

Analysis on the Writing Errors of Grade 6 Students: Basis for Instructional Material Development

DOI: <https://doi.org/10.47175/rielsj.v5i3.1044>

| Mylen H. Dejon^{1,*} | Evangeline H. Alvarez² | Roxan R. Remorosa³ |
| Shiryl T. Ytoc⁴ |

¹Teacher I, Department of
Education, Nueva Gracia
National High School,
Buenasuerte, San Francisco,
Agusan Del Sur, Philippines

^{2,3,4}Faculty, Master of Arts in
Education major in Applied
Linguistics-College of Teacher
Education, Agusan del Sur
State College of Agriculture
and Technology, Philippines

*mylendejon@gmail.com



This work is licensed
under a Creative Commons Attribution-
ShareAlike 4.0 International License.

ABSTRACT

The ability of students to express themselves through writing is not just a reflection of their linguistic prowess but also a determinant of their academic and future career success. The purpose of this study is to conduct an analysis on the writing errors of Grade 6 students of Paciencia Elementary School, Loreto, Agusan Del Sur. The findings would be used as the basis for instructional material development and to recommend emphasizing teaching integration of the identified errors. The dominant errors were related to punctuation, capitalization, and incorrect verb forms, indicating a significant need for focused instruction in these areas to improve pupils' writing proficiency. In response to these findings, the study suggests developing targeted instructional materials that include structured lessons and practice exercises focusing on the most common errors. These resources should be integrated into the curriculum. Recommendations from the study emphasize the roles of various stakeholders in improving writing skills among pupils. Teachers should implement targeted instructional materials and attend professional development workshops. The school administration should support the integration of these materials and fund workshops while regularly assessing pupils' grammar skills. Pupils should engage actively in grammar lessons and seek feedback, and parents should encourage and support their children in practicing grammar skills at home. Policymakers and curriculum developers should incorporate the study's findings into national curriculum standards and allocate resources to support these initiatives. Future research should explore additional factors affecting grammar skills and the long-term impact of targeted instruction on overall academic performance.

KEYWORDS

Analysis; writing errors; grade 6 students; basis for instructional material development; descriptive qualitative

INTRODUCTION

Grammar skills are crucial for students' academic and future career success in an age of text-based communication. Mastery in writing, which integrates grammar, vocabulary, and syntax, is foundational for lifelong learning (Sacal & Potane, 2023; Riemenschneider, Weiß, Schröter, & Meurers, 2023).

Sacal and Potane (2023) stated that many students struggle with applying capitalization rules consistently, affecting the readability and professionalism of their writing. Spelling errors are frequent, indicating a need for more practice and instruction. Banat (2023) mentioned that subject-verb agreement and punctuation errors are also common,

highlighting critical areas that require focused teaching. Maintaining consistent verb tenses is another persistent problem, suggesting difficulties in understanding and applying tense rules. Although less frequent, word usage errors show that pupils struggle with choosing the correct words for context, impacting the precision of their communication.

Zhou (2022) highlighted the influence of the mother tongue significantly impacts students' ability to write correctly in English. Linguistic structures and habits from native languages present challenges, indicating a need for support in transitioning to English grammar. Cultural adaptation issues also complicate grammar learning, leading to errors and affecting writing quality. Educational resource gaps highlight the need for better grammar learning materials and more effective instructional practices, as many students feel inadequately supported in their grammar learning. Cognitive schema confusion, where students struggle to differentiate between English and their first language's grammatical structures, leads to errors in writing, indicating a need for clearer instruction and practice (Riemenschneider et al., 2023).

Addressing these problems requires targeted instruction, improved educational resources, and strategic interventions. Focusing on these areas can help pupils develop stronger grammar skills, enhancing their overall writing proficiency and academic success (Sacal & Potane, 2023; Riemenschneider et al., 2023).

Recent studies by Zhou (2022) and Banat (2023) emphasize the multifaceted nature of grammar skills in their writing, drawing attention to its dependence on many linguistic features and pedagogical approaches. For instance, research has explored the impact of grammar mastery on the overall quality of student writing (Sacal & Potane, 2023), while others have identified the role of writing tasks in differentiating student proficiency levels (Riemenschneider et al., 2023).

In the education agenda of the current administration known as MATATAG: Bansang Makabata, Batang Makabansa, language curricula are divided into three domains. Each domain has its distinctive goals, body of knowledge, and skills, but are interdependent from each other. The first domain, Literacy is for Key Stage 1 (Kindergarten- Grade 3) focuses on the ability to read and write meaningfully through language and text, with a minimal emphasis on grammar teaching. The next domain, Language for Key Stage 2 (Grade 4-6), learners learn about languages and how they work, focusing on communicative skills, grammatical knowledge, and cultural understandings. The last domain, Text for Key Stage 3 (Grade 7-10), emphasizes different forms of text for learning about important aspects of human experiences and about aesthetic value, and for application in a meaningful context. Hence, students will be able to apply their learned grammatical knowledge in this stage in understanding and writing different texts.

