result revealed that teachers believe in the use of supplementary materials because it increases students' motivation, which improves the students' learning opportunities. The quantitative sample 695 revealed students' preferences for supplementary materials and confirmed findings that using specific supplementary materials increases students' motivation, comprehension, and participation in English classes. This study considered four variables: student motivation when any material was used, whether students' participation increased or decreased when supplementary material was used, and whether students felt their understanding of the class had increased as a result of the material's use. The final variable asked if the student thought their performance in the class had improved as a result of using the material in question. According to Dodd et.al (2015), when teachers used supplemental material, their classes become more dynamic and interactive.

### 2.3. Writing

This skill is frequently overlooked for teachers are frequently under-trained in writing assessments and instruction. Teachers, particularly preservice teachers, need practice making detailed assessments of student writing to build confidence, but practical issues of time and resources frequently limit the frequency and quality of training they receive. The goal of this mixed-method study was to create and test an online tool for developing preservice teachers' writing assessment skills and self-efficacy in writing assessments. In the study, teacher education students interacted with actual fourth-grade writing samples via a Web-based critical thinking tool.

In the same manner, the scaffolded practice of evaluating student papers and justifying their evaluations using analytic criteria was given to these students. They received feedback after each paper, which included access to expert and peer assessments, as well as teacher and peer rationales for their ratings. Participants' ability to accurately assess student writing using an analytic approach, as well as their knowledge of writing traits, improved significantly. They also showed significantly higher levels of self-efficacy for evaluating student writing, as well as high levels of satisfaction with the Web-based tool and their overall learning experience Bruning et al. (2009).

Along the same line, the evaluation of the writing process provides a better framework to scrutinize how these theories may influence the writers or in some cases may not work to motivate and take effect the actual practice of writing. There are two types of research for categorizing measurement theories test-score and scaling which are described, as the writing theories coupled with another three research for categorizing writing theories proposed such as the form, ideas, as well as the content of writing together with the sociocultural context. Perhaps, whatever type of writing the writers/students may write these proposed writing theories may be applied. This study's findings trace the impact of measurement and writing traditions on writing assessment practices in the United States during various periods of the twentieth century. The most important finding of this study is that measurement theory determined that it has something to do with writing assessments, compared to writing theory with little influence Behizadeh et al. (2011).

The same authors discovered evidence to support a strategy in the field of writing evaluation. This strategy brings together scholars from various fields of study including writing composition, and measurement, which have the potential and shape the writing assessment of the twenty-first learners.

## 2.4. Grammatical Competence

The critical part of the development of a communicative approach to language learning is Sociolinguistics which is a descriptive study of the effect in any aspect of society. (Canale et.al, cited by Ohno 2011) The specific setting in which social interaction among people in society takes place is the focus of their study. How people use grammar, and social meaning is also included. Based on Hymes's statement, some grammar values would be useless without language rules, and the aforementioned authors argue that some language use rules would be useless without injecting the grammar rules. These researchers are confused to change what is on their minds that grammatical competence research is as important as sociolinguistic competence which refers to the mastery of cultural rules that are played in different languages. The appropriateness of communicative acts and the naturalness of speech of the speaker need to be based on the socio-cultural context which is imperative to include in the research study of communicative competence. There are four main components of communicative competence. Grammatical competence, Sociolinguistic competence, Discourse competence, and Strategic competence, and the aforementioned authors included all of these stated components as part of their research studies. The confusing part is the comparison of both studies where the other is better than the latter. Perhaps both studies have positive points all they need is to clarify what are the rules to be followed and fitted to the users/speakers and writers.

Ohno (2011) stated that grammatical competence is the ability to recognize and produce a language's distinctive grammatical structures, as well as the ability to use language forms such as sounds, words, and sentence structure, in communication. However, there is another explanation when it comes to grammatical competence and that is to understand the knowledge of the grammatical elements of the language and the ability to use them in speech, and these claims are synonymous with one another. Moreover, it is about mastering the lexicon, syntax, and semantics of the language code itself. Grammatical competence is indeed an important aspect of any communication process which includes teaching learners how to determine and express accurately the literal meaning of utterances. As emphasized by Canale and Swain (2011), that understanding the rules of grammatical competence will be critical in interpreting utterances for social meaning, particularly when there is a lack of understanding between an utterance's literal meaning and the speaker's intention, as the saying goes, "words do not mean, people mean" The ability to comprehend and construct monologue or written texts of various genres, such as narratives, procedural texts, expository texts, persuasive (hortatory) texts, descriptions, and so on, is referred to as textual discourse competence. The characteristics of these discourse genres vary, but in each, some elements help to make the text coherent, while others are used to make important points distinctive or prominent.

