



Contextualized Prompts for Developing Graders' Composition Writing Skills

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Available online at: www.isroset.org

Received: 11/Sept/2021, Accepted: 20/Sept/2021, Online: 30/Sept/2021

Abstract— Composition writing skill plays a critical role across the lifespan of all individuals. This study developed the contextualized writing prompts and determined the effect of CWPs in the composition writing skills of grade four pupils. This study used an A-B single-subject design with grade four pupils as respondents. The findings revealed that more than half of the respondents belong to the instructional level; only one belongs to the frustration category, while the rest are independent reading comprehension. Pupils have low composition writing skills using non-CWPs and moderate composition writing skills along with unity, coherence, emphasis and writing mechanics when using CWPs. Likewise, a significant difference was found between composition writing skills when using non-CWPs and CWPs. Also, no significant correlation between pupils' profile and level of composition writing using non-CWPs, but a significant relationship only between Writing Mechanics and Reading Comprehension using CWPs was found. The contextualized writing prompts have moderately influenced the development of the composition writing abilities of the Grade four students. This result, though moderate, could be a good indicator that if the three-tiered CWPs are used consistently in any writing tasks, the pupils' composition writing skills would be enhanced ultimately. With the study's limitations, it is recommended that additional variable in the respondents' demographics and increase their number to establish the generalizability of the result are necessary. Likewise, the CWPs should be introduced appropriately and consistently with the observance of the writing processes to enhance the pupils' composition writing skills.

Keywords—composition writing skill, contextualized writing prompts, non-contextualized writing prompts, writing elements, writing mechanics

I. INTRODUCTION

Writing is one of the most vital skills that affect not only native English speakers but also thousands of ESL learners around the world. [1] stressed that since the world turned to become text-oriented and technologically dependent, writing has climbed up the ladder of critical role across the lifespan of individuals. [2] the primary schools are the starting points where students can write to show their comprehension of a particular topic. Writing is a medium for awareness of an issue [3] and boosts other literacy skills [4]. Being able to produce high-quality compositions becomes a vital skill for all learners. Writing skills are critical and essential across development contexts from completing academic writing assignments, composing casual messages, or composing short essays [5], [6] and later, in any professional work-related contexts.

Writing is a dynamic academic task with several component skills, some of which may be wholly absent, and students can partially learn some. The components include understanding, analytical skills, writing skills with the elements of writing, planning a writing strategy,

communicating clarified and concise ideas, creating a reasoned and demonstrable argument, marshalling and using sources properly, and organizing evidence [7]. Moreover, if learners cannot write in these areas, they may be unsatisfactory in many respects – from terrible grammar to vague structure to poor reasoning and arguments. Several works of literature claim that children need to start mastering writing skills early in school. This way, they can successfully build on new knowledge they gain annually, particularly as it becomes a criterion to measure a person's successful ability in their profession in the latter part of their lives. Knowledge about the writing topic and how to write both influence compositions and obtain these types of expertise is complex [8]. Like many academic skills, the hierarchical nature of writing requires that individual skills are mastered in a specific order and take years to develop [9]; however, these skills' development can be altered as early as first grade [10]. [11] reported that many learners have learned to camouflage their lack of writing skills. That is why teachers have difficulty isolating learners' specific writing weaknesses until they hand in their papers. Besides, teachers' writing methods and techniques in learners' English writing composition classes influence

their writing performance. [12] and [11] believed that each composition writing method is helpful in some learners but fails with others. That is why, according [13], many teachers have been trying to come up with modern and effective strategies of teaching writing skills because their students lack prerequisite skills and knowledge regarding the target skill. [14] and [15] suggested that bringing necessary skills and subject-area instruction closer may explain this problem.

One way to build this relationship is to contextualize or teach essential skills in disciplinary topic areas. In reality, there are books available and used for academic writing purposes; however, all are non-contextualized because foreign writers write them, or the prompts are not within the context of the learners' experience. That is why each teacher has been attempting to establish quality writing prompts and a collection of instructions that place students on the correct writing track [16]. Contextualized writing prompts do play a key role in student writing performance. In order of appearance on the writing process, prompts are often first. Writing prompts should be intelligible, motivating, and within the learner's experience to produce the best composition [16]. Whether writing prompts are part of a teacher's curriculum—assignments constructed to teach a particular topic or a part of a test or evaluation, they should be contextualized.