In the academic year 2024-2025, the MATATAG Curriculum will have its implementation. However, for Key Stage 3, only Grade 6 will implement the new language curricula.

The study aligns with Sustainable Development Goal (SDG) 4: Quality Education. This goal emphasizes the importance of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. By conducting an analysis of the writing errors made by Grade 6 students, educators can identify specific areas where students struggle and develop targeted instructional materials to address these challenges. This approach not only enhances the quality of education but also helps in tailoring teaching methods to meet the diverse needs of students, thereby fostering an inclusive learning environment. Improving the educational resources and strategies based on empirical data ensures that students receive a more effective education, ultimately contributing to the achievement of SDG 4.

In connection with that, this study aims to conduct a thorough investigation into the writing skills of Grade 6 students. This research holds significant implications for curriculum implementation and development. The results will be utilized to advocate for a greater focus on the writing errors within the Key Stage 3 (Grade 7-10) of the Matatag Curriculum, and on National Learning Camp (NLC) to equip students with the skills necessary for academic advancement and real-world communication.

RESEARCH METHODS

The study employed a descriptive qualitative research design to systematically analyze the current state of writing skills among Grade 6 pupils. This design was chosen for its ability to accurately and comprehensively depict the specific aspects of pupil writing abilities, providing a detailed overview of the errors encountered.

Data Source

The data sources for this study were collected primarily through structured assessments designed to address each specific research question comprehensively. Firstly, students' writing errors such as punctuation errors, capitalization errors, incorrect verb forms, spelling errors, subject-verb agreement, article errors, preposition errors, determiner errors, incomplete sentences, confused words, incorrect phrasing, pronoun errors, inappropriate colloquialism, conjunction errors, adverb errors, apostrophe errors, parallelism errors, wordy sentences, and plurality errors were analyzed to assess the frequency distribution.

Based on the outcomes of the analysis, a matrix for Strategic Intervention Materials (SIM) was developed to address the specific areas where pupils showed weaknesses. The design of these materials was informed by data-driven insights into the most pressing challenges the pupils faced, ensuring that the interventions were precisely targeted to improve their grammar skills effectively.

Additionally, the study involved conducting a peer review debriefing session to enhance the validity of the research. Peer debriefing is the process of consulting with one or more peers who have no personal interest in the project to enhance the validity of the research. This involved allowing a qualified, impartial colleague to review and assess the transcripts, methodology, and findings. Qualitative researchers use this technique to probe their process in an independent, unbiased way to establish credibility in their research. For this study, three experts served as the debriefers, providing valuable insights and ensuring the research process maintained a high standard of rigor and objectivity.

Data Collection

In the preparatory phase of the study focusing on the writing skills of Grade 6 Pupils of Paciencia Elementary School, Loreto, Agusan Del Sur, a letter of request was composed to seek permission from the School Principal. This letter elucidated the scope and objectives of the research, which sought to examine and enhance the writing skills of Grade 6 pupils. It explained how the study employed a descriptive quantitative to provide a comprehensive understanding of the pupils' linguistic proficiency and the factors influencing it.

The letter also emphasized the commitment to ethical research practices, particularly the protection of pupils' confidentiality and the importance of voluntary participation. It highlighted that part of the data collection process involved obtaining informed consent from the pupils, ensuring they were fully aware of their rights, the nature of the study, and the voluntary basis of their involvement. The informed consent forms were prepared in clear and accessible language, allowing both pupils and their guardians to understand the intent of the research and the use of the data collected.

Furthermore, the letter addressed the study's potential educational advantages, articulating how the insights gained could inform targeted teaching strategies and enhancement programs. Assurance was given that all data collection and analysis would be conducted with the utmost respect for the school's operational procedures and the pupils' learning environment.

By securing the endorsement of the School Principal, the research moved forward with a solid foundation of support, enabling a smooth data collection phase that respected the participants' rights and the educational institution's integrity.

Data Analysis

The data analysis employed a comprehensive set of statistical methods tailored to each specific aspect of the research questions. Initially, the study determined the frequency count and percentage of grammar skills such as punctuation, spelling, tense consistency, subject-verb agreement, capitalization, and usage, utilizing descriptive statistics. This included calculating frequencies and percentages to provide a detailed overview of pupils' proficiency across these grammatical areas.

