

**WRITTEN ENGLISH COMPOSITION AMONG INTERMEDIATE
PUPILS IN THE DISTRICTS OF ITOGON I AND II
BENGUET DIVISION
1997-1998**

**A Thesis
Presented to
the Faculty of the Graduate School
Baguio Central University**

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**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education**

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This thesis entitled, "WRITTEN ENGLISH COMPOSITION AMONG INTERMEDIATE PUPILS IN THE DISTRICTS OF ITOGON I AND II BENGUET DIVISION 1997-1998", prepared and submitted by YOLANDA V. YANO, in partial fulfillment for the degree Master of Arts in Education was examined and hereby recommended for acceptance and approval for Oral Examination.

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ABSTRACT

Name of Institution : Baguio Central University
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A. General Objectives

The main objective of this study was to assess the written English composition among intermediate pupils in the districts of Itogon I and II, 1997-1998.

B. Specifically, it attempted to determine the:

1. Extent of attainment of the objectives of written composition in Itogon I and II; 2) frequency of the common problems committed in writing composition by the intermediate pupils; 3) degree of seriousness of the causes of common errors committed by intermediate pupils

in composition writing; 4) extent of need of remedial measures to minimize difficulties of pupils in composition writing; 5) extent of activities to enhance written composition among intermediate pupils of Itogon I and II.

Scope and Coverage

This study covered the two districts of Itogon. The two districts were composed of twenty six (26) complete elementary schools and eleven (11) annex schools. Itogon I comprises twelve (12) complete elementary schools and three (3) annex schools. Itogon II comprises fourteen (14) complete elementary school and eight (8) annex schools.

The respondents are delimited to one hundred ten (110) intermediate teachers of the two district of Itogon. These comprises sixty (60) teachers from the district of Itogon I and fifty (50) teachers of Itogon II.

This study was focus on the objectives in written English composition; the most common errors committed by the pupils in terms of language, mechanics, content and organization, the courses of the common errors, the remedial measures to eliminate difficulties in

composition writing; and the activities to enhance skills in written composition among intermediate pupils in the two districts of Itogon. This study was conducted during the school year 1997-1998.

Methodology

The descriptive survey method was used with the questionnaire as the main tool to gather information. T-test was used to interpret the data gathered from the questionnaire. Unpublished materials, journals and books were used in obtaining informations.

Findings

1. The objectives of written English composition as perceived by the teachers of Itogon district I were moderately attained as shown by the total average weighted mean of 2.26.
 - 1.a. As perceived by the teachers of Itogon district II, the objectives of written English composition as revealed by the total average weighted mean of 2.36 which has a corresponding descriptive equivalent of much attained.
 - 1.b. It was proven by the computed value of 6.358 which was higher than the tabular value of

1.943 at .05 level of significance for 9 degrees of freedom that there was significant difference between the perceptions of the two groups of respondents on the extent of attainment of the objectives of written English composition.

2. The common problems committed as perceived by the teachers in Itogon district I were moderately serious with an average weighted mean of 2.24.

2.a. The teachers in district II perceived that the of common problems committed were moderately serious as shown by the average weighted mean of 2.2.

2.b. There was no significant difference between the perceptions of the teachers in Itogon district I and II on the frequency of common problems. This was proven by the computed value of 0.1225 which was lesser than the tabular value of 1.895 at .05 level of significant.

3. The causes of common errors committed by intermediate pupils were moderately serious as perceived by the teachers in district one with an average weighted mean of 2.18.

- 3.a. The total average weighted mean of the perceptions of the teachers in district II on the degree of seriousness of the cause of common errors was 2.09 with a corresponding descriptive equivalent of moderately serious.
- 3.b. The computed value of 2.2959 was greater than the tabular value of 1.833 at .05 level of significance for 4 degree of freedom shows that there was a significant difference between the perceptions of the two districts in Itogon on the degree of seriousness of the causes of common errors committed by intermediate pupils in written English composition.
4. The degree of effectiveness of remedial measures to minimize difficulties as perceived by the teachers in Itogon district I was very effective which had an average weighted mean of 2.51.
- 4.a. The descriptive equivalent of very effective as revealed by the total average weighted mean of 2.55 was perceived by the teachers of Itogon district II on the degree of effectiveness of remedial measures to minimize difficulties.
- 4.b. It was proven that the computed value of 1.444 which was lesser than the tabular value of 1.833

at .05 level of significance for 9 degree of freedom that there was no significant difference between the perceptions of teachers in the two districts of Itogon on the degree of effectiveness of remedial measures to minimize difficulties.

5. As perceived by the teachers of Itogon district I, the average weighted mean of 2.50 revealed that the degree of effectiveness of the activities to enhance skills in written English composition was very effective.

5.a. The teachers in Itogon district II perceived that the degree of effectiveness of the activities to enhance skills in written composition was very effective as shown by the average weighted mean of 2.56.

5.b. The computed value of 1.224 which is lesser than the tabular value of 2.132 at .05 level of significance for 4 degree of freedom revealed that there was no significant difference between the perceptions of the two groups of respondents in Itogon on the degree of effectiveness of the activities to enhance skills in written composition.

Conclusions

1. The objectives in written English composition in Itogon District I were moderately attained. However, the objectives were much attained in Itogon District II.

2. The common problems in Itogon were moderately serious.

3. The causes of common errors committed by intermediate pupils were moderately serious.

4. The remedial measures to minimize difficulties in written English composition were very effective.

5. The activities to enhance skills in written English composition were very effective.

Recommendations

Based on the foregoing findings and conclusions the following recommendations were formed:

1. School administrators and English teachers should further give more emphasis on the attainment of objectives which were moderately attained.

2. Common problems of pupils in composition writing such as inadequately in vocabulary words, spelling, organization of ideas should be given proper recommendation by the English teacher, administrator and parents.

3. The English teachers, school administrators, and with parents cooperation should ease the causes of common errors.

4. School administrators, English teachers and parents should adopt remedial measures to minimize difficulties in written English composition.

5. English teachers and school administrators should implement and integrate activities within English lessons.

6. Similar studies may be conducted in other district of Benguet.

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