## 2.5. Vocabulary

Words are frequently emphasized, particularly among students if those words are unfamiliar to them. When reading a book or listening to teachers discussing before them the lesson, learning easily takes place if the students understand what is being discussed. Every word in a sentence needs to be understood to avoid misunderstanding. Thus, students must be wide readers to broaden their horizons. When reading a book and encountering unfamiliar words the dictionary is very much willing to help as well as the teacher for sure to understand the meaning of the words. The language teacher may add the motivation of words to ponder in her teaching, and this may help students to grow their vocabulary knowledge.

According to recent research, many teachers lack best practices in vocabulary teaching, and sometimes they do not know where and how to begin to form an instruction that focused on word learning Berne & Blachowicz (2008). Teachers need to be innovative and creative for the students to learn under their care. As mentioned earlier, be a wide reader not only the students but the teachers as well. Teachers must have the initiative as well as be resourceful and be up- dated what is on the trend and what is new to avoid being left behind.

## 2.6. Mechanics

The Secret of Effective Writing, writing mechanics are the established rules that should be followed when writing sentences. They complement grammar as writing standards and are an important means of effectively communicating ideas Kessler (2020).

Mechanics include spelling, capitalization, and punctuation mark usage: No one wants to see poor spelling, especially a discerning reader. Incorrect spelling detracts from someone's work and gives a reader less reason to read it all the way through.

Most modern text editors, thankfully, include spell checkers that can detect errors. However, writers must avoid becoming complacent. Even spell checkers can miss words that are spelled correctly but used incorrectly.

In addition, improper capitalization, as an important component of writing mechanics, may not affect the meaning of the words used, but it does aid in sentence organization. Capitalization draws the reader's attention to the most important details in a sentence.

Meanwhile, there's a joke about the importance of proper punctuation. The only difference between 'Let's eat, Fred,' and 'Let's eat Fred,' is a comma, but it makes a big difference in meaning. The first is an invitation to dinner, and the second is cannibalism!

Punctuation allows the writer to communicate his ideas to the reader exactly as he intended. Punctuation is a minor component of a sentence, but it has a significant impact. In a study of Northern Iraqi students' use of English writing mechanics. He investigated the type and frequency of common errors in the written performance of Kurdish EFL students, taking into account the correct use of Mechanics of writing, and compared the errors made by students in two groups of male and female Kurdish EFL learners. In this regard, the composition test was one of the instruments used in this study, and the errors made by the participants have been examined by Abdullah (2015).

## 2.7. Sequencing

One of many skills that contribute to a student's ability to comprehend what they read. It refers to the ability to recognize the story's components: the beginning, middle, and end, as well as the ability to retell the events within a given text in the order that they occurred. Understanding how to sequence events in a text is a key comprehension strategy, particularly for narrative texts. It is also an important part of cross-disciplinary problem-solving.

Moreover, a sequencing paragraph describes a series of events or a process in some sort of order. Typically, this order is determined by time.

Given its importance in our daily lives, it is not surprising that students should learn sequencing skills for a variety of reasons. Strong sequencing skills assist students in comprehending the structure of a text and how it is put together, comprehending how texts are kept cohesive through the use of linking devices such as connectives and transitions, organizing information and ideas in their writing, and developing problem-solving skills that are important in other curriculum areas.

Practice with sequencing addresses both of these issues and makes this aspect of reading comprehension second nature. For example, if students are encouraged to identify the parts of a story, they will be better able to retell it to someone else because it is easier to think of a story in pieces—the beginning, middle, and end—rather than trying to recall it as one large chunk. Students can also examine text and story structure through sequencing activities, which helps them improve their writing skills.

