Improving the Writing Proficiency of Grade Six Students Through Task-Based Language Teaching: Basis for Writing Intervention

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ABSTRACT

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In an ever-evolving society where everything has its alternative to provide comfort, several skills are disregarded and or neglected. Sure, some of it has its advantages but some of it has disadvantages. From the first ever creative thinking assessment done in 2022 under the OECD or Organization for Economic Co-operation and Development, PISA, Philippines ranked second to the last. The alarming results evidently show the learning gaps in Philippine Education.

Hence, the objective of the study is to improve the writing skills of grade six students by using the teaching methodology; Task-Based Language Teaching. The approach was usually used in speaking in higher level, tertiary or ESL courses; thus, the researcher used the methodology in elementary level focused in writing. This study used quantitative method, quasi-experimental design. There were 40 respondents who have undergone an eight-week intervention comparing their scores from pre and post-test and were interviewed to further support the result of the test.

Findings of the study revealed that there is a significant difference between the performance of the respondents in the pre-test and post-test. The result signifies that the use of Task-Based Language Teaching was effective in improving the writing skills of grade six students. In the interview, themes in learning gains such as 'Improved grammar use', 'Expressing oneself in essay writing' and 'Essay writing skills' were drawn. "TBLT develops writing abilities through comparable fun and understandable tasks pertaining to students' daily lives" was the main theme in the categories that stood out from the interview.

These findings imply that the lessons and activities used in the intervention which was anchored on DEPEd's Most Essential Learning Competencies through the use of TBLT made a significant contribution to the performance of the respondents.

The study concludes that Task-Based Language Teaching significantly improved the performance of the students in writing through authentic and real-life task-based activities.

This present study thereby recommends the integration of TBLT in lessons to help enhance the performance of the students especially in writing. An intervention plan was crafted by the researcher to help elementary educators in the implementation.

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INTRODUCTION

➢ *The Problem and its Background*

This part of the study shows the purposes, intentions, and reasons of the researcher in testing *Task-based language teaching in improving the writing proficiency of grade six students.*

In a society where English is known as the global language or the *lingua franca,* it is important to learn such especially when having a conversation with people in different parts of the world.

The English language is geared with different rules and practices that is why many find it hard to speak, construct and use the language be it in writing or speaking. Throughout the teaching and learning of language, the teaching of grammar is given priority or totally neglected which makes a ripple effect in the difficulty in writing, given the new strategies and approaches that immediately followed another.

The Editors of Britannica (2024) states that grammar are rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. On the other hand, writing is the process of using symbols, letters, punctuations and to communicate readable thoughts and ideas, (Al-Atabi 2020). If one can make sense of the definitions, by simply putting together words and other elements while using creative ideas can lead to good writing results. However, as quoted by J. Jegerski (2021), he stated that Krashen argues that the language learners must give emphasis to the meaning rather than its form to better use the language with clear meaning which gives less emphasis on the grammar rules.

Wang (2024) stressed that in learning and producing grammatically correct sentences, one must practice a methodology of the following features: First, is to focus on a specific grammar feature. Second, practice the target language by producing sentences containing the target feature. Third, to be familiar, the learner must always use or grab the opportunity to use the language in different situations. Fourth, we can expect that the learners will use the grammar form correctly. Thus, activities that require practice are success oriented and fifth, the students may receive corrections regarding their performance whether the grammatical structure is correct or not. Feedback may be given right away or may be delayed. (Jones, 2019).

Thus, these traditional ways of teaching grammar are said to be boring since this is more on teacher-centered instruction. According to Subhonov (2024), another approach which renders language teaching like real-world situations is the Communicative Approach through producing communicative activities that enhances the use of the language. One major strategy under Communicative Language Approach is the Task-Based Language Teaching.

Navruzjon (2024) states that task-based language teaching of TBLT focuses on the students' performance on a task or an activity without directly giving the grammatical structure and dwells on the authentic use of language in the real-life world related tasks where TBLT does not aim at strictly teaching grammar, but it tries to let the learners use the language effectively. Essentially, this approach hits the traditional and boring way of learning grammar. Through TBLT, learners do not only learn grammar but also gain confidence in communicating through the language while embedding meaning through meaningful activities.

One advantage of TBLT is that learners get to enjoy it while accomplishing an activity since it taps real life tasks and does not focus on rules on grammar, (Subhonov, 2024). If the TBLT can be developed in speaking through activities, the researcher aims to apply TBLT in writing with activities that help improve the language learning can also be put into writing given that it also taps real life instances.

The researcher made a study on Improving the Writing Proficiency of Grade Six Students Through Task-Based Language Teaching to address the need of life-long learners and educators. Forty students from Exodus Elementary School participated in the study and it was implemented in the half of third quarter and half of fourth quarter of School Year 2024-2025.

The researcher focused on the Writing Proficiency because the negative effect of social media and AI generated materials is starting to affect the writing skills of the learners, especially the elementary students. It not only promotes laziness but also confuses them in terms of grammar and spelling which results in poor writing skills which is sadly expected of them in the 6th grade.

Hussain, Memon, Bashir, Abbasi and Ahmad (2023) mentioned that students frequently used abbreviations, misspellings, simplified phrases in the academic writing as the influence of social media communication habits. Their study highlights that these informal writing styles which was developed by the extensive use of social media, are emulated in academic contexts, directly impacting students' writing proficiency.

Fontanilla, Bautista, Lactao, Villacorte and Santos (2023) observed that while AI tools help in technical aspects, it reduces student's engagement in writing activities and processes removing their opportunities to learn from their mistakes and develop their writing skills.

There are several studies about Task-Based Language Teaching in the higher-grade setting such as Junior High School, Senior High School, College, ESL and EFL but there are very seldom that focuses on the primary level. Thus, the researcher will make a study on TBLT in the primary school setting which will help future researchers in exemplifying appropriate methods and strategies in teaching to improve the writing proficiency.

➢ *Background of the Study*

In the fast-paced world where the internet and pandemic happened, many Filipino students find it hard to construct sentences that are grammatical. Most of them cannot even write essays that convey a message. In the recent assessment of Program for International Student Assessment (PISA) 2022, Philippines placed in the bottom four among sixty-four countries that were assessed. The test was to measure the students' ability to use their imagination and creative thinking, and looking at the result, the performance of our country is very poor.

There were four parts in the PISA test and one of them was 'written expression' which is related to this study. A student who cannot creatively express himself finds it hard to construct even a simple essay. That is why, teachers need to think of more strategies to use in teaching grammar. There are sure a lot of ways in teaching grammar in different macro skills, but this study will focus on the writing aspect of the learners.

If there are solutions to these kinds of learning problems, there are also determined factors that justify the lack thereof. According A. Saavedra (2020), there are five factors that stood out; First is the poor vocabulary of the students in English, second is the difficulty or the students to think and formulate ideas, third is their perception of writing tasks in the English language as a hard task, fourth is their lack of interest and motivation and fifth is the difficulty in spelling correctly and constructing grammatical sentences.

Another common problem according to Xue Wen (2022), the advancements in technology with the use of smartphones and tablets, easily accessible even to the young students specifically in elementary, greatly affects their writing skills and performances. Although the internet has its negative effects, it can also be used in a positive way as it provides easy access to educational articles and studies.

Although there are studies about TBLT in higher levels, there are very few that are dedicated to primary learners, that is why, the researcher plans to focus on elementary, mainly grade six to undergo the study.