The researchers believe that learners should have constant exposure to various texts and visual writing prompts anchored in the local context's topic, scenario, and events to become useful in their written outputs. This constant exposure is essential to develop their writing competence. Besides, there is limited research on writing instruction in early elementary grades where students do not receive the writing instruction they need or deserve [17]. Information on how children write across different genres using contextualized writing texts and visual prompts is inadequate in the local context, Southern Leyte. Thus, the primary objective of this study is to develop a three-stage Contextualized Writing Prompts (CWPs) used in developing the composition writing skill of grade four pupils.

Moreover, the study described the efficacy of the CWPs in developing the learners' composition writing. Since it is a challenge for almost every learner to write essays or compositions in a second language, it is maybe easier to create their composition writing skill through CWPS. In this way, learners might develop and thereby create sound compositions bearing their actual experiences. After all, expanding our understanding of how learners learn to write is the first step toward improving their outcomes in writing and across various genres.

In general, this study determined the effect of contextualized writing prompts on the composition writing skills of grade four pupils. With this goal, the specific problems, such as (a) the profile of the grade four pupils in terms of reading comprehension level and sex; (b) the

pupils' level of composition writing using non-contextualized and contextualized writing prompts with the writing elements (unity, coherence, emphasis, and writing mechanics); and (c) the significant difference in the pupils' composition writing using the non-contextualized and contextualized writing prompts along with the writing elements; (d) the significant relationship between the pupils' profile and level of composition writing using non-contextualized and contextualized writing prompts along with the writing elements?

II. RELATED WORK

Skills in reading and writing are means of academic learning, but typically, these skills are taught independently of the discipline areas to which they must be applied. Although significant resources were provided to deliver development training that was designed to bring undereducated students' reading and writing skills from elementary level to college, schools were still failing [18]. Many students exhibit continuing difficulties in relating these fundamental skills to learning subject matter [19]. A growing literature, particularly in the field of adolescent literacy, suggests that bringing necessary skills and subject-area instruction closer together may be an explanation to this problem [14], [15]. One way to build this relationship is through contextualization or the instruction of necessary skills in the context of disciplinary topic areas.

[20] highlighted the many aspects of contextualization. [21] described contextualization as a diverse family of educational strategies linking basic skills and academic content more seamlessly through a clear focus on specific applications and training in one particular context. The contextualization aims to create conditions for valuable learning, for example, through higher grades and retention rates and successive writing tasks. In the study of [22], they reported that some students do not perceive themselves as reliable writers and seem to work themselves into a defeated mood before the writing process even begins. Others encounter terms or concepts in a prompt that they had never seen before or met a version of a previously met word or idea that is new to them. Still, others agonize about navigating various portions of the writing process, ranging from selecting a topic to drafting a conclusion. No matter what problem a student has presented with, teachers have always made headway by discussing what they know about writing. Sometimes students just need a bit of prodding to get themselves writing a robust and well-developed paper [23]. Since instructors and teachers of writing cannot often discuss such directions with students in detail, it seems necessary to see how students use these directions when they start a job. Such instructions tend to be an additional resource as students consider how they respond to any given task. Some studies examine how assignments for students are often formatted [24]. In a survey of 787 writing assignments, [24] found that most given tasks are informative. Further, many writing tasks are given to

students to compose an essay for their professor rather than for a broader audience, encouraging them to forgo audience analysis and highly contextualized writing. Students who understand and use these assignments to guide their work and contribute to learning transfer are mainly unstudied. Writing prompts and students' responses to them are areas to explore in research. As the literature suggests, asking students to actively think and discuss their writing habits, previous writing experiences, prior knowledge of genres, and authentic experiences can be a productive area of inquiry [12].

[16] reported that any educator who has been trying to make enjoyable teaching knows how difficult it is to find appropriate topics and rules that will engage learners to get into writing. Teachers also understand the challenges, especially in a test situation, when students are confronted with an inappropriate writing prompt. In this regard, students can face these challenges since they have their minds, hearts, and experiences and can interpret guidance in any way. Prompts are a crucial element in the success of pupils' writing. In the writing process, the writing prompts are essential. If prompts are not engaging, unrelatable, and frustrating, they cannot produce a sound composition. Prompts are a critical component of a teacher's curriculum, test, or evaluation. A study reported that it is necessary to set up a writing task that inspires and leads students to demonstrate what they can do. They concentrate on activities that cannot be assisted or reinforced by the classroom, such as evaluating the effectiveness of lectures, activities, or learners' successes. In other words, understanding how to design a writing prompt for situations when the teacher cannot elaborate or remedy the directions [16] is of importance.