### 3. Methodology

#### 3.1. Research Design

The present study utilized one group pretest and posttest. This design is commonly used by behavioral researchers to determine the effect of an intervention on a given sample. This study had one group of participants (i.e., a one-group design). This feature indicates that all participants are part of a single condition, which means that participants are treated and evaluated in the same way. A pre-test and a post-test were administered before-after treatment to assess the effects of the treatment on a group. The items in the pretest and posttest were composed of grammar, vocabulary, mechanics, and sequencing. This determined if the fact sheet approach in teaching English as an effective supplementary learning material will help enhance the writing performance of grade six students in terms of grammar, vocabulary, mechanics, and sequencing.

#### 3.2. Respondents of the study

There were thirty (30) grade six (intact group) served as the respondents in the experiment. One section of 30 students was chosen among the 7 sections with a total population of 275 grade six students at Santo Tomas Elementary School Annex, who are currently enrolled at Santo Tomas Elementary School Annex, Calauan, Laguna for the school year 2020-2021 taking up English subjects focusing on writing skills. The school is situated at Southville 7 Site 3 Brgy. Sto. Tomas Calauan, Laguna. The students and their families belong to the informal settlers and were relocated from Pasig City and other neighboring towns and cities in Manila. The parents and guardians of the students were mostly staying in Pasig City up until this time because of their work as the source of their living. The Pasig City Government made an initiative to build a school for their people's children. It shared the same school ID as the main elementary school of Santo Tomas from the year 2012 at present.

#### 3.3. Research Instruments

A self-made questionnaire and supplementary material used was based on the lessons stipulated in the module. The researcher chose 2 lessons in English for the third quarter, such as Organizing Information from secondary sources and Providing Evidence to support opinions. Since the lesson exemplars were provided by the DepEd-Division of Laguna through Learner's Packet. The researcher made some modifications to the said lesson exemplars where the fact sheet approach is incorporated. The lesson exemplars consist of the sample fact sheet, fact sheet template guidelines, and procedures on how they can create one and how they will be graded through rubrics:

- \* Title - subject of the fact sheet followed by the words 'Fact Sheet.'
- \* 'Introduction – a summary (typically 1-3 sentences) of fact sheet's goal or main point, followed by a bulleted list or outline of the key concepts or issues that the fact sheet address.
- \* Body – this divides the fact sheet into sections. Each section begins with a clear, informative heading and is followed by the most important facts about the topic. Remember that facts must be verifiable and relevant to the topic.
- \* References - must use credible sources and cite all references.

The fact sheets that will be used in the study were checked and validated by the members of the panel. Comments and suggestions were given and incorporated before using them in the study. To achieve reliability and authenticity of the result, the researcher gave a pretest before the conduct of the study and a posttest after using the fact sheet approach. It is composed of 40 items, 10 for grammar, 10 for vocabulary, 10 for mechanics, and 10 for sequencing, to test their writing performance. The researcher's self-made questionnaires were validated by the experts such as School English teachers, Master Teacher, and District

English Principal Coordinators. After all, comments and suggestions were included in the final draft of the instrument before conducting the study.

### *3.4. Data Gathering Procedure*

The following steps were done by the researcher.

#### *3.4.1. Before conducting the Study*

The designed supplementary learning material to be used in the study. The researcher intentionally created fact sheets to put students in an authentic situation, in that way they can relate more and therefore comprehend easily the text that they would be reading. The material was evaluated and validated first before handing it to the students to be used as a tool for developing their writing performance. A set of experts were consulted for comments and suggestions for the validation of the instrument. They validated the material and noted some comments. The Fact Sheet as Supplementary Learning Material was validated by One English Teacher, One Master Teacher, and One District English Principal Coordinator of the researcher's district. The suggestions for modifications were applied by the researcher. After which, it was also validated by his panelists before being utilized as an intervention to improve the writing performance of the students. Permission to conduct this study was also done by giving an official letter of request to the school principal and district supervisor. After approval, the researcher coordinated with the adviser concerned and conducted an orientation with the parents of the students who will be included in the study for their consent, then afterward the study was conducted. After this, pilot testing on twelve respondents was first conducted, and item analysis was also done afterward to check the validity of the research instruments and to note and correct some observations before the finalization of the said instruments.