Finally, the study guided the development of Strategic Intervention Materials (SIM) based on the identified needs from the data. Subsequent assessments measured the efficacy of these interventions to measure any improvements in the targeted areas. This structured approach to data analysis not only clarified the pupils' current writing skills but also facilitated the formulation of effective educational strategies and interventions to enhance their learning outcomes.

RESULTS AND DISCUSSION

Graph 1. Frequency distribution of grammar skills in the writing of grade 6 pupils

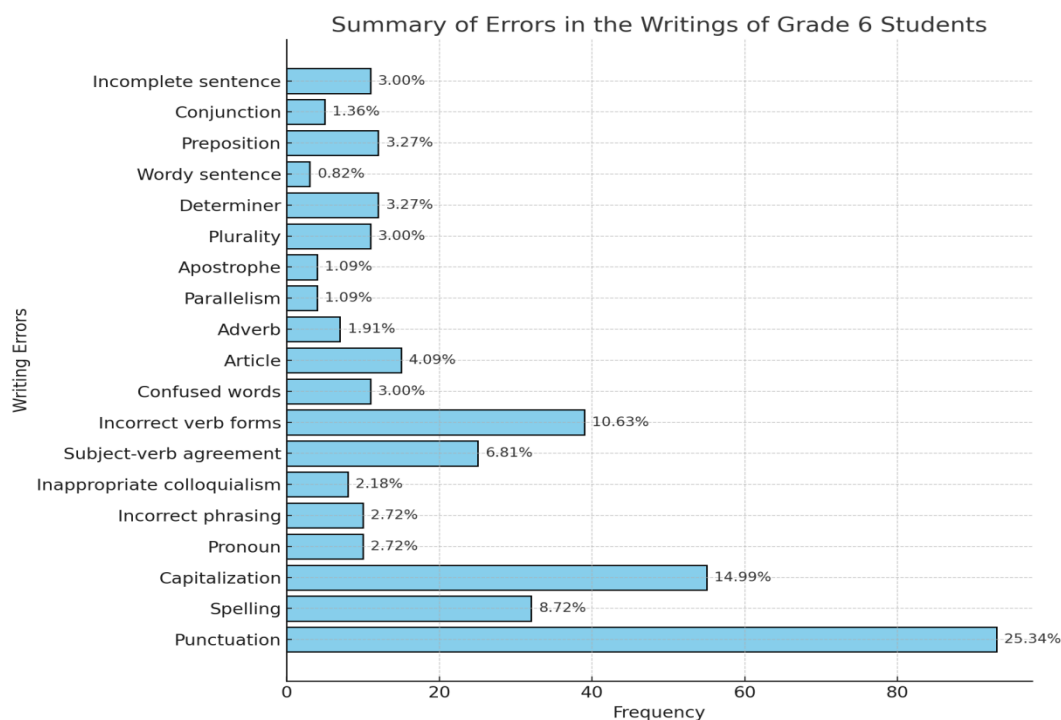


Figure 1. The bar graph reveals various types of writing errors made by Grade 6 pupils, categorized by frequency and percentage.

Punctuation Errors

Punctuation errors are the most common, with a frequency of 93 errors, making up 25.34% of all errors. These include incorrect usage of commas, periods, and other punctuation marks, which can significantly affect the clarity and readability of text.

For example, using punctuation would separate ideas in this writing and clarify the sentences. Insert a comma after "selfish" and before "and the all animals" to separate ideas and clarify the sentence structure. Insert period after the phrase "the story about the monkey and the turtle."

Garduce and Baluyos emphasize that mechanical inaccuracies, including punctuation, are prevalent among pupils and highlight the need for better mastery of these elements to improve writing quality (Garduce & Baluyos, 2023).

Capitalization Errors

Capitalization errors, with a frequency of 55 errors, account for 14.99% of the total. These errors include not capitalizing the first word of a sentence or proper nouns, indicating that pupils often neglect basic writing conventions.

For example, in standard English grammar, animal names like "turtle" should not be capitalized unless they are part of a proper noun (e.g., a specific species or a name given to an individual animal). "he has a friend monkey that is so selfish." is a sentence. It must begin with a capitalized letter.

Fauzan, Aulya, and Noor found similar issues in junior high pupils, where capitalization errors were frequent, indicating a need for focused teaching on writing conventions (Fauzan et al., 2020).

Incorrect Verb Forms

Incorrect verb forms are observed with a frequency of 39 errors, comprising 10.63% of the total errors. These errors include improper tense and verb conjugations, significantly affecting the grammatical correctness of sentences and leading to confusion about the intended meaning.

For example, the verb "meet" is in the present tense, but the sentence context suggests it should be in the past tense ("met") to describe an action that occurred in the past. "Lived" and "grow" are verbs, but they don't agree in tense or form. "Lived" is past tense, and "grow" should be "grew" to match the past tense.