This study aims to test a methodology that aids students learn more easily in writing through TBLT's authentic and real-life tasks that promotes the use of English Language anchored on DepEd's most essential learning competencies and later apply the learned lesson and language through writing. A total of 40 learners participated in the study. They are all grade six students at Exodus Elementary School. The duration of the implementation was in half of the third quarter up to the half of fourth quarter of S.Y 2024-2025.

➢ *Literature Review*

To have sufficient background in proving and analyzing this study, the researcher read the following related literature and studies.

➢ *Teaching Writing Strategies*

Writing skill is as important as every macro skill included in teaching English. In fact, it plays a big role in the life of learners because it is important to communicate clearly through written discourse.

Writing instruction for primary learners is a way to develop their problem-solving skills and creative thinking for it has a direct impact in their learning and development (Barton et al., 2023). Needless to say, a teacher's way of teaching is an imperative task for the young.

There are several writing strategies that can be applied in a classroom setting. According to Ferlazo (2021), first is Shared Writing – Teacher and student write collaboratively. Although the teacher is the key holder of the pen, she writes while asking questions and prompting the learners. The next one is Four Square- it was developed by Gould in the year 1999. It is a graphic organizer which uses a piece of paper and is folded into four. In the middle of the paper, the student will draw a square and inside that, he/she can write about the topic she wants to write about and the ideas that come up with. On the other side squares, he/she can start arranging the order of the ideas and provide supporting details about the topic. Third is Swift Structures- the teacher will give prompt questions (*i.e- Is it okay for students to use cellphones in the classroom?*) and from there, they can create structures like an

organizer or bubble to organize ideas. It can be written in bullet form to categorize the ideas given and afterwards, they can expand the ideas in the bullet to create complete sentences and form paragraphs with coherent structure.

According to Vicol et al., (2024), teaching writing gives a positive effect on the development of logical reasoning and analytical skills in learning grammar. Engaging students in the writing process helps them think of unique ideas and explore topics before creating a written product.

Teachers need to be aware of students' diversity to fully know what strategies to use and what not to use. Every learner has their strengths and weaknesses that is why it is important to carefully select activities that match their skills in writing. Strategies and techniques in writing are useful in arousing the ideas of the learners especially when TBLT will be introduced since it uses authentic real-life situational tasks that can prompt their writing output.

➤ *Task-Based Language Teaching Approach*
Task-Based Language Teaching (TBLT) is also known as Task-based Instruction (TBI) and is a branch of Communicative Teaching Approach in which the use of authentic language in real life situations is its focus. Situations involving socialization through a phone call, conducting an interview, going for check-ups, and calling customer care for help. Compared to other strategies which focus on the appropriate usage and completion of tasks, this dwells more on the outcome of the task in real life situations. Task-based language teaching is a learner centered teaching strategy and teachers' role is the facilitator of the tasks. (Ellis, 2009; Robinson, 2011; Willis & Willis, 2007; Carless, 2009 ; Samuda & Bygate, 2008).

According to a study Teacher Academy (2021), the 4C's in the 21st Century Skills which are Communication, Collaboration, Creativity and Critical Thinking can also be used in the different activities and be deemed as the finished product.

R. Chandy (2022) said that the Task-Based Language Teaching (TBLT), as we know it today, was first developed in the 1980s by N Prabhu, he was a teacher and researcher in Bangalore, South India. He suggested that language acquisition is unconsciously processed in the brain of the learner if he/she does the activity for him/herself. Meaning, involvement in the task gives opportunity to the students to say and do the language. He believed that imposing tasks would unconsciously help in tapping the learner's natural mechanism in learning the second language.

David Nunan, 1989, introduced the Task Based Instruction or the TBI to which it is still being used today. However, it was N. Prahbu who pushed through this strategy to language teaching education where students are given real life tasks that makes them more confident and not afraid of making mistakes while using the language. Prahbu firmly believes that learners learn best when they are focused on the task rather than the language that they are being asked to use. From then on, other researchers such as Teresa P. Pica, Martin East and Michael Long did major research regarding TBLT.

According to Farahani and Nejad (2009), Task-based language teaching can be built from how the first language works. They base the strategies that they use from their first language in performing a task. The tasks that the learners do inside the four walls of the classroom prepares them in accomplishing real life tasks. Thus, in this study the researcher will compare the Task-based language teaching approach to the traditional approach in teaching grammar to improve learners' writing skills.

➤ *Phases of Task-Based Instruction in Teaching*
There are three notable stages in TBI instruction namely, pre-task, task cycle and post task; language focus and practice form the framework of TBLT. These three stages aid the teacher to plan the teaching process more effectively and gives him/her a chance to control and process the progress of the course.

➤ *Pre-Task*
The role of the pre-task phase is simply to prepare the students in performing tasks that will promote learning acquisition. (Ellis, 2003) The topic and task are given to the students and teachers to draw their previous knowledge or their vocabulary and will connect them to the new acquired ones. Huang (2010) said that the teachers at the pre-task phase highlight words and phrases that help the learners gain ideas that will prepare them for the task. Willis and Willis (2007) also reiterates that the students who are given ample time to plan with the group tend to socialize and unconsciously use the language not only longer but linguistically better. In other words, the pre-task stage prepares students for producing grammatically correct sentences since they are given ample time to think of the next stages thereafter.

➤ *Task Cycle*
The task cycle is the stage where students perform the tasks given to them in an interactional context. Yaylı (2016) stated that for the students to complete the task cycle, they must use the target language in interacting and socializing and while completing the given task. It has been mentioned that this stage has three substges in it. Task, planning and report. The feedback that Yaylı (2016) mentions is given by teachers, especially in the planning or report stage.

In the same article from J. Kawasaki (2021), she also mentioned that the task cycle is the main part of task-based language learning because it is where the students work on their given tasks. They may work in groups or in pairs. Task cycle is done using the target language so that the students will realize that they must use the language they want to learn if they want to finish the task.

According to a study of Teacher Academy (2021), The Task part of Task-Based Learning has been (more or less) defined by linguistic scholars as daily situations in a person's life (Long, 1985), an activity that has a goal which leads to an outcome or result (Willis, 1996), and an activity or work plan that can be checked and assessed. (Ellis, 2003).

In this stage, students perform the task given through small groups or pairs. The teachers are just the facilitators and do not instruct them as to what to do. Stress-free environment is also encouraged so that the students can focus on fluency in the given task rather than the exact usage of the terms. Teachers serve as facilitators and do not interfere with them. To focus on the fluency rather than the exact use of linguistic terms, students must be in a place conducive for learning.

➤ *Post-Task*
Post task phase is analyzed under two task phases: language focus and language practice. In language focus, the rules and the usage of language is what they try to learn. Students have background in some of the usage and exact language functions. In language practice, different varieties of exercises can be studied to strengthen the understanding of the learners.

In the review stage, the students get the opportunity to recheck and reflect on their accomplished task and analyze it so that they can improve their skills in the future. (J. Kawasaki, 2021).

➤ *Teaching Grammar Strategies and Most Essential Learning Competencies*
Strategies and techniques have a big role in teaching. It makes learning cooperative and easier to understand. There are two core approaches in grammar: Inductive and Deductive Approach.

Hasehmi and Daneshfar (2018), states that in an inductive approach, learning starts from specific to general. In which, they are given examples of the rule and afterwards, they learn and discover about the rule itself.

In different accounts, many argue that an inductive approach can be classified as rule-discover learning. The teacher gives sample sentences and through this, students learn and understand through the examples provided since grammar rules can be observed through speaking and writing. Inductive methods can be in the form of problem solving, discovery learning, inquiry-based learning, problem-based learning and case based-learning. To add, it encourages students to discover a mental set of strategies in solving tasks.