#### *3.4.2. During the Conduct of the Study*

The respondents of the study are the thirty grade six pupils (intact group) of Santo Tomas Annex. There were 22 females and 8 males from Grade Six- Marangal who were all living in the same community of relocatees in Calauan. Since the government and IATF declared Enhanced Community Quarantine (ECQ) at the time that the researcher was about to conduct the study, administering pre-test through home visitations was still pushed through before the respondents underwent an approach in writing called Fact Sheet. Respondents were given a sample fact sheet as a pattern, and the goal/purposes of fact sheets, as well as the template and guidelines, were provided. Fact sheets were made by the students based on the lessons for the third quarter such as Organizing Information from Secondary Sources in preparation for writing, reporting, and similar academic tasks in collaboration with others; and Providing Evidence to Support Opinions which were stipulated in the Learners' Packet. The students made fact sheets were collected during the time of retrieval, others were collected through home visitations. All the data collected were treated with confidentiality and used only for this study. The outputs were checked and evaluated by two English teachers using rubrics and they provided some feedback afterward.

#### *3.4.3. After the Conduct of the Study*

To check whether the fact sheet approach had enhanced the writing performance of the students, the researcher administered a post-test using the self-made questionnaire again to the same group of students.

### 3.5. Statistical Treatment

Various data were collected from the respondents which were subjected to statistical treatment to test the hypotheses. The following statistical tools were used to treat the data gathered for the study. Percentage and frequency were utilized to present the demographic profile of the students in terms of age and gender. The same tools were also used to illustrate the pre- and post-assessed writing performance of the respondents in terms of grammar, vocabulary, mechanics, and sequencing. Hence, mean, standard deviation, and t-test was employed to assess if there was a significant difference between the pre and post- assessed writing performance of the respondents, and the same tools were also used to find out if there was a significant difference between pre and post assessed writing performance of respondents.

## 4. Results and Discussion

**Table 1. Respondents' Pre-test Scores Before using Fact Sheet Approach in their Writing Performance in terms of Grammar**

| Score   | f  | %     | Interpretation          |
|---------|----|-------|-------------------------|
| 9-10    | 9  | 30.0  | Advanced                |
| 7-8     | 18 | 60.0  | Proficient              |
| 5-6     | 3  | 10.0  | Approaching Proficiency |
| 3-4     | -  | -     | Developing              |
| 0-2     | -  | -     | Beginning               |
| Overall | 30 | 100.0 |                         |

**Legend:** 9-10 Advanced    7-8 Proficient    5-6 Approaching Proficiency    3-4 Developing    0-2 Beginning

Presents in table respondents' pre-test scores before using the fact sheet approach in their writing performance in terms of grammar. Out of 30 respondents, 9 got the highest scores of 9-10, while 3 of them got the lowest scores of 5-6 respectively.

This shows that the majority of the respondents obtained a proficient writing performance in terms of grammar before using the Fact Sheet Approach comprising 18 respondents or 60% of the total population of respondents.

However, 9 respondents attained an advanced performance in writing even before they are given the fact sheet approach. Only 3 respondents got an approaching proficiency performance in the study.

These results indicate that before the conduct of the study there were no beginning and developing levels in the writing performance of the respondents. The respondents are proficient in terms of grammar usage, particularly in the parts of speech focusing on articles, contractions, auxiliary verbs, modal verbs, and demonstrative pronouns as seen on the researcher-made assessment tool.

**Table 2. Respondents' Pre-test Scores Before using Fact Sheet Approach in their Writing Performance in terms of Vocabulary**

| Score   | f  | %     | Interpretation          |
|---------|----|-------|-------------------------|
| 9-10    | 17 | 56.7  | Advanced                |
| 7-8     | 10 | 33.3  | Proficient              |
| 5-6     | 2  | 6.7   | Approaching Proficiency |
| 3-4     | 1  | 3.3   | Developing              |
| 0-2     | -  | -     | Beginning               |
| Overall | 30 | 100.0 |                         |

**Legend:** 9-10 Advanced 7-8 Proficient 5-6 Approaching Proficiency 3-4 Developing 0-2 Beginning

Table 2 presents respondents' pre-test scores before using fact sheet approach in their writing performance in terms of vocabulary. Out of 30 respondents, 17 got the highest scores of 9-10, while 1 of them got the lowest scores of 3-4 respectively.

