

Writing Analysis: Academic Performance among English Major Students

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ABSTRACT: This study aimed to assess the writing analysis and their relationship to academic performance in English subjects among the English majors in private schools in Dipolog City during the school year 2023-2024. The data were obtained from 60 English majors in private schools in Dipolog City. A quantitative descriptive-correlational research design was employed in this study. Using weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient were the statistical tools used in the study. Furthermore, data analysis revealed a significant relationship between writing analysis and students' academic performance. This indicated that writing analysis is significantly related to the students' academic performance in private school in Dipolog City. Hence, it is recommended that the administration of the private schools in Dipolog City would provide some techniques of writing analysis to enhance students' English learning and encourage them to be optimistic about the English writing skills practices.

Keywords: *writing skills, academic performance, private schools, Dipolog City, Philippines*

I. Introduction

Writing is recognized as one of the most complex macro skills of communication, requiring significant time to perfect. Writing skill, like other major abilities, improves with practice and a dedication to honing the art of writing (Sharma, 2018). Similarly, it will not happen instantly because it requires a deliberate and sometimes lengthy approach. It emphasized that while the ability to write an excellent essay is critical for academic progress, fostering transferable talents and qualities is equally important for success in the professional sphere after graduation (West, Malcolm, Keywood, & Hill, 2019). Moreover, inadequate content mastery, improper grammar use, first language interference, a small vocabulary, and a lack of teaching and learning resources are the main obstacles students face when learning how to write essays. The most prevalent errors committed by the students were tenses, prepositions, subject-verb agreement, morphology, articles, verbs, and pronouns (Lopres, et al., 2023).

English writing skills are important in helping learners acquire a variety of skills in their English learning process, such as analyzing, arguing, and critical thinking. Furthermore, English writing skills encourage students to apply their understanding of micro linguistics, such as morphology, syntax, and semantics, which they have already learned in English studies (Menggo, Suastra, Budiarsa, & Padmadewi, 2019). In addition, writing skills are important in English learning because they help students function well academically. Writing abilities need learners to apply their language competence to develop the main idea, support the idea, summarize the expert's

thought, have adequate understanding of diction choice, topic selection, punctuation, build excellent links between sentences, and identify relevant references(Suastra & Menggo, 2020).

Students' writing skills in the Philippines showed a higher incidence of errors in grammatical areas, including subject-verb agreement, verb tenses, organization of thoughts, contraction usage, distribution of ideas within sentences, and writing mechanics such as capitalization of proper nouns, appropriate paragraph indentation, punctuation, and sentence breaks(Hikmah, Akmal, & Buffe, 2019). In addition, students encountered a vocabulary deficit resulting from inadequate learning methods. Students faced multiple challenges with grammatical structures due to limited study time and insufficient access to necessary resources for grammar mastery. Students demonstrated disinterest in writing topics, insufficient opportunities for revision, and a lack of diverse material sources leading to poor academic performance (Lopres et al., 2023).

Despite the existing corpus of data, there are significant gaps that the current study aims to fill. Previous study has shown that students' writing skills and psychologically motivated performance assessments can help them improve and overcome their self-efficacy barriers while writing in English and in academics. Students' written production, self-confidence, autonomy encouragement, and motivation for self-involvement could increase academic achievement and minimize teachers' reservations about awarding them a grade(Menggo et al., 2019); Ibay, 2021). These results motivated the researcher to conduct the current study in private school in Dipolog City which aims to bridge these gaps by adopting a longitudinal approach, tracking the development of writing skills and academic performance among studentsmajor Englishover an extended period. Additionally, the researcher delves into the potential influence of writing skills and students' academic performance acquisition processes.

II. Literature

Writing Skills

The impact of writing skills on students' academic performances is significant. A study found that writing proficiency positively affects students' cognitive skills development and boosts their interest, awareness, self-esteem, and motivation. Technology integration in the classroom can enhance writing pedagogy and engage students in writing more actively and collaboratively. Effective writing involves learning, comprehending, applying, and synthesizing new knowledge (Suastra & Menggo, 2020). Writing is a fundamental skill in language learning. The learners are required to utilize their knowledge of the language, including grammar, diction, punctuation, spelling, and many other aspects. These skills enable learners to present their thoughts in written communication in a well-structured manner. Measuring and knowing students' performance in writing classes is a must in the process of teaching English (Tusyanah et., 2019).

Writing is considered the most challenging skill for language learners to master, despite its importance, as it entails the creative process of articulating thoughts, exploring ideas, and adhering to established norms of grammar, syntax, and vocabulary (Suastra & Menggo, 2020). The acquisition of writing as a component of second language learning has consistently presented challenges for both educators and learners (Kustati & Yuhardi, 2014). In tertiary classrooms, the emphasis is on advancing students' proficiency, improving their social and communication skills, and cultivating essential employability skills, with writing as a fundamental element (Suastra & Menggo, 2020).