Though an inductive approach helps as a strategy, it also has its advantages and disadvantages. As an advantage, students will be used to looking at rule discovery. This can promote learning independently and self-trust. Activities that involve problem solving and pattern recognition motivates learners and encourages them to be critical thinkers. Through socialization while doing the task, the student gets to practice the language more. The disadvantage would be seeing the activity as time consuming, and students may be misled since they are the ones to discover the rule. Sometimes, they have a misconception which leads to a different focus of the study.

Hashemi and Daneshfar (2018), it was quoted from Fortune in 1992, that in deductive teaching, explicit rules are given to the learners in which they use to apply the different specific examples based on the rule. In other words, rules are from general to specific.

According to H.Male (2016), deductive approach in grammar instruction is usually teacher-centered. However, it is considered as an old way of approach and that it must shift to a new approach which is student-centered instruction. Teachers are the facilitators and should help especially when students come across difficult tasks or situations.

To summarize, the deductive approach shows the rule, teaches the rule, and gives more examples to highlight the rule. With that, students socialize and engage in the study and manipulate more examples because of the familiarity of the rule.

In applying the deductive approach, Michael Swan (Thornbury, 1999, p. 32), drafts guidelines as to when the rule must be shown. First is that the rules must be truthful, it should clarify its limits on the use, it must be clear and simple, it must use situations that are familiar or can be seen in the daily lives of the students, and lastly, it must be relevant.

It proves that employing the strategy can be timesaving. However, there are rules that can be clearly understood if it is explained rather than shown through examples. This approach gives respect to the capacity of and maturity of adult learners and considers their part in the cognitive process of language acquisition.

For every strategy, there sure are its advantages and disadvantages. What we must keep in mind is that we must be familiar with our students so that we will know what the suitable strategies are to be used for them. As what teachers always say, learners are diverse. They learn at their own pace; they participate in their safe zones, and they open when they are comfortable.

The approaches mentioned may be used in a classroom setting. DepEd's Most Essential Learning Competencies (MELCS) was developed during the pandemic in 2019 as part of the Learning Continuity Plan that aims to ensure bridging learning gaps and holistic development of the students' academic progression.

Some MELCS connected in writing proficiency for grade six are: Compose clear and coherent sentences using appropriate grammatical structures, such as aspects of verbs, modals, and conjunctions, write paragraphs showing cause and effect, comparison and contrast, and problem-solution relationships and compose a three-paragraph descriptive essay on a self-selected topic.

The mentioned learning competencies focuses in writing. Though the study focuses in writing, grammar is still a pre-requisite in writing that is why, some MELCS in grammar is connected with the MELCS in writing such as aspects of verbs, modals, conjunctions and other grammar lessons.

➢ *Task-Based Language Teaching in Writing*
In the 21st century learning, students communicate not only physically but also through gadgets and social media. This practice has paved the way for many forms and styles of typing and spelling changes while communicating which somehow affects the learning, writing, and spelling skills because of the frequent use.

Students have a hard time constructing simple sentences more so essays and paragraphs. L. Gonzales and M. Pinzon (2019), it stresses that there are different things to consider when writing. Grammar, mechanics, and vocabulary play a big role to create a piece of writing that is clearly and coherently written. Students must be mindful of their time management skills and vocabulary bank when writing.

Elements such as ideas to express, words to use, language use and construction, use word meanings and text organization are complex and heavy and deems consequences particularly in leaners who find writing troublesome. Sundayi. Febriyanti and Saragih (2024).

But according to S. Thirakunkovit & K. Boonyaprakob (2022), through task-based writing, positive perception may be found since it allows students to have deeper understanding and improve content and organization in writing.

Essay writing activity and other writing tasks can be used in task-based language teaching by injecting real life situations in the tasks and in the activities that they will write. Grammar, structure, and coherence must be taken into consideration in checking the works. Since TBLT is not explicitly taught, the activities will be given in a form of a task that they need to complete.

➢ *Task –Based Language Teaching Approach in Grammar*
Grammatical tasks require learners to use a particular language item to complete the task. Rashtchi and Keyvanfar (2017) stated that a task that includes grammar is different from a simple activity wherein students are allowed to share anything that comes into their mind based on the situation. A task wherein students' focus is on the meaning that they want to express to their group for the best performance they must use the correct grammatical form. Learners do not only try to get meaning but also use grammatical rules and items in finishing the task.

Real-life tasks given to the students will help them not only in developing their confidence in speaking but also their grammar knowledge in using and constructing sentences. However, in TBLT, grammar lessons will be taught using tasks since it is focused on the process and outcome. Meaning, it would not directly teach the learners the rules and technicalities but as the lesson goes on, they will unconsciously learn the language and how it is used through tasks and activities connected to real-life situations.

➢ *Theoretical Framework*
The study is grounded in Second Language Acquisition (SLA) and pedagogical framework of Task Based Language Teaching (TBLT) which forms a basis for improving the writing proficiency of Grade Six Students through authentic tasks and communicative learning experiences.

Krashen's Theory of Second Language Acquisition which particularly stresses on Input and Affective Filter Hypothesis Theory suggests that learners acquire language best when they are exposed to comprehensible input and less stressing environment, easytolearn (2024). Aligning with the Philosophy of TBLT were learning the language naturally and subconsciously occurs when exposed to the language through meaningful interaction and purposeful tasks. The use of real-life activities also lowers the learners affective filter which creates relevant, relaxed and motivation learning environment while learning the language through speaking and writing.

Supporting Krashen's theory, Wen and Sparks (2023) quoted that Skehan highlights that language acquisition does not happen in an instant but must be activated by consistent meaningful use which aligns to task-based approach. TBLT as a methodology does away with memorization and repetitive drills but instead uses authentic tasks that happens in real world where learners can relate which helps them internalize grammar and vocabulary words essential in writing essays.

Task-Based Language Teaching (TBLT) was introduced by David Nunan in 1989 and was popularized by N. Prabhu in India which evolved from Communicative Language Teaching (CLT) approach. The TBLT methodology focuses on students to finish their tasks using the target language.

- *TBLT Follows Three Task Stages:*

✓ Pre-Task – learners are introduced to the topic followed by the instructions in the activity.
✓ Task – Where learners perform the task through socialization and later on use it in writing
✓ Post – Task – where students reflect on their performance and giving feedback for their work.

These studies were applied in a Grade Six classroom setting to determine whether real life task-based activities can improve the performance of the students. The writing phase is integrated in tasks and serves as an application point of the language that was used in the task thus connecting communicative use to writing output.

In conclusion, this theoretical framework shows the idea that writing skills can be enhanced through meaningful and purposeful communicative tasks as learners produce more coherent and grammatically correct written output when exposed to the language.

➢ *Conceptual Framework*
The study's conceptual framework is anchored on Task Based Language Teaching (TBLT) approach which focuses on using real-life activities and authentic language in completing the task.

TBLT approach has three phases: Pre-task, during-task and post-task which was designed to improve the student's writing proficiency by engaging them in real-life, meaningful communication aligned with DepEd's Most Essential Learning Competencies (MELC) for sixth grade in the half of third and fourth quarter.

The independent variable in the study is the Task-Based Language Teaching (TBLT) intervention and the dependent variable is the writing proficiency of the sixth grade respondents.