This shows that the majority of the respondents obtained an advanced writing performance in terms of vocabulary before using the Fact Sheet Approach comprising 17 respondents or 56.7% of the total population of respondents. However, there is 1 respondent who obtained a developing performance in writing in the study.

These results indicate that the respondents are good at using words properly. They have a wider vocabulary that can be used in writing activities. This also means that the respondents can easily identify synonyms from antonyms, word connection, association, significance, and context clues.

**Table 3. Respondents' Pre-test Scores Before using Fact Sheet Approach in their Writing Performance in terms of Mechanics**

| Score   | f  | %     | Interpretation          |
|---------|----|-------|-------------------------|
| 9-10    | 4  | 13.3  | Advanced                |
| 7-8     | 11 | 36.7  | Proficient              |
| 5-6     | 8  | 26.7  | Approaching Proficiency |
| 3-4     | 7  | 23.3  | Developing              |
| 0-2     | -  | -     | Beginning               |
| Overall | 30 | 100.0 |                         |

**Legend:** 9-10 Advanced 7-8 Proficient 5-6 Approaching Proficiency 3-4 Developing 0-2 Beginning

Table 3 presents respondents' pre-test scores before using fact sheet approach in their writing performance in terms of mechanics. Out of 30 respondents, 4 got the highest scores of 9-10, while 7 of them got the lowest scores of 3-4 respectively.

This shows that majority of the respondents obtained a proficient writing performance in terms of mechanics before using the Fact Sheet Approach comprising 11 respondents or 36.7% of the total population of respondents. However, there are 4 respondents who have an advanced performance in writing even before they are given the fact sheet approach. Only 7 respondents got a developing performance in the study. This suggests that the respondents know the right use of punctuations, and rules in capitalization, and spelling.

**Table 4. Respondents' Pre-test Scores Before using Fact Sheet Approach in their Writing Performance in terms of Sequencing**

| Score   | F  | %     | Interpretation          |
|---------|----|-------|-------------------------|
| 9-10    | -  | -     | Advanced                |
| 7-8     | -  | -     | Proficient              |
| 5-6     | 2  | 6.7   | Approaching Proficiency |
| 3-4     | 6  | 20.0  | Developing              |
| 0-2     | 22 | 73.3  | Beginning               |
| Overall | 30 | 100.0 |                         |

**Legend:** 9-10 Advanced    7-8 Proficient    5-6 Approaching Proficiency    3-4 Developing    0-2 Beginning

Table 4 presents respondents' pre-test scores before using fact sheet approach in their writing performance in terms of sequencing. Out of 30 respondents, 2 got the highest scores of 5-16, while 22 of them got the lowest scores of 0-2 respectively.

This shows that the majority of the respondents obtained a beginning writing performance in terms of sequencing before using the Fact Sheet Approach comprising 22 respondents or 73.3% of the total population of respondents. However, there are 2 respondents who are approaching proficiency performance in writing even before they are given the fact sheet approach. Only 6 respondents are developing performance in the study.

Results show that almost all respondents have difficulty in sequencing which includes arranging events in the news article based on the given pretest. It also indicates that there is a need to improve the sequencing skill of the students to have better writing performance in terms of sequencing/arranging of events in the news article through intervention.

**Table 5. Summary of Pre-test Scores**

| Writing Performance | Mean | SD   | Interpretation  |
|---------------------|------|------|-----------------|
| Grammar             | 7.97 | 1.19 | Not Significant |
| Vocabulary          | 8.47 | 1.55 | Not Significant |
| Mechanics           | 6.40 | 1.81 | Not Significant |
| Sequencing          | 1.67 | 1.49 | Not Significant |

Table 5 presents summary of pre-test scores before using the fact sheet approach in their writing performance in terms of grammar, vocabulary, mechanics, and sequencing.