[25] revealed that a two-part prompt is one possible approach to designating audience and purpose in writing composition. Step one summarizes the writing situation by directing the student to think and prepare and suggesting specific conditions. The second part provides instructions, including the intent and any important rhetorical features for writing. Besides, the instructions often apply to readers and a single reader. Directions also address the desires or needs of the readers. This process ensures that the prompts are based on a model of communication for which a particular audience was identified [26]. Teachers from the California Writing Project created two-part writing prompts for a statewide written assessment of the California Assessment Program and later adapted for the Department of Defense Dependents Schools' system overall writing evaluation. The two-part writing prompts were carried out over the years, starting from the 1990s. The audience is another critical component of the NAEP (2011) writing assessment, as explicitly identified in most written evaluation tasks at NAEP 2011. However, an inferred audience is also appropriate, according to NAEP criteria, if the audience is apparent in the context of the theme or is not essential to the task. [27] explained that the audience offers complete rhetorical meaning and a specific intention to write when defined in a writing task; however,

it creates a more plausible writing problem. The use of fictional audiences that do not have any intent and a real human audience would not have better service is also a possible backfire [28] in writing.

The difficulty of writing with a purpose is comparable to many other open-ended tasks that require students to decide whether they have completed a task adequately. In [29]'s opinion, this unlimited writing capability is a hindrance to students and authors alike. What criteria do they use to decide whether and how much of what they write is permissible? In every real composing scenario, the difficulty is to approach and perform the job in various ways. As [29] outlined, students can only know how well their writing is done, or at the very least how well it is done when they grasp the composition's purpose and what it demands. In addition, writers will learn to explain purpose once they begin to understand its significance. This position goes beyond just contextualizing an activity by putting writers in the middle of it. The writing prompts, according to [29] provide students with a better opportunity to learn about the assignment's objective. Successful writers clearly understand what will be written and who and how choices will be made. It is not enough to merely communicate the context of the work. Writing exercises should be used to assess whether or not students have achieved their goals [29]. In addition, practical scenarios customized to the educational purpose can be used to bridge the gap between theory and practice for students [30]. Contextualized writing activities do more than encourage content transferability, and the teacher becomes a facilitator. They increase the ability to think, analyze, synthesize, and solve writing challenges [31], [32], [33].

III. METHODOLOGY

This study used a quasi-experimental research design, particularly an A-B design. This design is a basic single-subject design, in which a baseline phase with measurements and an intervention phase continuing the same measures is included.

The study was conducted in one of the primary schools of Sogod, Southern Leyte, the Pandan-San Miguel Elementary School. Presently, the school has a complete elementary grade level headed by an energetic principal with dedicated teachers in each grade level. The teaching force works together to achieve one goal, that is, produce students with morals. Moreover, the elementary school is the home of many successful individuals in the locale.

The respondents of this study were the grade 4 learners of Pandan-San Miguel Elementary School who were enrolled in the school year 2019-2020. All 30 learners, 15 boys, and 15 girls were chosen as the respondents of this study. The Phil-IRI result of these learners was obtained to establish their reading comprehension level. The sex and reading comprehension level were the significant variables for the respondents' demographic profile.

The study used two instruments to evaluate the pertinent data. The first was the Evaluation Rating Sheet for a Learning Guide, an adopted rubric from the Learning Resource Management and Development System of the Department of Education. This rubric is used to evaluate the four salient factors of learning material, such as the content, format, presentation, organization, accuracy, and up-to-date information. Three evaluators were tapped to evaluate the developed Contextualized Writing Prompts using this rubric. The second instrument was the rubric in assessing the written outputs in non-contextualized and contextualized writing prompts. The rubric used to evaluate the written works weighted heavily for unity, consistency, emphasis, and mechanics.

The researcher asked permission from authorities to formally conduct the research study. While waiting for the approval of some documents needed for the formal start of the data collection, the researcher developed the Contextualized Writing Prompts (CWPs) for the data collection. The CWPs are three-tiered writing prompts for the five writing sessions in the treatment phase. The five topics included in the CWPs were parallel to the broad issues identified on the DLHTM of DepEd. The developed CWPs booklet was subjected to content and grammar evaluation by three language and content experts. The rubric, Evaluation Rating Sheet for a Learning Guide which focused on four key factors: the content, format, presentation, organization, accuracy, and up-to-date information, was used. After series of evaluations and modifications from the experts, the utilization of the CWPs in the data collection commenced. Next to the development of the CWPs Booklet was to get data on the respondents' reading comprehension level and sex. Then, the orientation regarding the series of writing sessions using non-contextualized and contextualized writing prompts followed immediately. Part of the briefing was to inform them about the purpose, and the topics with schedules using the writing prompts (see Table 1). Then the researcher reviewed with them the writing processes (planning, translating, and reviewing) of Flower and Hayes (1986).