Dewi and Huda's research highlights that verb form errors, such as the omission of suffixes, are prevalent, demonstrating pupils' struggles with verb conjugation rules (Dewi & Huda, 2020).

Spelling Errors

Spelling errors have a frequency of 32, making up 8.72% of the total errors. These errors can undermine the professionalism and readability of pupils' writing and often result from a lack of familiarity with word forms or inattention during writing.

For example, "sellfish" is a wrong spelling. The correct spelling is "selfish," which means lacking consideration for others; concerned chiefly with one's profit or pleasure. "Kat" is likely misspelling of "cut," which is the correct word for dividing something into two parts.

Mustadi and Amalia's study on elementary pupils' nonfiction essays found a high frequency of spelling errors, indicating a need for improved spelling instruction and practice (Mustadi & Amalia, 2020).

Subject-Verb Agreement Errors

Subject-verb agreement errors, occurring 25 times and accounting for 6.81% of the total, involve the subject and verb not matching in number, leading to grammatically incorrect sentences. These errors reflect a misunderstanding of basic grammar rules.

For example, the subject “monkey” is singular. Thus, it should take a singular verb “climbs.” The subject of the sentence is supposed to be “characters”. It is in plural form; thus, “are”, the plural form of “is” is grammatically correct.

Islam and Mufidah noted that subject-verb agreement errors are a significant issue in pupils writing, affecting sentence coherence and meaning (Islam & Mufidah, 2022).

Article Errors

Article errors, with a frequency of 15, represent 4.09% of the total errors. Misuse or omission of articles (a, an, the) can affect the clarity and precision of writing. Proper article usage is crucial for conveying the correct meaning of sentences.

There is a need to add an article “the” before “river” in the predicate “went to river” to indicate the specific place.

The phrase "a floating banana tree is the river" lacks the correct article before "river." It should either be "in the river" or "on the river," depending on whether the tree is floating in the water or on the surface of the water.

Lestari et al. emphasize that correct article usage is often overlooked by pupils, leading to errors that can confuse readers (Lestari et al., 2021).

Determiner and Preposition Errors

Errors involving determiners (this, that) and prepositions (in, on) both occur with a frequency of 12, each comprising 3.27% of the total errors. These errors can distort the meaning of sentences and affect the grammatical structure. Lacking "a" before "selfish animal" makes the sentence erroneous. Using “a” specifies that the monkey is one example of a selfish animal. "No friends" is plural and indefinite, so it is incorrect to use the “a” which is for indicating a singular countable noun.

The phrase "be friendly to" is the correct idiom to use when indicating how someone treats another person. It means to behave in a friendly manner toward someone.

Therefore, the sentence should use "to" to correctly convey the idea that no one will show friendliness or kindness toward a greedy man. "For" is used to indicate purpose or benefit, which is not appropriate in this sentence because it does not convey the intended meaning of how people interact with a greedy person.

Dewi and Huda found that preposition usage errors are frequent among pupils, highlighting the need for focused grammar instruction to address these issues (Dewi & Huda, 2020).

Confused Words, Plurality Errors, and Incomplete Sentences

Confused words, incorrect singular/plural forms, and incomplete sentences each have a frequency of 11 errors, making up 3.00% of the total errors. Confused words (e.g., their vs. there), incorrect singular/plural forms, and incomplete sentences are frequent, causing confusion for readers and disrupting the flow of writing.

For example, the word might be “few” or “for” indicating the time they met such as “a few days or for a day.” "Thorny" is an adjective that describes something covered with or having thorns. The phrase lacks a clear object after "thorny." It seems incomplete and doesn't specify what exactly the turtle put.

There is more than one individual who is referred to as the character of the story. Therefore, it is appropriate to use the plural “characters” than the singular form “character.” The noun "friend" should be in plural form “friends” to convey the meaning that the monkey does not have any friends.

A sentence is composed of a subject and a predicate to have a complete idea. This phrase “While the monkey is a selfish” lacks a predicate to complete the thought. "While the monkey is so Selfish" is a dependent clause (also known as a subordinate clause) because it starts with a subordinating conjunction ("while") and contains a subject ("the monkey") and a verb phrase ("is so selfish"). It cannot stand alone as a sentence.

Batubara et al. observed that errors in plural forms and incomplete sentences are common among pupils, highlighting the importance of understanding and applying grammatical rules correctly.

Pronoun and Incorrect Phrasing Errors

Pronoun errors and incorrect phrasing each occur with a frequency of 10 errors, accounting for 2.72% of the total. Pronoun errors involve incorrect usage or unclear references, while incorrect phrasing pertains to awkward or unclear sentence construction.