**Table 6. Respondents' Post-test Scores After using Fact Sheet Approach in their Writing Performance in terms of Grammar**

| Score   | f  | %     | Interpretation          |
|---------|----|-------|-------------------------|
| 9-10    | 11 | 36.7  | Advanced                |
| 7-8     | 15 | 50.0  | Proficient              |
| 5-6     | 3  | 10.0  | Approaching Proficiency |
| 3-4     | 1  | 3.3   | Developing              |
| 0-2     | -  | -     | Beginning               |
| Overall | 30 | 100.0 |                         |

**Legend:** 9-10 Advanced 7-8 Proficient 5-6 Approaching Proficiency 3-4 Developing 0-2 Beginning

Table 6 presents the respondents' post-test scores after using fact sheet approach in their writing performance in terms of grammar. Out of 30 respondents, 11 got the highest scores of 9-10, while 1 of them got the lowest score of 3-4 respectively.

These results show that exposing the students to writing activities using a fact sheet approach improves the performance of the respondents in grammar based on the results presented above.

This implies exposure to writing activities and giving the students the opportunity to answer in their own words and other fact sheet activities emphasizing grammar. Thus, the use of the fact sheet approach is very timely for the students' improvement of writing skills especially in modular distance learning due to the pandemic situation. This also indicates that respondents with scores of 9-10 had improved and increased to 6.7% after exposure to Fact Sheet Approach, also there were respondents who got scores of 7-8 had a decrease of 10%, and respondents with scores of 5-6 did not have any change or retain and had 1 respondent

with a score of 3-4. This only shows that grammar mastery improves communication clarity and effectiveness. Grammar learning is required for first language mastery, especially in the context of second/foreign language learning Debata (2013).

**Table 7. Respondents' Post-test Scores After using Fact Sheet Approach in their Writing Performance in terms of Vocabulary**

| Score   | f  | %     | Interpretation          |
|---------|----|-------|-------------------------|
| 9-10    | 15 | 50.0  | Advanced                |
| 7-8     | 9  | 30.0  | Proficient              |
| 5-6     | 5  | 16.7  | Approaching Proficiency |
| 3-4     | -  | -     | Developing              |
| 0-2     | 1  | 3.3   | Beginning               |
| Overall | 30 | 100.0 |                         |

**Legend:** 9-10 Advanced    7-8 Proficient    5-6 Approaching Proficiency    3-4 Developing    0-2 Beginning

Table 7 presents the respondents' post-test scores after using fact sheet approach in their writing performance in terms of vocabulary. Out of 30 respondents, 15 got the highest scores of 9-10, while 1 of them got the lowest score of 0-2 respectively.

This shows that the majority of the respondents obtained an advanced writing performance in terms of vocabulary after using the Fact Sheet Approach comprising 15 respondents or 50.0% of the total population of respondents. However, there is 1 respondent who is developing performance in writing even after giving the fact sheet approach. Only 9 respondents are proficient, and 6 respondents are approaching proficiency performance in the study. This is correct, as stated in a study, "Vocabulary knowledge implies not only its definition but also how that word fits." However, vocabulary knowledge cannot be fully mastered; rather, it expands and deepens over a lifetime Steven Stahl (2009).

**Table 8. Respondents' Post-test Scores After using Fact Sheet Approach in their Writing Performance in terms of Mechanics**

| Score   | f  | %     | Interpretation          |
|---------|----|-------|-------------------------|
| 9-10    | 7  | 23.3  | Advanced                |
| 7-8     | 11 | 36.7  | Proficient              |
| 5-6     | 8  | 26.7  | Approaching Proficiency |
| 3-4     | 3  | 10.0  | Developing              |
| 0-2     | 1  | 3.3   | Beginning               |
| Overall | 30 | 100.0 |                         |

**Legend:** 9-10 *Advanced*    7-8 *Proficient*    5-6 *Approaching Proficiency*    3-4 *Developing*    0-2 *Beginning*

Table 8 presents respondents' post-test scores after using fact sheet approach in their writing performance in terms of mechanics. Out of 30 respondents, 7 got the highest scores of 9-10, while 1 of them got the lowest score of 0-2 respectively.