Morphology

Morphology, as a level of linguistic analysis, aims to examine the internal structure of a word. Morphology is a branch of linguistics that examines word structure and the alterations in word forms corresponding to changes in grammatical function (Ekwueme & Ukazu, 2020). Morphology reflects the metaphorical mode of discourse that has become characteristic of standard English, particularly in its written form, which evolved during the formation of the nation-state in British history and later in the global dissemination of English (Stoffelsma et al., 2020). Morphology: Words are an important part of linguistic knowledge and constitute a component of our

mental grammars, but one can learn thousands of words in a language and still not know the language. On the other hand, without words, would be unable to convey our thoughts through language or understand others' thoughts. Each word in our mental lexicon serves as a sound-meaning unit, necessitating the listing of its unique phonological representation, which dictates pronunciation, and its meaning. Each word in your mental lexicon includes other information as well, such as whether it is a noun, pronoun, verb, adjective, adverb, preposition, or conjunction (Lozano, Ilagan, & Maluluyon, 2020).

Syntax

Syntax pertains to the examination of the arrangement of words into phrases and sentences. According to the aforementioned definitions, language is considered vague when morphological and syntactic principles are disregarded. What is described as language will merely be a remnant of unclassified, unstructured vocal expressions (Ekwueme & Ukazu, 2020). The progression of morphology into various ways to combine words to form phrases, clauses, and sentences is known as syntax (Nwoko, 2016). Syntax is concerned with rules for sentence building. Syntax is a device for generating the expressions of language. In linguistic inquiry, deviance refers to the notion of individual differences in linguistic effects that do not conform to a rule or norm. In its extreme form (which can include tense errors), deviance produces an instance of a language effect that does not conform to a rule or norm (Okoro, 2015).

Syntax is the part of grammar that pertains to a writer's knowledge of sentences and their structures. The teaching of syntax not only aids students in understanding syntax concepts and theories but also encourages them to apply what they have learned in practical applications. The use of syntax also aids students in shaping their unique creative writing style. Learners possess high syntactic knowledge. They are capable of crafting original phrases and sentences, as well as engaging in a variety of creative writing tasks, such as illustrating a picture story (Ülkersoy, 2021).

Academic performance

Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) (Tadese, Yeshaneh and Mulu 2022). The grade point average, or GPA, is commonly employed as a handy summary measure of academic performance by the majority of colleges and universities (Rashida and Asghar 2016). Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors (Khan, et al. 2020).

Conceptual Framework

The conceptual framework is presented in Figure 2. *First*, the demographic profile consists of sex, age, and year level. *Second*, the independent variable consists of writing analysis with two (2) indicators categorized into morphology and syntax with six-ten (16) items each. *And third*, the dependent variable is the students' academic performance in English.

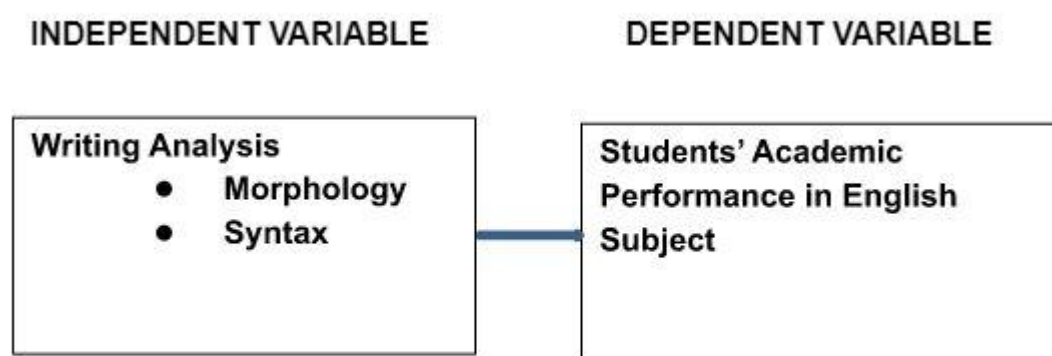


Figure 2. Conceptual Framework of the Study

Statement of the Problem

This study aimed to assess the writing analysis and their relationship to academic performance in English subjects among the Bachelor of Secondary major in English students in Jose Rizal Memorial State University during the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of writing analysis in terms of:
 - 2.1 morphology; and
 - 2.2 syntax?
2. What is the respondents' level of academic performance?
3. Is there a significant relationship in the perceived level of writing analysis and level of academic performance?