For example, "His" is used incorrectly to refer to "she." The possessive pronoun should be "her" to indicate possession by the female subject. The pronoun "her" is used to refer to a female person or animal that is previously mentioned. However, in this context, it is used to refer to a banana, which is inappropriate.

The phrase “and they see monkey and turtle” has an ambiguous meaning. Rewriting it to “The Monkey and the turtle saw it.” clarifies the intended meaning. The phrase "the all animals" is unclear and should be corrected to specify which animals are involved or referred to in the story.

Shofiroh found that these types of errors are prevalent in descriptive text writing, demonstrating the need for better instruction on proper pronoun use and sentence structure (Shofiroh, 2022).

Inappropriate Colloquialism

Inappropriate colloquialism errors have a frequency of 8, representing 2.18% of the total errors. These errors involve the use of informal language or slang inappropriately, which can detract from the formality and professionalism of writing.

For example, the repetition of "and" in the sentence can make it sound repetitive and informal. Transitional words like "Moreover" or "Furthermore" makes the sentence cohesive and easier to follow specially when presenting series of events or actions. It also addresses to the formality of the writing. The repetition of "and" in the sentence can make it sound repetitive and informal. Transitional words like "Moreover," or "Furthermore," make the sentence cohesive and easier to follow especially when presenting a series of events or actions. It also addresses to the formality of the writing.

Garduce and Baluyos emphasize the importance of distinguishing between formal and informal writing styles to maintain the appropriate tone in academic writing (Garduce & Baluyos, 2023).

Adverb Errors

Adverb errors occur with a frequency of 7, making up 1.91% of the total errors. These errors include the misuse or incorrect placement of adverbs, which affects how actions are described.

For example, In the sentence, "however" and not "and" is appropriate to be used as a conjunctive adverb to contrast the selfishness of the monkey with the friendliness, kindness, and patience of the turtle. It indicates a shift or contrast in the information being presented.

"Each other" is used incorrectly here. It implies mutual action between the subjects. However, in this context, it seems the intention might have been to express that the monkey and the turtle went together. Therefore, instead of using "each other", "together" is an appropriate adverb to modify the verb "went," indicating that they went to the river in each other's company or simultaneously.

Fauzan, Aulya, and Noor reported similar findings regarding adverb usage errors in junior high school pupils, indicating the need for better understanding and application of adverb rules (Fauzan et al., 2020).

Conjunction Errors

Conjunction errors have a frequency of 5, representing 1.36% of the total errors. These errors involve incorrect use of conjunctions, which are words that connect clauses or sentences.

For example, A conjunction ("but") to clarify the contrast between the turtle having friends and the monkey having none due to selfishness is appropriate. "And" is used to add ideas that are not contrasting.

"So" and "therefore" are similar in that they both indicate a logical consequence or conclusion. "Therefore" is appropriate in formal and academic contexts. "So" is less formal. Removing "so" makes the sentence more concise and straightforward. It eliminates redundancy in the sentence structure.

Yuliah, Widiastuti, and Meida found that conjunction errors are a notable issue in pupil essays, highlighting the need for focused instruction on the correct use of conjunctions to improve sentence coherence (Yuliah, Widiastuti, & Meida, 2020).

Parallelism and Apostrophe Errors

Parallelism and apostrophe errors each occur with a frequency of 4, making up 1.09% of the total errors. Parallelism errors involve a lack of consistency in grammatical structures, while apostrophe errors involve the misuse of apostrophes in contractions or possessives. These errors, though less frequent, can significantly impact the clarity and professionalism of writing.

For example, "Generous" is used instead of "giving" to maintain parallelism with "kind." While "giving" is technically correct, "generous" is more commonly used in this context and aligns better with "kind" in terms of describing positive attributes.

To improve clarity and parallelism, consider rephrasing the sentence to maintain consistent structure. Correction: "According to the story, Character Monkey is selfish, while the turtle is kind, doesn't hurt people, and isn't selfish."

On the other hand, it is incorrect to use apostrophe-s ("take's") in this sentence since it suggests possession or contraction, The correct form should be "take," without the apostrophe, to indicate the present tense action performed by both the monkey and the turtle.

Error: "take's" and "wait's" the words must not be written with apostrophes to indicate ownership or contraction of the word. It followed the subject, indicating that the words express action and, therefore, function as verbs. The correct form is "takes and waits".

Garduce and Baluyos noted that mechanical inaccuracies, including apostrophe misuse, are prevalent in pupil writing and emphasize the importance of mastering these elements to enhance overall writing quality (Garduce & Baluyos, 2023).