The writing performance was measured through pre and post-test scores and supported by an augmented interview. Integration of 21st century skills such as Critical Thinking, Collaboration, Communication, Flexibility, Initiative, Productivity and Social Skills further enhance the implementation of TBLT in work plans and classroom.

The results of the study serve as a basis for an intervention plan and learning workplan for writing proficiency in grade six.
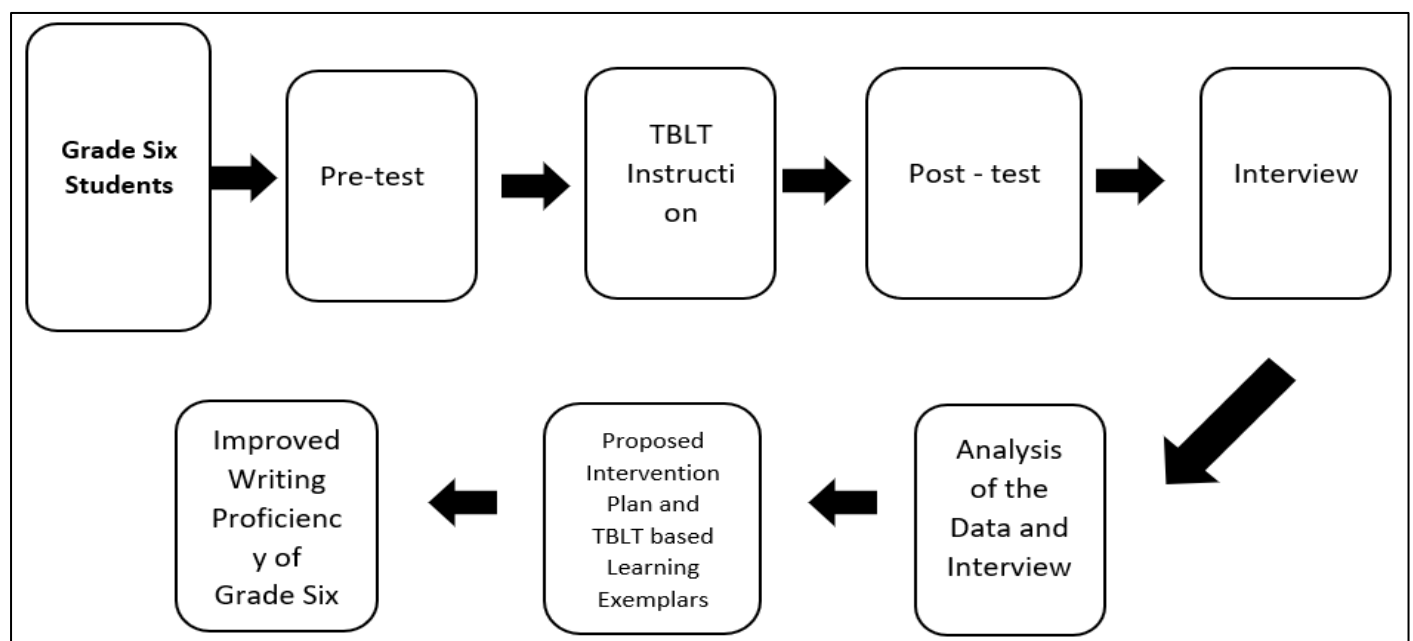

Fig 1 Conceptual Framework

Following the conceptual framework above, the grade six respondents will answer a pre-test to measure their existing knowledge about the topics and to note their performance. Then, the TBLT instruction will be implemented. After the eight-week intervention, a post-test will be given to compare if there is a significant difference between their performance from the pre-test. Afterwards, an interview will be done to further support the results of the study.

After collecting all the necessary data, analysis through statistics will be done. Then, based on the data gathering its result, the researcher will craft a writing intervention plan through TBLT.

➢ *Statement of the Problem*
This study determines the effectiveness of Task-Based Language teaching in improving the writing skills of Grade 6 students in Exodus Elementary School. TBLT was through a group employing the theory in grammar teaching. With these in mind, the researcher sought the answers to the following questions:

- What is the result of the respondents' performance in the pre-test?
- What is the result of the respondents' performance in the post-test?
- Is there a significant difference between the performance of the participants in the pre-test and post-test?
- What are the challenges experienced by the respondents during the implementation of the study based on an augmented interview?
- What intervention plan will the study produce that can help educators and future researchers with regards to writing proficiency in Elementary level?

➢ *Hypotheses of the Study*
To answer the specific problems stated, the following null hypotheses are formulated and tested with 0.05 level of significance.

- There are no significant differences between the performance of the participants in pre-test.
- There are no significant differences between the performance of the participants in post-test.
- There are no significant differences between the performance of the participants in pre-test and post-test.

➢ *Significance of the Study*
This study aims to improve the writing proficiency of grade six students through task-based language teaching. The approach addresses learning gaps in writing where most of the students in the sixth grade find it hard to write and construct even a simple essay. Aside from the reason that students find writing not very interesting, there are also emerging technologies that write for people in an instant or what we call AI that plays a negative impression in writing.

The findings of this study will help improve strategies to employ in teaching writing and will produce an intervention plan that can help learners and educators address competencies.

➢ *Scope and Limitation of the Study*
One of the emerging problems of students at the elementary level is the inability to produce well-written essays or any type of formal writing. One because, the generation today is drawn to social media and AI generated applications that help them produce essays in an instant. This study is focused on improving the writing proficiency of the grade six students using Task-Based Language Teaching.

The study was done at Exodus Elementary School in Cainta Rizal and was participated by 40 grade six students. The study was executed in the half of the third quarter up to half of the fourth quarter of the school year 2024-2025.

The researcher used a quantitative method – quasi experimental in determining the effectiveness of Task Based Language Teaching in Improving the Writing Proficiency of Grade Six Students in Exodus Elementary School.

Sreekumar (2024) mentioned that a quasi-experimental design is used to test cause and effect relationship between an independent and dependent variable.

This study is geared towards the enhancement of grammar use and writing proficiency of the students anchored in the competencies mandated by the Department of Education.

➢ *Definition of Terms*
The following terms were conceptually defined for the purpose of enhancing the understanding of this research work:

- Non-TBLT Group. This refers to the controlled group wherein grammar is taught in a traditional way.
- Performance. This refers to how the one works or performs. In this study, the student's performance is being measured.

- Pre-test. A type of test administered to the participants of the study before Task-Based Language teaching is executed.
- Post-test. A type of test administered to the participants of the study after Task-Based Language Teaching is administered.
- Real-life Tasks. This talks about activities that one encounters in true to life situations. This also refers to the tasks used by the researcher in employing Task-Based Language Teaching Approach.
- Strategy. This mainly talks about Task-Based Language Teaching, the methods used in the study and how it can be used in grammar teaching for meaningful purposes.
- TBLT. The abbreviation stands for Task-Based Language Teaching. This refers to the strategy used in teaching grammar to grade six learners. This involves real-life situations that help train students enhance grammar use and knowledge.
- TBLT Group. This refers to the experimental group wherein the Task-Based Language teaching is employed in the course of the study.
- Writing Proficiency. This refers to the ability to use English grammar correctly in the writing skills of the students.

CHAPTER TWO
METHODOLOGY

This chapter presents the *research design* which shows and justifies the methods that were used to gather the data. It should be well crafted to obtain all the information needed to answer the research questions, test a theory, or explain a situation relevant to the main aim of the research.

➢ *Research Design*

The researcher used Quantitative method, quasi-experimental design. It aims to establish cause and effect relationship between an independent and dependent variable. (Thomas, 2024) Quasi-experimental design was proposed by Campbell, D. T., & Stanley, J. C. (1963) by introducing concepts of pre and posttest and allows for causal inference even in the absence of random assignment.