Hypothesis

1. There is no significant relationship in the perceived level of writing analysis and level of academic performance.

Hypothesis

Numerous studies have demonstrated the significant influence of writing analysis on students' academic performance (Bay, R.M. (2021); Singh, Goel, & Islamia (2016)). Building on this research, the current study seeks to explore the effect of writing analysis on students' academic performance.

Scope and Limitation of the Study

This study is limited to the entrepreneurial knowledge and entrepreneurial intention among the sixty (60) students major in English with different writing skills and levels of academic performance in private schools in Dipolog City, Zamboanga del Norte during the school year 2023-2024. It also limited its scope with writing as the independent variable which consists of two (10) indicators with sixteen (16) items and academic

performance as the dependent variable. This study is intended to determine the relationship between relationship in the perceived level of writing analysis and level of academic performance.

III. Research Methodology

Method Used

The study included survey and descriptive-correlational research methods. The survey method was employed since the researcher gathered data through a questionnaire of writing analysis. Guetterman et al., (2019) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research is a non-experimental research method in which a researcher measured variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variable(Bhat, 2019). Therefore, a correlational analysis was performed to determine the significant relationship between writing analysis and students' academic performance.

Research Environment

The study was conducted at private schools in Dipolog City, Zamboanga del Norte. The respondents are the sixty (60) students major in English with different writing skills and levels of academic performance.

Research Instrument

The questionnaire used in the study consisted of two parts: Part I. Writing analysis adopted from Ibay, R.M. (2021) consist of two indicators, namely, morphology with eight (8) items in each and syntax with also eight (8) items each. Part II. Academic performance from the students.

Statistical Treatment of the Data

Presented are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the writing analysis and academic performance. Presented below is the scoring guide in giving qualitative descriptions and interpretation of the responses of the items in writing analysis and students' academic performance.

Writing Analysis

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very high
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Moderate
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very low

To describe the performance of the respondents, the researcher used the following descriptors, and grading scale.

Students' Academic Performance

Scale	Description	Grading Scale
5	Outstanding	90 – 100
4	Very Satisfactory	85 – 89
3	Satisfactory	80 – 84
2	Fair Satisfactory	75 – 79
1	Did Not Meet Expectation	Below 75

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto, & Torres, 2019). (**Spearman Rank-Order Correlation Coefficient.** This is used to determine the correlation between writing analysis and academic performance. The following guide in interpreting the correlation value suggested by Cohen, West, and Aiken (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.00	No correlation	

The data gathered in this study were tallied, treated, and analyzed using Microsoft Excel Data Analysis ToolPak and IBM Statistical Package for Social Sciences. Thus, displaying of the statistical formulas is not necessary. All statistical tests were performed at 0.05 level of significance.

Data presentation and analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of writing analysis in terms of:

2.1 morphology; and

2.2 syntax?

Table 1
Perceived Level of Writing Analysis in Terms of Morphology

Morphology	AWV	SD	Description	Interpretation
1. I analyze the structure of the word.	4.51	0.65	Strongly Agree	Very High
2. I construct words and use them in conversation.	4.39	0.69	Strongly Agree	Very High
3. I identify the root word of a certain word.	4.25	0.83	Strongly Agree	Very High

4. I am providing synonyms and antonyms of every English word.	4.13	0.92	Agree	High
5. I am applying appropriate affixes to the words I use in a conversation.	4.31	0.81	Strongly Agree	Very High
6. I read English dictionary.	3.84	0.86	Strongly Agree	Very High
7. I make sure to comprehend my understanding in the English dictionary.	4.48	0.67	Strongly Agree	Very High
8. I am refining the intricate words that can be found in literary works.	4.28	0.73	Strongly Agree	Very High
Overall	4.27	0.59	Strongly Agree	Very High

AWV=Average Weighted Value SD=Standard Deviation

Table 1 shows the perceived level of writing analysis in terms of morphology. The data claims that the respondents strongly agree that they analyze the structure of the word, construct words and use them in conversation, identify the root word of a certain word, apply appropriate affixes to the words and use them in a conversation, read English dictionary, and refine the intricate words in literary works. The respondents also agree that they provide synonyms and antonyms for every English word. Overall, the respondents strongly agree that the level of writing analysis in terms of morphology is very high. The present finding contradicts Ibay (2021) study, contended that most students generally exhibited a relatively a high level of morphology towards writing analysis.