Wordy Sentences

Wordy sentences, which are overly long and contain unnecessary words, are the least frequent error, occurring 3 times and making up 0.82% of the total errors. These sentences can make writing less effective and harder to read, as they obscure the main points with superfluous information.

For example, the writing intends to convey that the turtle and the monkey planted the plant carefully. Thus, “The Turtle” and “and The Monkey” only make this sentence ambiguous. The use of the pronoun “They” clarifies the complete thought of the sentence.

The writing intends to convey that the turtle and the monkey planted the plant carefully. Thus, “The Turtle” and “and The Monkey” only make this sentence ambiguous. The use of the pronoun “They” clarifies the complete thought of the sentence.

Dewi and Huda emphasize the importance of concise writing in pupil essays, highlighting that reducing wordiness can greatly improve the clarity and impact of pupils' writing (Dewi & Huda, 2020).

What is/are the dominant errors in the writings of grade 6 pupils?

Punctuation Error

In the writings of grade 6 pupils, punctuation errors are the most prevalent, comprising 25.34% of the total mistakes. This significant percentage indicates that many pupils struggle with the correct use of punctuation marks, which are essential for clarity and coherence in writing. Effective punctuation is critical for conveying meaning and ensuring the readability of text.

For example, A comma after “One day” must be used to separate the phrase and the independent clause. Commas are needed to separate introductory phrases and dialogue tags. Quotation marks are necessary to indicate direct speech. Given the corrections, this is how it must be structured-“One day, Turtle goes to the Monkey. Turtle says, 'How is your banana?' Monkey says, 'The banana tree is dead.' Turtle says, 'The banana tree is growing.’”

Adding a period after “floating” and separating the actions into distinct sentences improves readability and clarity. Corrections: “The banana tree was floating.”

Research indicates that explicit teaching of punctuation rules and consistent practice can substantially reduce these errors (Wahyuni, 2017). Educational strategies such as punctuated dictations, proofreading exercises, and targeted feedback can help pupils internalize punctuation rules, leading to improved writing quality.

Capitalization Error

Capitalization errors are the second most common mistake, accounting for 14.99% of the errors in grade 6 pupils' writing. Proper capitalization is essential for the grammatical integrity of sentences and helps distinguish proper nouns from common nouns. The frequency of these errors suggests a need for more rigorous instruction and practice of capitalization rules.

For example, the word “Part” should not be capitalized unless it is the beginning of the sentence or a proper noun. “the” must be capitalized as the beginning of the sentence. The word “one day” must be capitalized as it is the beginning of the sentence.

Research has shown that incorporating capitalization exercises into daily writing tasks can effectively enhance pupils' understanding and correct application of these rules

(Amante et al, 2022). Techniques such as capitalization drills, interactive writing activities, and corrective feedback during writing assignments are proven methods to address these issues.

Incorrect Verb Forms

Incorrect verb forms account for 10.63% of the errors in grade 6 pupils' writing, highlighting difficulties with verb conjugation and tense consistency. Mastery of verb forms is fundamental for accurately expressing actions and events. Addressing these errors requires consistent practice and instructional strategies that emphasize the correct usage of verbs in various contexts.

For example, the verb "is like" is incorrect because "is" is singular and "like" is plural. The verb should agree with the subject in number. In this context, "likes" is correct to tell that the turtle chose the banana with the part of the roots. In the context of narrating events that happened in the past, the verbs must be in the past tense. Hence, "go" and "says" must be "went" and, "said."

Studies indicate that regular verb conjugation exercises and contextual learning activities can significantly reduce these mistakes (Lee, 2023). Educators can employ methods such as verb tense worksheets, sentence construction games, and real-life writing scenarios to help pupils improve their verb usage.

Punctuation, capitalization, and incorrect verb forms are the most common writing errors among grade 6 pupils. By implementing targeted teaching strategies and consistent practice, educators can help pupils overcome these challenges, leading to better writing proficiency and overall academic success.

Strategic Intervention Material (SIM): Enhancing Grammar Skills in Grade 6 Pupils

Study Title: "Mastering Grammar: A Strategic Approach to Improving Grade 6 Pupils' Writing Proficiency"

Rationale: Grammar skills are essential for effective communication and academic success. Many Grade 6 pupils struggle with various grammatical aspects, which impedes their writing clarity and coherence. This intervention material focuses on addressing these challenges through targeted exercises and structured learning activities.

Introduction: Proficiency in grammar is crucial for pupils' academic performance and future opportunities. This program integrates explicit grammar instruction with practical exercises to help pupils enhance their writing skills, focusing on common areas of difficulty such as capitalization, subject-verb agreement, and tense consistency.