Five successive sessions were allotted for the pre-treatment phase, where students wrote compositions without the aid of the CWPs. The writing activities were done in the traditional or usual way, however, strictly following the writing stages of [34]. Then another five successive writing sessions were provided using the evaluated CWPs booklet for the treatment phase. In every writing session's topic, the writers are introduced to each step of the CWPs while observing [34] writing processes. The provision of the CWPs per session to the learners is anchored on the idea that learners can comprehend and generate more ideas that they can use in every writing activity.

The final outputs for both phases were collected and were subjected to expert evaluation. The rubric mentioned earlier was used to evaluate the students' written works for both non-contextualized and contextualized writing

prompts. The scores' average of the evaluators across all writing elements were computed. The results helped establish the trend of the students' composition writing skills in both phases. The results were compared to determine if contextualized writing prompts have influenced the development of the composition writing skills of the grade four learners.

Table 1. Distribution of Topics Per Writing Session

Phases	S1	S2	S3	S4	S5
	TOPICS				
Pretreatment Phase (non-contextualized CWPs)	Celebration	Fauna	Flora	Game	Tourist Spot
Treatment Phase (contextualized CWPs)	Buyogon Festival	Eagle	Orchids	Mobile Legend	San Juanico Bridge
	Barangay Fiesta	The Hen and the Hatchlings	Gumamela	Flying Kite	Gerona's Farm

Descriptive statistics such as frequency count, percent, mean, and median were used to evaluate the profiles based on sex, reading comprehension, and students' writing composition levels using contextualized and non-contextualized prompts. The Wilcoxon signed-rank test (normal approximation) was used to test the significance of the difference in the pupils' composition writing using the non-contextualized and contextualized writing prompts. Since the composition writing performance was obtained using a rubric with five-point Likert-type-like measurements, thus, making the observations ordinal in scale. Also, the data gathering design is A-B, popularly known as pre-post-test design resulting in paired or related data sets. Hence, the Wilcoxon signed-rank test is appropriate. The correlation between sex and the level of composition writing skills using non-contextualized and contextualized writing prompts was determined using the rank-biserial coefficient since sex is binary, and writing composition skills is ordinal in scale. The Spearman rank correlation coefficient, on the other hand, was used to determine the correlation between reading comprehension and composition writing skills. Reading comprehension is the interval in scale; however, composition writing skills are measured on an ordinal scale. All the statistical calculations were facilitated using Stata v15.1.

IV. RESULTS AND DISCUSSION

The profile of the grade four pupils in terms of reading comprehension level and sex is presented in Table 2. Note that there is an equal number of male and female respondents. More than half (53.3%) belong to the instructional level of reading comprehension, and 43.3 percent are classified as independent in terms of reading comprehension. Besides, only 1 of the 30 pupils belongs to

the frustration category of reading comprehension. The grade four pupils' profile in terms of reading comprehension level was based on the Phil-IRI result. This result is used to represent the reading comprehension level of the respondents because the Phil-IRI primarily assesses the reading comprehension of the learners. The mean and median reading comprehension scores are 14.3 and 14.5, respectively. Both statistics indicate that, on average, students' reading comprehension falls under the Instructional level.

Table 2. Profile of the Grade Four Pupils in terms of Reading Comprehension Level and Sex

Variable	Number of Students (n=30)	Percent
Sex		
Male	15	50.0
Female	15	50.0
Reading Comprehension*		
Frustration	1	3.3
Instructional	16	53.3
Independent	13	43.3

*16-20= Independent; 15-11= Instructional; 10-0= Frustration; mean=14.3; sd=2.1; median=14.5

Indicated in Table 3 below are the data on median ratings given by the three English language experts on the five (5) compositions created by the grade four pupils using a non-contextualized approach. It can be gleaned from the table that half (50%) of the fourth graders have at a most low level of composition writing skills along with unity, coherence, emphasis, and writing mechanics when using non-contextualized writing prompts. This finding also means that the other half of the pupils have at least low composition writing skills and unity, coherence, emphasis, and writing mechanics when using non-contextualized writing prompts.

Table 3. Fourth Graders' Level of Composition Writing Using Non-Contextualized Writing Prompts

Writing Element	Median Rating	Level
Unity	2	Low
Coherence	2	Low
Emphasis	2	Low
Writing Mechanics	2	Low

1=Very Low, 2=Low, 3=Moderate, 4=High, 5=Very High

Presented in Table 4 are the median ratings given by the three English language experts on the five (5) compositions created by the grade four pupils using a contextualized approach. Based on the result, half (50%) of the Grade four pupils have at most moderate level of composition writing skills along with unity, coherence, emphasis, and writing mechanics when using contextualized writing prompts. This finding also means that the other 50% of the students have at least a moderate level of composition writing skills along with unity, coherence, emphasis, and writing mechanics when using contextualized writing prompts.