Table 2

Perceived Level of Writing Analysis in Terms of Syntax

Syntax	AWV	SD	Description	Interpretation
1. I accurately identify the parts of speech in a sentence.	4.30	0.74	Strongly Agree	Very High
2. I correctly use the part of speech in a sentence.	4.26	0.73	Strongly Agree	Very High
3. I correct sentences with incorrect use of word.	4.38	0.69	Strongly Agree	Very High
4. I use words appropriately in every sentence.	4.36	0.68	Strongly Agree	Very High
5. I can identify the structure and form of the sentences.	4.15	0.75	Agree	High
6. I understand and identify the rules of subject-verb agreement in sentences.	4.26	0.75	Strongly Agree	Very High
7. I'm able to use determiners correctly in sentences.	4.28	0.78	Strongly Agree	Very High
8. I can construct a clear and correct sentence.	4.43	0.67	Strongly Agree	Very High
Overall	4.30	0.61	Strongly Agree	Very High

AWV=Average Weighted Value SD=Standard Deviation

Table 2 portrays the perceived level of writing analysis in terms of syntax. The result avers that the respondents strongly agree that they accurately identify the parts of speech in a sentence, correctly use the part of speech in a sentence, correct sentences with incorrect use of words, use words appropriately in every sentence, understand and identify the rules of subject-verb agreement in sentences, use determiners correctly in sentences, and construct a clear and correct sentence. They also agree that they identify the structure and form of the sentences. Altogether, the respondents strongly agree that the level of writing analysis in terms of syntax is very

high. The present finding supported Ibay (2021) study, contended that most students generally exhibited a relatively a very high level of syntax towards writing analysis.

2. What is the respondents' level of academic performance?

Table 6

Level of Academic Performance of Respondents

Scale	Grading Scale	Range of Values	Description	F	%	AWV	Description
1	below 75	1.00-1.80	Did not Meet Expectations	0	0.00	3.56	Very Satisfactory
2	75-79	1.81-2.60	Fairly Satisfactory	6	9.84		
3	80-84	2.61-3.40	Satisfactory	19	31.15		
4	85-89	3.41-4.20	Very Satisfactory	32	52.46		
5	90-100	4.21-5.00	Outstanding	4	6.56		

F=Frequency %=Percent AWV=Average Weighted Value

Table 6 displays the level of academic performance of the respondents. The data articulates that 32 or 52.46% of the respondents obtained a very satisfactory academic performance, 19 or 31.15% satisfactory, 6 or 9.84% fairly satisfactory, and only 4 or 6.56% outstanding. This finding implies that a majority of the respondents attained a very satisfactory (AWV=3.56) academic performance. The current findings contradict Enang, Urujzian, and Udoka, 2013 study, which found that students majoring in English performed academically in fairly Satisfactory.

3. Is there a significant relationship in the perceived level of writing analysis and level of academic performance?

Table 9

Relationship between the Perceived Level of Writing Analysis and Academic Performance

Writing Analysis	rho-value p-value	Academic Performance	Interpretation
Morphology	p-value	0.16	Small/Low Positive Correlation Not Significant
	p-value	0.23	
Syntax	rho-value	0.30	Medium/Moderate Positive Correlation Significant
	p-value	0.02	
Overall	rho-value	0.33	Medium/Moderate Positive Correlation Significant
	p-value	0.01	

Table 9 depicts the test of the relationship between the levels of writing analysis and academic performance. Applying the Spearman Rank-Order Correlation Coefficient, the result attests that there exists a

significant correlation between the levels of writing analysis and academic performance. Thus, the null hypothesis is rejected. This finding signifies that as the level of writing analysis increases, the level of academic performance also increases. This finding further signifies that academic performance is significantly affected by the writing analysis. The current finding is supported by Singh, Goel, and Islamia (2016) study, which indicated that writing analysis has a significant effect on academic performance. This indicates that morphology and syntax significantly influence students' academic performance, as evidenced by a moderate correlation.

IV. Discussions

The teacher is a total success because of his adequate understanding of morphology and syntax and his diligent pursuit of every chance to improve his students' grammar knowledge and writing analysis. By using words in conversation, teachers and students will be able to expand their grammar and writing skills. This will not only enhance the teachers' skills but also improve the English language. Moreover, the study's findings, as reflected in the data, indicate that students' writing analysis is highly agreeable, and their academic performance is considered very satisfactory. The coefficient correlation indicates a correlation between the writing analysis and the academic performance of students at private schools in Dipolog City. This means that morphology and syntax have a relationship with the students' academic performance averagely. The findings shows that morphology and syntax affect most in the academic performance of the students, since it has moderate correlation. Therefore, the study rejects its hypothesis.

V. Conclusions

This study concludes that the respondents' level of writing analysis in terms of morphology and syntax is very high. It implies that most students generally exhibited a relatively high level of writing analysis. This also means that analyzing writing is very important for improving academic performance and that the interaction between morphology and syntax is very important for improving students' academic performance.

Authors' contribution: Conceptualization, research methodology, data gathering and analysis is performed by the authors.

Conflict of interest statement: All author declares no conflict of interest.

Ethical review statement: the research is submitted to the ethical review board and approved for the conduct of the study. It does not involve human-sensitive issues.

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