Objective: To develop a comprehensive Strategic Intervention Material (SIM) that focuses on improving the grammatical skills of Grade 6 pupils by providing structured lessons, practice exercises, and reflective activities.

Table 1. Matrix of Strategic Intervention Material

Area to Address	Intervention Objectives	Core Components	Intervention Intensity & Length	In-Charge	Fund Resources	Outcomes
Punctuation	Improve correct use of punctuation in writing	Punctuation rules instruction, punctuation practice worksheets, and punctuation editing workshops	Monthly punctuation workshops	Language Arts Teachers, Linguists	Educational grants, department budget	Improved use of punctuation marks, clearer and more effective writing
Capitalization	Enhance understanding and correct application of capitalization rules	Direct instruction on capitalization rules, capitalization practice exercises, and targeted feedback	Weekly sessions for one semester	Language Arts Teachers	Department budget, educational grants	Reduced capitalization errors, improved accuracy in writing
Incorrect verb forms	Ensure correct use of tense throughout pupils' writing	Instruction on tense consistency, tense correction exercises, and reflective writing tasks	Integrated into daily language arts curriculum	Writing Center Tutors, Peer Review Groups	Technology funds, software licenses	Consistent use of tense in writing, increased pupil confidence in grammatical accuracy

Professional Development for Language Arts Teachers:

- Workshops on innovative grammar teaching strategies.
- Training on integrating technology for grammar instruction and practice.

Research Component:

- Collect data on grammatical error patterns before and after the intervention.
- Reflect on learning and improvement through pupil feedback.

Evaluation:

- Ongoing assessment of pupils' writing to monitor error frequency.
- Pre- and post-intervention comparisons to measure effectiveness.

Timeframe:

- Initial assessment and teacher training to occur in the first month of the school year.
- Full implementation throughout the academic year, with evaluations at the end of each semester.

Diagram: Strategic Intervention Process

1. **Initial Assessment and Training**
 - Conduct an initial assessment of pupils' grammar skills.
 - Provide professional development for teachers.
2. **Implementation of SIM**
 - Introduce structured lessons and practice exercises.
 - Integrate reflective activities and peer reviews.
3. **Ongoing Monitoring and Support**
 - Regularly assess initial progress.
 - Offer continuous support and feedback.
4. **Evaluation and Adjustment**
 - Conduct end-of-semester evaluations.
 - Adjust program based on evaluation results for continuous improvement.

CONCLUSION

Based on the findings, the study conducted at Paciencia Elementary School, Loreto, Agusan Del Sur, has yielded significant insights into the writing skills of Grade 6 pupils. The analysis of writing errors revealed a diverse range of grammatical mistakes, with punctuation, capitalization, and incorrect verb forms being the most prevalent.

The results suggest a critical need for targeted instructional interventions to address the specific grammatical issues identified. Structured lessons and practice exercises focusing on punctuation, capitalization, and verb forms should be developed and integrated into the curriculum. Additionally, professional development workshops for teachers should be organized to equip them with effective strategies for teaching these grammar components. Implementing continuous assessment and feedback mechanisms will be essential in monitoring pupil progress and adjusting instructional approaches as needed. Such targeted efforts will help improve the overall writing proficiency of Grade 6 pupils.

Further research should explore the long-term effectiveness of the implemented instructional materials and teaching strategies. It would be beneficial to conduct longitudinal studies to track the progress of pupils over time and determine the sustained impact of these interventions on their writing skills. Additionally, future studies could investigate the role of different instructional approaches, such as technology-enhanced learning and peer-assisted learning, in addressing grammar errors. Exploring the influence of socio-economic and linguistic backgrounds on writing proficiency can also provide deeper insights into the factors affecting grammar skills and help tailor interventions to diverse learner needs.

Recommendation

Based on the findings of this study, several recommendations are proposed for the stakeholders involved.

Teachers and educators should implement targeted instructional materials focusing on punctuation, capitalization, and verb forms. Integrating structured grammar lessons and practice exercises into the daily curriculum is essential. Teachers should also attend professional development workshops to learn effective strategies for teaching grammar. Utilizing continuous assessment and feedback mechanisms to monitor pupil progress and adjust teaching methods accordingly is crucial for ongoing improvement.

School administration should support the integration of grammar-focused instructional materials into the school's curriculum and facilitate and fund professional development workshops for teachers. Pupils' grammar skills should be regularly assessed to track improvements and identify ongoing challenges. This support is vital for creating an environment conducive to effective learning and teaching.

Pupils should actively engage in grammar lessons and practice exercises to improve their writing skills. They should seek feedback from teachers and use it to correct and learn from mistakes. Participation in additional grammar-focused activities, such as writing workshops or peer review sessions, can further enhance their proficiency.