Table 4. Fourth Graders' Level of Composition Writing Using Contextualized Writing Prompts

Writing Element	Median Rating	Level
Unity	3	Moderate
Coherence	3	Moderate
Emphasis	3	Moderate
Writing Mechanics	3	Moderate

1=Very Low, 2=Low, 3=Moderate, 4=High, 5=Very High

As shown in Tables 3 and 4 above, the median ratings of the level of composition writing skills along with unity, coherence, emphasis, and writing mechanics of fourth-graders are low and moderate when using non-contextualized and contextualized writing prompts, respectively. This result means that when pupils use contextualized writing prompts, half of them got at most low composition writing skills along with unity, coherence, emphasis, and writing mechanics. In contrast, half of them have at least moderate composition writing skills when using contextualized writing prompts. The difference in the median level of composition writing skills of these students when using contextualized and non-contextualized writing prompts highly significant. As shown in Table 5, the p-values are all below 0.05 (even 0.01) level of significance, indicating a significant difference between composition writing skills when using non-contextualized and contextualized writing prompts. This result leads to the rejection of the null hypothesis. In other words, students can write compositions significantly better when using contextualized writing prompts than using non-contextualized writing prompts.

Table 5. The Difference in the Fourth Graders' Composition Writing Using Non-Contextualized and Contextualized Writing Prompts

Writing Element	Median Rating		Z	p-value
	Non-CWPS	CWPs		
Unity	2	3	4.78**	0.0000
Coherence	2	3	4.78**	0.0000
Emphasis	2	3	4.78**	0.0000
Writing Mechanics	2	3	4.78**	0.0000

Z=normal approximation of the Wilcoxon signed-rank test;

**-significant at the 1% level

1=Very Low, 2=Low, 3=Moderate, 4=High, 5=Very High

Table 6 shows the correlation between the profile of fourth-graders in terms of sex and reading comprehension and the level of composition writing skills using non-contextualized prompts. The correlation between sex and the level of composition writing skills was determined using the rank-biserial coefficient since sex is binary, and writing composition skills is ordinal in scale. Meanwhile, the Spearman rank correlation coefficient was used to determine the correlation between reading comprehension and composition writing skills. Reading comprehension is an interval in scale, but composition writing skills are measured on an ordinal scale.

Table 6. Relationship on Grade Four Profile and Level of Composition Writing Using Non-Contextualized Writing Prompts

Writing Elements	Profile Variables	
	Sex	Reading Comprehension
Unity	0.0174 (0.9274)	0.0732 (0.7005)
Coherence	0.0454 (0.8118)	0.0606 (0.7505)
Emphasis	0.0325 (0.8645)	0.0877 (0.6449)
Writing Mechanics	0.0418 (0.8264)	0.0468 (0.8059)

Figures in parentheses are p-values. P-values less than 0.05 indicate a significant correlation.

Table 7 shows the correlation between the profile of fourth-graders in terms of sex and reading comprehension and composition writing skills using contextualized prompts. The correlation between sex and the level of composition writing skills was determined using the rank-biserial coefficient since sex is binary, and writing composition skills is ordinal in scale. Meanwhile, the Spearman rank correlation coefficient was used to determine the correlation between reading comprehension and composition writing skills since reading comprehension is an interval in scale; however, composition writing skills are measured on an ordinal scale.

Except for the variables *Writing Mechanics* and *Reading Comprehension*, all correlation coefficients are very small (close to zero), indicating a very low relationship between these variables. The correlation coefficient between *Writing Mechanics* and *Reading Comprehension* is 0.4317, which is categorized as a moderate correlation. The associated p-values of these correlation coefficients are enclosed in parentheses. Except for the variables *Writing Mechanics* and *Reading Comprehension*, all the p-values are higher than the 0.05 level, indicating no significant correlations between the variables. Meanwhile, the p-value of the correlation between the writing mechanics and reading comprehension is 0.0172, less than 0.05, suggesting an essential correlation between writing mechanics and reading. These results mean that, except for *writing mechanics* and *reading comprehension*, there is a very low and non-significant relationship between grade four pupils' profile and level of composition writing using contextualized writing prompts. However, a moderately significant relationship exists between pupils' level of reading comprehension and composition writing skills in writing mechanics.

