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**Development of a Handbook
in Teaching Composition Writing**

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**Submitted to the Faculty of the Graduate School
Mariano Marcos State University
In Partial Fulfillment of the
Requirements for the
Degree of**

**Master of Arts in Education
(Major in English)**

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APPROVAL SHEET

The thesis attached hereto, entitled “ **DEVELOPMENT OF A HANDBOOK
IN TEACHING COMPOSITION WRITING**”, prepared and submitted by
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BIOGRAPHICAL SKETCH

The writer, born on May 11, 1972, is from Tutop family in Parado, Dingras Ilocos Norte. She is the third of five children of Mr. Jaime B. Tutop and Virginia D. Castro.

She completed her elementary education at the Medina- Parado Elementary School in 1985. She pursued her secondary education at Mariano Marcos State University, Dingras Campus where she graduated with honors in 1989. She continued her studies at the MMSU College of Education with the help of the MMSU Dingras Alumni Association which granted her a free college education. It was 1993 when she obtained the degree of Bachelor in Elementary Education with English as her field of concentration.

Graduated as cum laude and given an automatic eligibility (P. D. 907), she was hired as an instructor in English at Northwestern University just after graduation. She taught there for two years after which she transferred to the MMSU Laboratory Elementary School where she presently teaches subjects in line with her concentration, trains student teachers and advises Grade Two Masinop pupils. She's a co- adviser of the MMSU'S ABC and Communication Arts Club. She is also a KAB Kawan Leader.

The writer goes beyond being a mere classroom teacher by being actively engaged as a coach or trainer of pupils in varied co-curricular activities. In recognition of her efforts and sacrifices, she is yearly awarded certificates of

recognition as coach of the school's contestants to the division and regional press conferences. She is a member of professional organizations like the Philippine Association of Elementary School Paper Advisers (PAESPA) and Philippine Health Social Science Association (PHSSA).

To update her knowledge and skills with the latest trends of teaching, she has attended trainings and seminars in the school, division and regional levels.

The author finds life and working with children challenging and enjoyable.

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“I press on towards the goal to win the prize. I have the strength to face all conditions by the power that Christ gives me”.
Philippians 3: 14, 4:13

The passage above inspired the author in running the race that was set before her, no matter how hard it was.

Nevertheless, if she had worked alone, she would not have been successful in her research study.

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Above all, to God Almighty who gave her strength, wisdom and determination to succeed

M C T

DEDICATION

TO:

my parents, Jaime and Virginia

my sisters, Melda and Aida

my brothers, Junior and Albert

my special friends, Teng and Edwin

and my adviser, Maam Chit.

You made me into what I am now
You are a part of what I will be....
For these, I dedicate this piece of work.

Madz

ABSTRACT

TUTOP, MADELINE CASTRO, Mariano Marcos State University April 1999. **DEVELOPMENT OF A HANDBOOK IN TEACHING COMPOSITION WRITING**. Major Adviser: Prof. Carmenchita H. Coloma.

This paper aimed to develop a handbook in teaching composition writing based on the difficulties of the pupils in their written compositions. This instructional material has been prepared to help teachers and pupils in the teaching and learning of composition writing.

Analysis of errors was made to determine the difficulties of the pupils in their written compositions. Difficulties were grouped into three major areas, mechanical, structural and grammatical.

As reflected by the written compositions of the pupils, their greatest difficulty was on the mechanical area of writing. In their narrative compositions, their most common difficulties were on verbs, spelling, and use of unnecessary words. In their descriptive compositions, difficulties on adjectives, spelling and use of unnecessary words were mostly met. In their expository compositions, errors were on spelling use of unnecessary words and capitalization while in their argumentative compositions, errors were mostly on spelling, use of unnecessary words and punctuations.

The construction of the handbook was based on identified common errors of the pupils in their four compositions namely, narration, description, exposition and argumentation. It used the research and development methodology which is a process in developing educational materials.

The developed handbook went through the three main stages; planning stage, development stage and validation/revision stage. Each stage was composed of different phases.

A validated evaluation sheet on content validation was administered. This was used by the panel of experts and teachers of Laoag City. They were requested to rate the material and write their criticisms and suggestions for improvement.

The handbook was found valid in terms of objectives, materials, instructional procedures and production quality. Based on the responses of the teacher evaluators, the handbook could be an effective tool in teaching composition writing.

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