Prior to the implementation, each of the respondents were given parents' and students' consent before they participated in the study. Afterwards, they took the pre-test to assess their performance before the intervention started. After the pre-test it was followed by an eight-week writing intervention.

Since quasi-experimental design analyzes the cause-and-effect relationship, after the eight-week intervention, the respondents were given post-test as a comparison from the result of their pretest. Significant changes in the performance were recorded and analyzed.

The researcher also did an interview with fifteen (15) of the respondents to note what are the challenges that they experienced in the study and what are their significant learning gains.

The result of the study was used as the basis for crafting an instructional intervention plan in writing for grade six students.

➢ *Population and Sampling of the Study*

The researcher employed a purposive sampling method. Purposive Sampling method is a non-probability sample that is chosen according to the characteristics of the population and the objective of the study. According to Crossman (2017), it is also known as judgmental, selective, or subjective sampling. This type of sampling is helpful when you need to reach a targeted sample quickly when sampling for proportionality is not the main concern.

The respondents of the study were all grade six students at Exodus Elementary School, they are all part of the heterogeneous sectioning. There were 40 respondents who were given consent by their teachers and parents.

➢ *Respondents of the Study*

The respondents of the study were 40 grade six students in Exodus Elementary School. They were all part of heterogeneous sectioning, all with the same age of twelve (12). The participants were given parents' consent and were all briefed about the study before signing the consent. They were highly encouraged to join but were also free to decline or stop whenever he/she doesn't want to be included anymore.

➢ *Research Instruments*

A teacher-made test and interview questionnaire were the primary instruments used in this study.

● *Writing Assessment*

As the primary source of the data, writing assessment was used. The diagnostic test, pre-test and post-test includes grammar assessments and a writing test based from the PIVOT Grade 6 English Module anchored on DEPEd's Most Essential Learning Competencies (MELC). Note that some topics were unpacked from one of the MELCs provided for the third and fourth quarter. Not all topics from the MELC were selected. The researcher focused on the grammar topics since learning grammar is a prerequisite in writing an essay.

The pre and post-test consists of the following Most Essential Learning Competencies (MELC). The pre-test and post-test were used to compare the learnings of the students in terms of Grammar and Writing after the series of lessons using different activities that fall on Task-Based Language Teaching.

✓ Compose clear and coherent sentences using appropriate grammatical structures (nouns, verb tenses, conjunctions, adverbs) EN6G-Ig-4.4.I (Topic from the test; Pluralizing Regular Nouns, Subject-Verb Agreement, Correct Form of the Verb, Adverbs, conjunctions and Types of Sentences)
✓ Identify real or make-believe, fact or non-fact images. EN6VC-IIIa-6.2 (Real or Make-Believe)
✓ Compose a persuasive essay on a self-selected topic. EN6WC-IVb-2.2 (Composing an Essay)

The writing assessment was measured using a validated rubric in writing an essay. Below is the validated rubrics used.

Validated Rubrics in Essay Writing for Grade Six Rubrics in Writing an Essay for Grade 6

Performance Indicators	Excellent 4	Satisfactory 3	Good 2	Needs Improvement 1
Content/Development	The essay has a specific central idea that is clearly stated in the first paragraph, concrete and appropriate supporting ideas and shows originality.	Central idea is clearly stated in the paragraph, shows originality but supporting details are vague and not aligned with the main topic.	Central idea is somewhat vague but can be understood, lacks originality and no supporting ideas.	Central idea is not evident, no originality and no supporting details.
Organization	The essay is well-structured and organized. Has a beginning paragraph, body and conclusion.	Essay is well-structured but not organized. Some parts are not congruent with the main idea.	Essay has a main idea but lacks structure and organization of the parts.	The idea is vague and parts are not coherent.
Style	Writing is coherent and aligned with the main idea. Words are well chosen.	Writing is understandable but 1-3 sentences are inconsistent with the idea and vocabulary.	Main idea can be drawn but lacks coherence and focus. Has 4-10 inconsistent sentences and unrelated word choice.	Writing is hard to follow. Has 10 or more inconsistent sentences and unrelated word choice.
Conventions	Essay has evident usage of correct grammar, punctuations, and spelling.	Essay has 1-3 ungrammatical sentences, punctuations, and spelling.	Essay has 4-10 ungrammatical sentences, punctuations, and spelling.	Essay has 10 or more ungrammatical sentences, punctuations, and spelling.

The pre-test and post-test will be used to compare the learnings of the students in terms of Grammar and Writing after the series of lessons using different strategies.

To measure the qualitative implications of the study, an interview will also be done with the selected participants of the experimental group. After the interview, the researcher will transcript code the data to identify the similarities, differences and the categories that can be drawn from their answers in relation to the scores that they got from the tests.

➢ *Construction*

The researcher read books, constructed exams from the last quarters, modules and learning plans related to the studies in order to construct valid tests. The researcher constructed first the diagnostic test in which the topics selected are not very different from the topics used in pre-test and post-test for consistency. A rubric for essay writing was also made and aligned to the competencies included in the PIVOT Grade 6 English Module anchored on DEPEd's Most Essential Learning Competencies (MELC). The test includes a topic for writing and reflective questions from the interview. The following are the topics in the diagnostic test based on the unpacked Most Essential Learning Competencies. Almost all of the topics are grammar based since learning grammar is a prerequisite to writing an essay.

- Compose clear and coherent sentences using appropriate grammatical structures (nouns, verb tenses, conjunctions, adverbs) EN6G-Ig-4.4.I (Topic from the test; Pluralizing Regular Nouns, Subject-Verb Agreement, Correct Form of the Verb, Adverbs, conjunctions and Types of Sentences)
- Compose a persuasive essay on a self-selected topic. EN6WC-IVb-2.2 (Composing an Essay)

The following are the topics in the pre and post-test based from the unpacked Most Essential Learning Competencies. Almost all of the topics are grammar based since learning grammar is a prerequisite to writing an essay.

- Compose clear and coherent sentences using appropriate grammatical structures (nouns, verb tenses, conjunctions, adverbs) EN6G-Ig-4.4.I (Topic from the test; Pluralizing Regular Nouns, Subject-Verb Agreement, Correct Form of the Verb, Adverbs, conjunctions and Types of Sentences)
- Identify real or make-believe, fact or non-fact images. EN6VC-IIIa-6.2 (Real or Make-Believe)
- Compose a persuasive essay on a self-selected topic. EN6WC-IVb-2.2 (Composing an Essay)

> *Validation.*

To validate, the researcher asked the help of the following us in the evaluation of the tests, learning plan, interview questions and validation of the writing rubric.

- *Language Expert*

The Language Expect who validated the study is a Master Teacher I in Exodus Elementary School where the researcher implemented the study. She is the English area subject coordinator since 2016 up to present. Her comments revolved around the wordings and construction of exam items, TOS and learning plan which helped the researcher in aligning the instruments with the study. She is also one of the test-constructors in English the District of Cainta.

- *Research Expert*

The research expert who validated the study is an assistant principal at Saint Anthony Elementary School. She has joined different research conventions from school to national level, hence, my choice as one of the validators. Her comments looked into the overall aspects of the instrument. Not just the required materials for the study but also the validity of the exam items and the alignment of the lesson plans. Aside from joining research conventions, she is also the Assistant Editor-in-Chief of Rizal's official school publication.