Table 7. Relationship between the Grade Four Profile and Level of Composition Writing Using Contextualized Writing Prompts

Writing Elements	Profile Variables	
	Sex	Reading Comprehension
Unity	0.0545 (0.7749)	0.0078 (0.9672)
Coherence	0.0645 (0.7349)	0.0783 (0.6810)
Emphasis	0.0422 (0.8249)	0.0434 (0.8201)
Writing Mechanics	0.0258 (0.8923)	0.4317* (0.0172)

Figures in parentheses are p-values. p-values less than 0.05 indicate a significant correlation

*-significant at the 5% level

Profile of the Grade Four Pupils

The result in Table 2 suggests that though some belong to independent, pupils still need more reading comprehension. Some studies claimed that reading comprehension is another equally essential factor in determining the composition writing skill of the learners. According to the [35], writing skill is the lifeblood of various activities, such as social, community, civic, and most importantly, in any professional activities. Likewise, [36] stressed that writing serves to learn and self-expression and establish effective communication among people in any context. Further, they said that those with low writing skills could experience marginalization and have limited education and job prospects. In this perspective, learners need to develop a good writing foundation early to quickly and efficiently express their thoughts. The writing basis must nevertheless be coupled with an established understanding of reading, which should also be learned early based on the justifications abovementioned. [37] revealed a strong interplay between and among the four language abilities such as listening, speaking, reading, and writing in actual communication. He described this interplay as the system theory, which advocates a significant and constructive influence of these language skills with each other.

In the Philippines, the Department of Education (DepEd) with its D.O. 14, s. 2018 revised the "Every Child a Reader Program (ECARP)," which primarily aims to make every Filipino child a reader and a writer. Therefore, in addition to improving reading and writing skills, the Bureau of Learning Delivery-Teaching and Learning (BLD-TLD) continues to administer a newly revised Phil-IRI assessment to all students nationwide from all elementary schools in all public schools. The agency believes that learners' learning deficiencies must be addressed the soonest through the teachers' design of learner-centered reading instruction that is responsive and socio-culturally sensitive [38]. The Phil-IRI is not an individual assessment to evaluate the learner's overall reading performance, but it is coupled with other assessment tools to get the approximate learner's language abilities. Reading comprehension and composition writing skills influence directly each other; thus, writing and reading, together with listening and speaking skills, must be developed at an early stage in education because these skills are inevitably necessary for any social and professional contexts [36].

Meanwhile, sex is another important essential determinant of composition writing skills besides reading comprehension. Numerous studies examined composition writing, specifically the language use related to men and women. One significant study was [39]. He found out that sex differences are evident in terms of language use in composition writing. Further, it revealed that males lean towards using more nouns related to socio-economic activities to convey their ideas on the given topics successfully. Women, however, tend to use the language often associated with psycho-cognitive processes, pronouns, intensifiers, and modifiers to express their

emotions effectively and create a specific connection with other people [39]. These two variables represented the profile of the respondents. Numerous kinds of literature serve as evidence for the legitimacy of using these variables since the connection of the major problem, which is the composition writing skill, and these variables were established.

Level of Composition Writing of Fourth Graders Using Non-Contextualized Writing Prompts

The results in Table 3 suggest that non-contextualized writing prompts might be one of the factors for the low level of composition writing skills. This study defines non-contextualized writing prompts as materials, such as visual images, texts, and topics atypical from learners' cognitive level, language needs, socio-cultural contexts, and uncommon from the learners' experiences. Yet, they are used in the classroom during any writing activities. [40] asserted that one of the effects of using non-contextualized writing prompts in the writing tasks of learners is that non-native students often produce grammatically incorrect sentences. The low writing performance of the non-native writers happens because students have fewer inputs [through experiences] on the theme or topic for the writing tasks. Besides, these students presumably lack the prerequisite skills and knowledge regarding the target skill. Likewise, the books available and used for writing are non-contextualized, written by foreign authors [13].

Moreover, this result corresponds to the findings of [41]. They revealed that learners have a low level of composition writing skills because their errors in writing serve as evidence that they lack the skills needed in composition writing, such as cohesion, coherence, unity, emphasis, vocabulary, and writing mechanics. Further, he believed that errors are inseparable indicators of non-native speakers' performance in language learning. Meaning, students frequently commit mistakes in writing because they are non-native speakers and have not fully acquired the necessary skills for the writing tasks. On the other hand, errors are significant to teachers because they serve as factual data on how far the students have reached their written goal, how much they have made progress, and what they can learn [40].