This shows that the majority of the respondents obtained proficient writing performance in terms of mechanics after using the Fact Sheet Approach comprising 11 respondents or 36.7% of the total population of respondents. However, there is 1 respondent who is in a beginning performance in writing even after being given the fact sheet approach. However, there are 7 respondents who are in advanced writing performance in the study. This may happen because the researcher's assessment style provided in the posttest was changed to avoid familiarity, which is somehow difficult compared to the pretest. Thus, this may be one of the factors to be considered why the post- test result was lower than the pretest. The aforementioned factor is also consistent with the previous findings of Fareed et al. (2016), who discovered that insufficient linguistic proficiency (including command of grammar, syntax, and vocabulary), writing anxiety, reliance on L1, and weak structure organization are the major issues in the writing of Pakistani undergraduate ESL learners. These challenges make worse because most teachers have lacked pieces of training, thus, ineffective teaching methods and examination systems, arise. In addition, if teachers are not wide readers and lack writing practice, for sure they are not motivated to do an excellent work as teachers. Another factor to consider is that teachers do not place as much emphasis on teaching writing mechanics as they do on teaching grammar. According to his research, most teachers had overlooked including in their lessons the teaching of writing mechanics in their classes, and also, they do not use any specific strategy in teaching writing skills and mechanics. Moreover, most teachers focused on teaching grammar and believing that this is sufficient for their students' writing needs Abdullah (2015).

**Table 9. Respondents' Post-test Scores After using Fact Sheet Approach in their Writing Performance in terms of Sequencing**

| Score   | f  | %     | Interpretation          |
|---------|----|-------|-------------------------|
| 9-10    | -  | -     | Advanced                |
| 7-8     | -  | -     | Proficient              |
| 5-6     | -  | -     | Approaching Proficiency |
| 3-4     | 7  | 23.3  | Developing              |
| 0-2     | 23 | 76.7  | Beginning               |
| Overall | 30 | 100.0 |                         |

**Legend:** 9-10 Advance    7-8 Proficient    5-6 Approaching Proficiency    3-4 Developing    0-2 Beginning

Table 9 presents respondents' post-test scores after using fact sheet approach in their writing performance in terms of sequencing. Out of 30 respondents, 7 got the highest scores of 3-4, while 23 of them got the lowest scores of 0-2 respectively.

This shows that the majority of the respondents are in the beginning writing performance in terms of sequencing after using the Fact Sheet Approach comprising 23 respondents or 76.7% of the total population of respondents. However, there are 7 respondents who are developing performance in writing even after being given the fact sheet approach. With the results shown, the use of news articles as sequencing material and the limited time available may have an impact on the students' post-test scores. Even greater gains are likely if such instruction is provided on a consistent and regular basis throughout the school year, as Englert and her colleagues developed a project called "The Early Literacy Project" (ELP) to help maximize the writing development of children taught by veteran ELP teachers who made greater gains in writing but did so in a year of instruction. This means that consistency and regularity of instruction are critical for improving, if not eliminating, all writing difficulties, particularly in sequencing skills. Thus, the researcher eagerly suggests that even after exposure to the fact sheet approach the respondents should still be given more writing activities and other supplementary materials to improve their writing performance, particularly in sequencing.

**Table 10. Summary of Post-test Scores**

| Writing Performance | Mean | SD   | Interpretation  |
|---------------------|------|------|-----------------|
| Grammar             | 7.83 | 1.49 | Not Significant |
| Vocabulary          | 8.10 | 1.92 | Not Significant |
| Mechanics           | 6.87 | 2.00 | Not Significant |
| Sequencing          | 1.27 | 1.31 | Not Significant |

Table 10 presents summary of post-test scores after using the fact sheet approach in their writing performance in terms of grammar, vocabulary, mechanics, and sequencing.