- *Content Expert*

The content expert is the Chief Education Program Supervisor of the Division of Rizal. She has taught English in High School during the early years of her career and has joined different research conventions. She is assigned in ensuring the implementation, monitoring and evaluation of the education curriculum in the different subject areas. Due to her busy schedule, the researcher was only able to chance upon her visit in one of the schools in the area. A letter was given asking for her permission to validate the instruments and she granted it given that she still has extra time before the program. Her comments merely focused on the content of the exam, TOS, Learning plan and interview questions. She advised to consider the structure of the learning plan since it lacks alignment to some of the objectives. She also checked the exam questions and recommended other types of questions that are suitable for the target competencies. Given that she is the CEPS of the division and was only there for a program, she does not have her curriculum vitae handy. The researcher tried to contact her secretary however, she confirmed that the CEPS's curriculum vitae isn't just handed out to anyone. Hence, the lack of her curriculum vitae in the appendices.

After considering the comments and suggestions of the validators, the researcher restructured the learning plans. The objectives were reviewed and made sure that the activities regarding TBLT are aligned to the objectives laid out. The table of specifications for the exam was reviewed and made sure that each topic was aligned to the competencies found in the Most Essential Learning Competencies for Grade six. As for the interview questions, it stayed as is since the validators commended the questions as it is fair and easy to understand for a grade six student.

The table below shows the weighted mean of the ratings from the validators for the tests, rubrics, interview questions and learning plan. The individual validation tool of each validator is found in the appendices.

Table 1 Weighted Mean Ratings of Validators for Tests, Rubrics, Interview Questions and Learning Plan

	Validator 1	Validator 2	Validator 3	Weighted Mean
A. Tests	4.67	4.67	5	4.78
B. Rubrics	4.67	5.00	4.67	4.78
C. Interview Questions	5	5	5	5.00
D. Learning Plan	4.75	4.5	4.75	4.67

Based on the table, using Likert scale (5-point scale) for quality, the variable A's weighted mean is 4.78 which falls under the verbal interpretation 'Very Good'. As for the variable B, it is also 4.78 or 'Very Good', Variable C with the perfect score of 5 is also interpreted as 'Very Good' and lastly, Variable D with 4.67 with the verbal interpretation of 'Very Good'.

- *Pilot Testing*

After the validation of the tool, researchers conducted pilot testing and pre/post-test on April 19,2024 to two sets of students; stratified and random. For the stratified group, fifteen students from the pilot section were tested. As for the random set, students from heterogeneous sectioning were selected. Both groups were given the same tests.

Afterwards, the researcher checked and graded the results. The scores of the stratified group ranged from average to high and they were able to make an essay with a few paragraphs. The scores from random groups range from high to low. They were able to answer grammar questions correctly but found it hard to construct essays. Cronbach's Alpha was used to check the test reliability and was scrutinized by a statistician if the computation is correct and valid. Below is the table to show the result of the test.

Table 2 Reliability Test of s, Pre and Post-Test

Assessment Type	N	Cronbach's Alpha	Verbal Interpretation
Diagnostic Test	18	0.975	Excellent
Pre/Post Test	18	0.98	Excellent

Based on the result of Cronbach's Alpha, it shows that the Diagnostic Test got a coefficient of 0.975 with reliability level of excellent and Pretest and Post-test got a coefficient of 0.98 with reliability level of excellent. Since both tests are more than 0.90, it is interpreted to have excellent internal consistency and is proven reliable and useful for the study.

- *Administration*

The researcher sought first permission from the Schools Division Superintendent, the principal, the adviser, the parents and the students to administer the test to the Grade 6 students of Exodus Elementary School. After the diagnostic test and pre-test, a series of incorporating the lessons from English writing will be employed to the respondents and the post-test will be administered.

➢ *Data Gathering Procedure*

In order to gather the needed data, the researcher asked for the Schools Division Superintendent and Principal's approval for conducting the study through a letter. Once the request was approved, the researcher sought the validation of the instruments from the three validators; the master teacher in English at Exodus Elementary School, Mrs. Marieta C. Coquial, the Assistant Principal of Saint Anthony Elementary School, Dr. Eloisa May Lanuza and lastly, the Chief Education Program Supervisor in the Division of Rizal, Dr. Rosemarie C. Blando.

After the validation, the researcher conducted Pilot Testing to two sets of students, stratified and random to check if the test questions for diagnostic test and pre and post-test are reliable for the study through the help of a statistician using Cronbach's Alpha. Since proven reliability based on the result, the researcher will continue with data gathering during the second quarter or equivalent to eight weeks.

In gathering the data, the researcher sought the consent of the advisers, parents and students to administer the pre-test and recorded scores for comparison at the end of the lessons. Eight lessons were taught, one per week together with its activities intended for TBLT.

After eight weeks, the researcher administered the post-test and compared the results using Normality Test and T-Test with the help of a statistician. Augmented interview with 15 respondents was done and was transcript coded afterwards to identify occurring themes in their answers. Afterwards, the researcher analyzed and interpreted the findings of the study following the sequence of the problems from chapter 1. Through the statistical treatment of the data, the results were obtained.

The following stages were done in the study:

- *Pre-Experiment:*

The researcher oriented the parents, students as well as their advisers about the study before it was conducted. The researcher included in the consent that attendance is a must. However, if the student is absent, he/she will be excused and will be given lessons to catch up with.

The researcher handed out consent and data privacy forms to the students and those who approved were included in the study. There were 40 respondents in the study. A pre-test was given to the 40 respondents to check the level of their existing knowledge with regards to the topic of the study.

- *During Experiment:*

The chosen respondents were given two meetings per week depending upon their English subject schedule for the half of third quarter of SY 2024-2025. Grammar and Writing lessons were taught employing the task-based language teaching in every lesson. One week is equivalent to one topic. First day is for lessons, the second day is for activity and feedback to help them know how to write better essays and any formal/informal kinds of writing.

The researcher did not only teach but also observed the difference in the level of students' performance and participation before, during and after the lessons and activities.

- *Post-Experiment:*

After the intervention, the researcher had the respondents take the post-test to see if there are significant differences between their performance during the pre-test where there was no intervention yet. The researcher also exchanged observations with the class advisers on the level of students' participation during the experimental phase.

➤ *Interview*

Out of the 40 respondents, the researcher interviewed 15 respondents where they also gave consent to audio recording. After the interview, the researcher transcript coded their responses and analyzed the categories that were drawn based on the interview.

➤ *Data Analysis and Statistical Treatment*

After the pre-test and post-test, papers were checked, tabulated, and analyzed using several statistical treatments.

The following statistical measures were used in answering the problems raised in Chapter 1.

- *Percentage*

This statistical tool was used to describe and analyze the profile of the subjects. To get the percentage, frequency will be divided by the total number of items. The quotient will be multiplied by one hundred.

- *Mean.*

This statistical tool was used to describe the performance levels of the students based on the result of the pre-test and post-test. It was also utilized to compare the mean averages of the scores of the students. The formula is;

Where:

$\overline{X}$ =Mean

x   = Score of the variables

n   = Total number of frequencies

To determine the performance of TBLT and Non-TBLT groups in the pre-test and post-test, the scale below will be used;

Score	Interpretation
41-50	Excellent
31-40	Very Satisfactory
21-30	Satisfactory
11-20	Fair
0-10	Poor

- *Standard Deviation*

The standard deviation was used to determine the spread out of the scores of the students in the test. The formula is indicated below.