[13] argued that writing is distinct from any other language skills because it is not learned quickly with time. Numerous studies [41], [42] claimed that writing skills are complicated because they shape the fundamental language skills of L2 learners [43]. Writing skills also deepen students' knowledge of the content through searching, planning, and organizing ideas based on their socio-cultural contexts and personal experience to write a well-written and cohesive paper [44]. Additionally, the writing tasks demand students with more facets to consider, such as to pay attention both on the lower-level skills like capitalization, spelling, punctuation, vocabulary, writing mechanics, etc., and the higher-level skills, which include planning, consolidating, and constructing [40].

The findings (see Table 2) suggest that it is not easy for learners to write an essay where the topic is not part of their local knowledge, language needs, socio-economic and cultural background, or cognitive level. As an implication, the result reminds the English teachers to provide constant corrective feedback through grammar instruction that uses non-contrived or contextualized topics, ideas, or sentences. [40] strongly argued that grammar instruction should be strengthened because it is helpful to make non-native speakers become excellent communicators. Providing written error corrections to students' writings should be done consistently until conclusive evidence of its ineffectiveness is found. Through writing, it allows readers to understand what is read and enables people to assess their written experience, particularly concerning unity, clarity, material, emphasis, structure, consistency, and writing mechanisms.

Level of Composition Writing of Fourth Graders Using Contextualized Writing Prompts

Contextualized writing prompts are distinguished as materials such as texts, visual images, and topics, which are typically under the learners' cognitive level, language needs, socio-cultural contexts and are within authentic experiences of the learners. These materials use language that is understandable by the learners and correspond to the diverse socio-cultural background of the learners. [13] study defined contextualized materials due to the local circumstances that conform to the learners' needs and cognition level. Also, it includes the use of comprehensible language and suits the way of life and mindset of the learners and their society. They believed further that successful knowledge shifts are potential within various contexts if learners can fully grasp the specifics and the universal ideology, models, and associations achieved through the application of comprehension [13].

[45] argued that contextualizing instruction demonstrates the potential of mobilizing students' everyday knowledge, interests, needs, and motivation, especially when supporting their reasoning and reflection in different instructional domains. The philosophy of student-centeredness is given much attention, in this perspective, so that learners can perform better not only in their composition writing activities but also in any other academic tasks. Apparently, from the result shown in Table 4, grade four pupils' composition writing performance was raised to a moderate level along with unity, coherence, emphasis, and writing mechanics because of the contextualized materials. The contextualized writing prompts used in the composition writing tasks follow the learners' experiences, socio-economic, and cultural backgrounds. [46] believed that giving suitable writing prompt topics makes completing tasks such as planning, consolidating, and constructing much easier. [13] claimed that contextualization of materials could facilitate and generate more practical learning, which can be expressed through the learners' good written productions, high scores, succession to more advanced writing tasks, and other indicators. That is why the written outputs of the pupils

based on the assessment of the three experts were far better than their performance in the previous writing composition activities using non-contextualized writing prompts. Many researchers have strongly argued that realistic situations, taken from experience, guarantee progress in analytic thinking, synthesizing, critical thinking, and problem-solving skills [32], [33], [31]. Thus, this result strongly justifies learners having constant exposure to any practical and contextual writing tasks. The writing tasks should be using contextualized writing prompts because it allows learners to connect the prior knowledge [through experiences] and the task at hand [47] thereby coming up with a well-written output.

Difference of the Levels of Composition Writing of Fourth Graders Using the Non-Contextualized and Contextualized Writing Prompts

The data shown in Table 5 shows that students had better-written outputs when the writing tasks used by the teacher were contextualized prompts. [47] believed that when the materials are localized and contextualized, they greatly influence student learning. Moreover, using contextualized content and materials is supported by three fundamental principles [48]. He said it activates prior knowledge and promotes more effective problem-solving. Also, it encourages students to interact and improve learning. It likewise helps students reflect on their learning and bridge ideas in a familiar, concrete context with an abstract concept so they can revisit it. Similarly, [13] asserted that the outputs of any academic tasks using contextualized materials could facilitate and generate more meaningful learning. This outcome is manifested in the learners' written works, better scores, promotion to advanced writing tasks, and better performance in placement tests [20]. Besides the improvement of the overall performance of the students, another significant discovery of using contextualized materials in any academic endeavor is the enhancement of students' attitude, persistence, and achievement [48].

With the result presented above, the developed contextualized writing prompts can effectively improve the composition writing skills along with unity, coherence, emphasis, and writing mechanics of the students since there was a significant increase in the level of composition writing from low to moderate level. Other factors that might contribute to a higher level than a moderate level of composition writing can be associated possibly with a teacher, student, and other unknown variables. But one thing is sure, any contextualized content and tasks for any intellectual ability will boost students' success dramatically.