**Table 11. Test of Difference between the Respondents' Pre-test and Post- test Scores Before and After Using Fact Sheet Approach in their Writing Performance in terms of Grammar, Vocabulary, Mechanics, and Sequencing**

| Writing Performance | Pretest |      | Posttest |      | T      | 95% CI of the Difference |       | Sig.  | Interpretation  |
|---------------------|---------|------|----------|------|--------|--------------------------|-------|-------|-----------------|
|                     | Mean    | SD   | Mean     | SD   |        | Lower                    | Upper |       |                 |
| Grammar             | 7.97    | 1.19 | 7.83     | 1.49 | 0.519  | -0.392                   | 0.659 | 0.608 | Not Significant |
| Vocabulary          | 8.47    | 1.55 | 8.10     | 1.92 | 1.160  | -0.280                   | 1.013 | 0.256 | Not Significant |
| Mechanics           | 6.40    | 1.81 | 6.87     | 2.00 | -1.239 | -1.237                   | 0.304 | 0.225 | Not Significant |
| Sequencing          | 1.67    | 1.49 | 1.27     | 1.31 | 1.046  | -0.382                   | 1.182 | 0.304 | Not Significant |
| Writing Performance | Pretest |      | Posttest |      | T      | 95% CI of the Difference |       | Sig.  | Interpretation  |
|                     | Mean    | SD   | Mean     | SD   |        | Lower                    | Upper |       |                 |
| Grammar             | 7.97    | 1.19 | 7.83     | 1.49 | 0.519  | -0.392                   | 0.659 | 0.608 | Not Significant |
| Vocabulary          | 8.47    | 1.55 | 8.10     | 1.92 | 1.160  | -0.280                   | 1.013 | 0.256 | Not Significant |
| Mechanics           | 6.40    | 1.81 | 6.87     | 2.00 | -1.239 | -1.237                   | 0.304 | 0.225 | Not Significant |
| Sequencing          | 1.67    | 1.49 | 1.27     | 1.31 | 1.046  | -0.382                   | 1.182 | 0.304 | Not Significant |

**Legend:** A p-value (Sig.) less than 0.05 is statistically significant.  
 A p-value (Sig.) higher than 0.05 is not statistically significant.

The table presents test of the difference between the pre-test and post-test scores of the respondents before and after using the fact sheet approach in their writing performance in terms of grammar, vocabulary, mechanics, and sequencing. After careful calculation, the data provided evidence that there is no significant difference in the writing performance of the respondents before and after using the fact sheet approach with a t-value of 0.519 for grammar, 1.160 for vocabulary at a .05 level of significance, and a t-value of -1.239 for mechanics and 1.046 for sequencing at .25 level of significance.

This implies that the improvement of students' writing performance in English may depend on various intervening factors such as the present pandemic situation, lack of learning facilitators at home, weather condition, social environments, person's attitude, personal issues, and problems with distance learning.

Despite the no significant results, it is believed by the researcher based on the pretest and post-test scores that there was an improvement in other skills such as grammar and vocabulary. Since mechanics and sequencing find to be challenging on the part of the students. Thus, the researcher firmly believed that the fact sheet is still useful in multiple ways. For starters, fact sheets are quite easy to read, and the information they contain is easily spotted and usually sent out as key points, which are small bits of information that are easily digested by our feeble brains. Fact sheets are, by definition, one-page documents. Based on the presented results, the use of a fact sheet somehow improved the other skills needed in writing. Thus, the literature and studies presented to support this claim.

## 5. Conclusion

In light of the findings, the following conclusions were drawn: There is no significant difference between the assessed writing performance of the student respondents in terms of grammar, vocabulary, mechanics, and sequencing, thus the hypothesis is accepted.

### 5.1. Recommendations

The following recommendations are given consideration on the basis of findings and conclusions taken from the study:

- The Fact Sheet Approach may be utilized by the teachers as supplementary learning material to improve their students' writing skills even if the present study found it not effective to enhance the writing performance of the students due to some intervening factors. If this will be used for a long period of time, this will surely have positive effects on students' writing performance.
- It was found out in this study that the writing performance of students at risk could be enhanced by exposure to basic and easier writing activities and other supplementary learning materials.
- Struggling students in terms of writing were still present after exposure to Fact Sheet Approach, maybe because of some intervening factors that the future researchers may investigate on.
- Researchers may conduct action research to further improve and develop the said approach in writing for future use.
- The researcher believed that if this study was conducted not on a modular distance learning type of modality but on face-to-face classroom learning instead, this may have positive effects on students' writing performance and may have better results as the researcher may have the chance to facilitate learning effectively.
- Other researchers may conduct another study in a wide scope.

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