- *Kolmogorov-Smirnov*

Kolmogorov-Smirnov provides an efficient and effective way to empirically assess whether the t-test's assumptions are met, and the A/B-test is valid. We demonstrate our methodology and highlight how it helps to identify scenarios prone to inflated Type-I errors. (Jeunen, 2025) It was used in the study to test the Normality of the distribution of data.

- *Shapiro-Wilk*

Shapiro-Wilk test is a test of hypothesis which tests if a data set is normally distributed. It tests sample data against the null hypothesis that the data set is normally distributed. If the p-value is large, it means the data set is normally distributed; if the p-value is small, it means that it is not normally distributed. It was also used in the study along with Kolmogorov- Smirnov to test the normality of distribution of data.

- *T-Test*

A t-test is an inferential statistic that is used to find out whether a significant difference exists between the means of two groups and how they are associated. It was used in the study to test whether there is a significant difference between the pre-test and post-test of the respondents.

➤ *Ethical Considerations*

- *Consent Form to the Parents*

The informed parent consent form to participate in the study and to audio record the sessions and interviews state the title of the study, the researcher, researcher's affiliation and a brief introduction on what the study is about in the First Section.

In Section 2 of the consent, the researcher explained the purpose of the study. In the third section, participants in the study were explained why his/her son was invited to join the intervention.

Under the third section, Study Procedures were enumerated such as where, when and why the study takes place, how often is the lesson and how will the researcher record the performance of the participant.

As for the risks and benefits of the study to the participants, the researcher explained that an open line communication with the parents for students who need to go back to school for the intervention is highly encouraged. Monetary benefit is not ensured in the study however, the researcher ensures a small token such as certificate of participation aside from the learnings that the participant will get in the intervention.

Section 5 discusses the research data and confidentiality where the researcher vows the confidentiality of the participants' identity through the Data Privacy Act of 2012. The researcher also enumerated the persons with access to the data such as the researcher, the research adviser and panelists. and how it will be destroyed after the study.

Section 6 of the consent shows the contact details of the researcher and the adviser if ever the parent or guardian has additional questions regarding the study. And lastly, in Section 7, the signature of the parents or the guardian will be affixed.

- *Consent form to the Students*
The student consent form to participate in the study and to audio record the sessions and interviews state the title of the study, the researcher, researcher's affiliation and a brief overview on what the study is about in the First Section.

Section 2 explains the involvement description of the participants in the study. The tests, lessons, interviews and how often the intervention takes place in the quarter. It enumerates the things that they will accomplish throughout the study, hence their involvement.

As for the participation in the study in section 3, the researcher explained that joining the intervention is completely voluntary and that they are allowed to withdraw anytime they don't feel safe anymore, or if there are lesson activities where they don't feel comfortable joining, they can state why or opt not to join.

The risks discussed in the consent form states that the students who need to go back to school to attend the intervention must secure an open line communication with the parents and researcher. The benefit does not include any monetary token and that the researcher will only give a certificate of participation to the respondents. The knowledge that the participant will gain from the study is another benefit in their end.

Section 6 discusses the confidentiality of the respondents. The researcher mentioned that the study adheres to Republic Act No. 10173 or Data Privacy Act of 2012 wherein the personal information of the respondents will be treated with utmost confidentiality. And that their information will only be used by the researcher until the study is finished. Their record, performance and scores will be anonymously mentioned in the study.

Section Number 7 includes the contact information of the researcher and research adviser if there are additional questions and clarifications from the parent and the student.

And lastly, section 8 is the signature of the student.

- *Data Privacy Consent Form*
The data privacy form discusses how the researcher treats the data adhering to Republic Act No.10173 or the Data Privacy Act of 2012. It reiterates that joining the study is completely voluntary and those who joined may stop anytime they don't feel safe joining the intervention.

In section 1, Collection of Personal Data was discussed which starts during the diagnostic test by getting the respondents name, age and section and gender. When the 40 respondents were determined, the researcher will access more of their personal information such as parents name, contact number and address.

In section 2, it was mentioned that only the researcher and research adviser have the access to the respondents' personal information. As for Confidentiality and Right to Privacy in section 3, it was mentioned that after the study the data will remain with the researcher for further evaluation and completion but after the completion of the study, only the results and data from the activities will remain and all the personal details of the respondents will be destroyed.

As for the contact information of the researcher and research adviser was indicated in section 4 for further questions and clarifications of the respondents.

Lastly, at the end of the data privacy consent, the respondents and their parent/guardian.

- *Interview Protocol Form*

    In the interview protocol form, the researcher stated the introductory protocol wherein the respondent was reminded and asked for another consent to sign so that the researcher can audiotape and reminded that the interview is voluntary and can stop anytime the respondent doesn't feel safe or doesn't feel like continuing.

    The questions were divided into three sections; Interviewee Background, Learning and Intervention and Demographics. The Interviewee background asks about grade and section, reasons to join and expectations in the study. Learning and Intervention focuses on questions about the intervention such as challenges and learning gains and lastly, Demographics leaves a space for post comments and observations.

CHAPTER THREE
RESULTS AND DISCUSSION

This chapter presents the findings and discussion of the data gathered by the researcher which aims to find the significant difference between the performance of the participants in the pretest and posttest through task-based language teaching in writing essays.

➢ *Overview/Introduction*

The result for quantitative data is presented in graphical forms together with the analyses and interpretations and for the augmented interview to further support the results of significance test, the result is presented through codes from interview questions together with analyses and interpretations of the data.

Questions based on the Statement of the Problem are answered thoroughly by presenting data that corresponds to the problem.

➢ *Result of the Respondents' Performance in the Pre-Test*

The researcher gave pre-test to the 40 (forty) respondents and below is the result:

Table 3 Performance of the Respondents in Pre-Test

Variable	Mean	Standard Deviation	Df	T	P	Decision On Null Hypothesis	Interpretation
Pre-test	15.65	2.62	39	41.52	.000	Reject	Significant

A pre-test was administered to 40 Grade 6 students to check their baseline writing proficiency. The results show a mean score of 15.65 with a standard deviation of 2.62, indicating that most of the students performed below the expected writing proficiency level based on the assessment criteria aligned with DepEd's Most Essential Learning Competencies (MELCs).

The low scores that the respondents obtained shows that most of them have limited competence in writing skills, such as sentence construction, grammar, coherence, and paragraph development. The low standard deviation relatively shows a consistent pattern in student performance, meaning that most of the respondents performed similarly.

The pre-test scores served as a baseline to evaluate the effectiveness of the Task-Based Language Teaching (TBLT) approach in improving the students' writing skills throughout the intervention. In conclusion, the pre-test result supports the need for an intervention in writing to improve student's performance.

➢ *Result of the Respondents' Performance in the Post-Test*

Table 4 Performance of the Respondents in Post-Test

Variable	Mean	Standard Deviation	Df	T	P	Decision On Null Hypothesis	Interpretation
Post-test	40.93	2.45	39	41.52	.000	Reject	Significant

After the implementation of the Task-Based Language Teaching (TBLT) intervention, a post-test was administered to note any changes in the writing proficiency of the Grade 6 respondents. The results showed a significant improvement, with a mean score of 40.93 and a standard deviation of 2.45.

The increase in students' performance shows that they improved in terms of writing and that it may be attributed to real-life and authentic tasks that they have accomplished during the intervention.

The test yielded a t-value of 41.52 with 39 degrees of freedom (df = 39) and a p-value of .000, indicating that the improvement was highly significant ($p < .05$). This result leads to the rejection of the null hypothesis, confirming that the intervention had a statistically significant positive effect on the students' writing skills.