Relationship between Fourth Graders' Profile and Level of Composition Writing Using Non-Contextualized Writing Prompts

The data in Table 6 shows that all correlation coefficients are very small (close to zero), indicating a very low relationship between the variables. Therefore, it is revealed that there is a very low and non-significant relationship between fourth-graders profiles and level of composition

writing using non-contextualized writing prompts. Besides, the results imply that grade four pupils' sex and reading comprehension level cannot measure their composition writing skills using non-contextualized writing prompts. The respondents' sex and reading comprehension level are considered independent variables and the composition writing skill, and they cannot be used to gauge the students' writing skills. The result then accepts the null hypothesis.

In real communication, a formidable interplay among the four language skills, such as listening, speaking, reading, and writing, exists [37]. The interplay of four language skills, which he referred to as system theory, promotes the critical and meaningful impact of these four language skills, regardless of the tasks involved in writing, whether in contextualization or non-contextualization. In other words, if one has low reading skills, perhaps because one has language skills or because reading skills are high, then the language skills are strong and thus mutually influential. However, the present finding gives an apparent justification that directly contradicts Nan's result. Presumably, other factors have not been considered in this study that can gauge the respondents' level of composition writing using non-contextualized writing prompts but not through their sex and their level of reading comprehension. Thus, this result emphasizes the need to consider other variables that might contribute to the level of composition writing skills of the pupils using non-CWPs. They need to be explored because they can be used as the basis for making any intervention.

Relationship between Fourth Graders' Profile and Level of Composition Writing Using Contextualized Writing Prompts

These results show that pupils' reading comprehension level can be used to gauge their composition writing skills in terms of writing mechanics only. In other words, pupils who have excellent reading comprehension levels [independent] are expected to have good competence in writing mechanics, excluding other writing elements such as unity, coherence, and emphasis, despite contextualized writing prompts. Presumably, this result can be associated with the writing approach these students are exposed to. The learners maybe are presented in the previous levels to a traditional method in writing, which gives a strong emphasis on writing mechanics. According to [49] writing mechanics are the conventions that govern the technical aspects such as punctuation, spelling, capitalization, and abbreviations, including usage and organization under the broad heading of mechanics. These are usually the focus of the product-oriented approach in writing, where it tends to focus on the formal-mechanical and technical aspects of writing [49]. The traditional product-oriented approach to writing stresses the writing mechanics and the accuracy of the produced texts. In other words, learners who have been exposed to the conventional method in writing, that is, the product-oriented approach, are expected to write an error-free text [50], disregarding their communicative purpose [49]. [51] revealed that this approach could improve students' grammatical accuracy and writing mechanics

because teachers underlined all technical-mechanical errors in the learners' written outputs.

Similarly, it would encourage learners to be aware of their mistakes to avoid them in the following writing activity. Despite contextualized writing prompts, the task only serves as a regular mechanical exercise that divorces writers' infusion of personal perspectives, intentions, and authentic experiences. However, the good thing about this traditional approach is that it advocates for learners' mastery of the grammatical and writing mechanics aspects [50], which are essential in writing a near-accurate composition and aids in understanding the text. The interplay between knowing the mechanics in writing and reading goes well beyond just learning to read. Writing helps learners' competence in reading and improves the students' reading fluency explicitly. Each part of the writing mechanics has an essential role in reading that cannot be ignored.

The spelling patterns, another writing mechanics, improve reading skills [49]. A recent study revealed that learners could use inventive spelling to become better readers [52]. Other mechanics in writing is capitalization and punctuation. These are not just simple rules that must be memorized and followed but critical primary readers' signals. Through these mechanics, the writer's purpose and intentions are put across effectively. Various connotations of a statement can be derived using a simple change in punctuations and, or capitalizations [53]. In other words, a mere shift in writing mechanics may affect reading comprehension. Thus, writing mechanics, which is emphasized in a product-oriented approach in writing, influence the reading comprehension of the grade four pupils and vice-versa. The result encourages pupils to write long before they learn all the rules because it creates a better and more in-depth understanding of the reading.

V. CONCLUSION AND FUTURE SCOPE

The contextualized writing prompts have moderately influenced the development of the composition writing abilities of the Grade four students. This result, though moderate, could be a good indicator that if the three-tiered CWP's are used consistently in any writing tasks, the pupils' composition writing skills would be enhanced ultimately. With the study's limitations, it is recommended that additional variable in the respondents' demographics and increase their number to establish the generalizability of the result are necessary. Likewise, the CWP's should be introduced appropriately and consistently with the observance of the writing processes to enhance the pupils' composition writing skills.

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