Parents play a crucial role by encouraging and supporting their children in practicing grammar skills at home. Resources such as grammar workbooks or educational software can supplement school learning. It is also recommended that parents communicate regularly with teachers to stay informed about their child's progress and areas needing improvement.

Policymakers and curriculum developers should incorporate the findings from this study into the development of national curriculum standards. Emphasizing teaching integration of the frequent writing errors in National Learning Camps (NLC) and regular classes.

Allocating resources and funding to support schools in implementing these recommendations will ensure the effectiveness of these initiatives.

Finally, future researchers should build upon this study by exploring additional factors that affect pupils' grammar skills. Investigating the long-term impact of targeted grammar instruction on overall academic performance would provide valuable insights. Future studies could also explore the effectiveness of different instructional approaches and technologies in enhancing grammar proficiency.

REFERENCES

- Amante, E. L. G., Gindap, R. A. L., Varquez, A. A., Maureal, A. F., Torres, D. J. D., Masepequiña, J. N. C., Arig, R. E., Galang, G. D. M., Pableo, C. C. P., Magnanao, J. M., Granada, C. O., & Guinaling, J. B. (2022). The relationship between parental involvement and academic motivation of grade 11 and 12 senior high school students. *International Multidisciplinary Research Journal*. <https://doi.org/10.54476/s713888>
- Banat, M. (2023). Innovative Pathways to Proficient Writing: Examining Exploratory Practice's Effects. *TESOL and Technology Studies*. <https://doi.org/10.48185/tts.v4i1.828>
- Dewi, Febriana S., & Huda, M. C. (2020). An Analysis of Students Errors in Writing Descriptive Text at Tenth Grade of SMAN 1 Tulungagung in Academic Year 2018/2019. *BRIGHT : A Journal of English Language Teaching, Linguistics and Literature*, 3(1).
- Fauzan, U., Aulya, S., & Noor, W. (2020). Writing Error Analysis in Exposition Text of the EFL Junior High School Students. *Indonesian Journal of EFL and Linguistics*, 5(2), 517-533. <https://doi.org/10.21462/ijefl.v5i2.330>
- Garduce, Stephanie Jane S. & Baluyos, Esther L. (2023). Common Errors in Grammar and Mechanics in Academic Writing by Senior High School Students. *International Journal For Multidisciplinary Research*, 5(6).
- Islam, S., & Mufidah, P. N. (2022). An Analysis of Grammatical Error on Students' Writing. *International Journal of English Education and Linguistics (IJoEEL)*, 4(1), 1–13. <https://doi.org/10.33650/ijoeel.v4i1.38>
- Kurniawan, I., & Seprizanna, S. (2016). An analysis of students' ability in using subject-verb agreement.
- Lestari, W. (2021). Hubungan Penggunaan Media Sosial Terhadap Kualitas Tidur Pada Mahasiswa Fikes Universitas Muhammadiyah Malang. Thesis.
- Mustadi, A., & Amalia, M. (2020). Spelling writing error analysis in nonfiction essay of elementary students. *Jurnal Prima Edukasia*, 8(2).
- Onwuegbuzie, A. J., & Combs, J. P. (2011). Data analysis in mixed research: A primer. <https://hdl.handle.net/20.500.11875/2950>
- Riemenschneider, A., Weiß, Z., Schröter, P., & Meurers, W. D. (2023). The Interplay of Task Characteristics, Linguistic Complexity, and Language Proficiency in High-Stakes English as a Foreign Language Writing. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3254>
- Sacal, P. G. Y., & Potane, J. D. (2023). Students' Mastery of English Grammar towards Effective Writing and Speaking Competence. *International Journal of Multidisciplinary: Applied Business and Education Research*. <https://doi.org/10.11594/ijmaber04.08.27>

- Shofiroh, N. (2022). ANALYSIS OF GRAMMATICAL ERRORS IN STUDENT'S WRITING DESCRIPTIVE TEXT ON 8th GRADE JUNIOR HIGH SCHOOL. *Etnolinguist*, 5(2), 142–151. <https://doi.org/10.20473/etno.v5i2.33981>
- Wahyuni, S. (2017). Developing writing materials based on CTL approach for Indonesian EFL learners. *Journal on English as a Foreign Language*, 7(1), 97-118. <https://doi.org/10.23971/JEFL.V7I1.526>
- Yuliah, S., Widiastuti, A., & Meida, G. R. (2020). Grammatical and mechanical error analysis as tool in writing improvement program for student journalists. *International Journal of Educational Management and Development Studies*.
- Zhou, Y., Yu, S., Liu, B., & Jiang, L. (2022). Examining the role of writing proficiency in students' feedback literacy development. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2021-0133>