➢ *Significant Difference Between the Performance of the Participants in the Pre-Test and Post-Test*

To test the normality, the researcher employed the Kolmogorov-Smirnov Test and Shapiro-Wilk Test. Kolmogorov-Smirnov provides an efficient and effective way to empirically assess whether the t-test's assumptions are met, and the A/B-test is valid. We demonstrate our methodology and highlight how it helps to identify scenarios prone to inflated Type-I errors. (Jeunen, 2025)

Meanwhile, the Shapiro-Wilk Test is also used to determine if the sample data set is normally distributed from a normally distributed population. It is usually used for small sample sizes. (n>50)

Table 5 Normality Test

Test	Kolmogorov-Smirnov statistic	df	P-value	Shapiro-wilk statistic	df	P-value	Interpretation
Pre-test	0.123	40	.129	0.959	40	.161	Normal
Post-test	0.159	40	.013	0.956	40	.124	Normal

The tests of normality for both the pretest and posttest of the test scores of Grades Six students in Exodus Elementary School who have undergone the Task-Based Language teaching intervention indicate that the data follows a normal distribution. The Kolmogorov-Smirnov and Shapiro-Wilk tests show p-values of 0.129 and 0.161 for the pretest, and 0.013 and 0.124 for the posttest, respectively. Since the p-values for both tests for the pretest are greater than the common alpha level of 0.05, we fail to reject the null hypothesis of normality, while the posttest's Kolmogorov-Smirnov p-value indicates a deviation from normality, although the Shapiro-Wilk test remains non-significant, suggesting mixed results. Overall, the data can be considered normally distributed.

A normal distribution shows that the data is symmetrically distributed. When plotted on a graph, it follows a bell-shaped curve which means the data clusters around a central region. Since the data is normally distributed, the data of pre and post-test can be compared. (Bhandari, 2023)

Table 6 Paired T-Test Data

Test	Mean	Standard Deviation	Df	T	P-value	Decision On Null Hypothesis	Interpretation
Pre-test	15.65	2.62	39	41.52	.000	Reject	Significant
Post-test	40.93	2.45	39	41.52	.000	Reject	Significant

The results from the pretest of the study Improving the writing skills of grade six students through task-based language teaching indicate a mean score of 15.650 with a standard deviation of 2.617, based on 39 degrees of freedom and the post-test indicate a mean score of 40.925 with a standard deviation of 2.454, based also on 39 degrees of freedom. The t Stat value is 41.524 with a p-value of 0.000, suggesting that we reject the null hypothesis. This implies that the difference observed is statistically significant.

T-tests are used in comparing two variables using hypothesis testing. In the study, the researcher used a two-sample t-test which covers the result of the pre-test and post-test.

The significant result of the T-test indicates that the learners who have undergone the intervention improved and got significant results or they got passing scores in the post-test compared to their pre-test. They have also accomplished the essay writing part of the test where most of them failed during the diagnostic and pre-test. The result shows that the intervention that was used was effective and has greatly helped the respondents in improving their writing skills.

➤ *Challenges Experienced by the Respondents Based on an Interview*
In order to gather needed data, the researcher interviewed 15 students or 38% out of 40 respondents who were included in the intervention. The researcher used interview protocol and transcribed the answers given by the respondents.

Below is the table that presents the questions and the answers that stood out during the interview that they think is a challenge.

Table 7 Challenges Encountered by Students During the TBLT Writing Intervention

Challenges Encountered by Students During the TBLT Writing Intervention	
Theme	**Challenges**
1. Grammar Issues	-Difficulty in using correct grammar structure
2. Writing Coherence	- Difficulty in organizing ideas
	- Difficulty in completing an essay
	- Difficulty in expressing oneself
3. Grammar and Writing Combined	Cannot write freely due to grammar errors and difficulty expressing ideas

To further validate the significant result of the study, responses from 15 of the 40 respondents were recorded and transcribed. Based on their answers, they find grammar and writing a challenge which makes it hard for them to construct an essay.

Student A answered, *"I was challenged by writing because it was hard for me to understand grammar back then."* Student B mentioned, *"I cannot and I cannot give or express or say my ideas and fix my grammar."* Their answers show how challenging it is for them to understand grammar rules and coherently write an essay.

The analysis of student interviews showed three major thematic categories of challenges that the respondents experienced during the Task-Based Language Teaching (TBLT) writing intervention: grammar issues, writing coherence, and combined grammar and writing difficulties.

Under the theme of writing coherence, respondents faced challenges in organizing their ideas, finishing writing tasks, and clearly expressing themselves in English language. These issues suggest that while respondents may have understood the content, they lacked the writing skills needed to craft and complete a cohesive and logical essays. The complexity of putting multiple ideas into a coherent piece of writing can be hard and can overwhelm learners—especially at the elementary level—when both content and language use are required simultaneously.

The category grammar and writing combined indicates that some students felt their grammatical difficulties hindered their ability to write. This manifests the interdependence of language form and content in second language writing. Learners shared that they could not express their ideas freely due to anxiety about making grammar mistakes, which may have directly affected their writing fluency and confidence.

These findings highlight the importance of form-focused instruction (e.g., grammar) with meaning-focused. Authentic and real-life tasks in TBLT.

Table 8 Learning Gains Reported by Students after the TBLT Intervention

Learning Gains Reported by Students After the TBLT Intervention	
Theme	Learning Gains
1. Improved Grammar Use	Learned about subject-verb agreement (SVA), adverbs, sentence types, conjunctions, and nouns
2. Expressing Oneself in Writing	- Expresses ideas freely and clearly
	- Structures paragraphs in a coherent manner
3. Essay Writing Skills	Ability to write a complete essay

To further validate the significant result of the study, responses from 15 of the 40 respondents were recorded and transcribed. Based on their answers, after the intervention, 15 out of 15 gained learning in grammar and writing which helped them construct paragraphs and make a full essay.

"I learned to fix my grammar and to use prepositions and adverbs in writing sentences for my essay." Student C mentioned. *"Little by little, I learned more on construction of grammar and writing an essay."* Student D expressed in an interview. Learning gains show how their grammar and writing improved after the 8-week intervention. Though there were still a few grammatical errors, they can now express their ideas in writing.

According to L. Gonzales and M. Pinzon (2019), it stresses that there are different things to consider when writing. Grammar, mechanics, and vocabulary play a big role to create a piece of writing that is clearly and coherently written. Students must be mindful of their time management skills and vocabulary bank when writing. As a result, the key concept in Challenge that stood out was grammar and writing, and the Learning Gain noted was writing essays and constructing correct grammatical paragraphs.

Throughout the study, the performance of the respondents was carefully observed and their activity scores were recorded. Every lesson, they show improvement and were very encouraged in joining the tasks since they enjoy real-life activities where they can fully relate to. After every lesson there is also a feedbacking with their work so they know what to review and what to improve. There were no intervening factors noted and observed.

Categories that stood out from the analysis of the transcript coded data with regards to Task-Based Language Teaching that can aid in the intervention and learning plan of the elementary educators

Table 9 Categories that Stood Out from the Analysis of the Transcript Coded Data

Axial Code Categories	Theme
Task-Based Activities	Task-Based Language Teaching Develops Writing Abilities Through Comparable, Fun, and Understandable Tasks Pertaining to Students' Daily Lives
Understandable and easy to follow activities	
21st Century based lessons and activities	
Improvement in writing through practical engagement	

Based on the table above, the researcher used transcript coding in analyzing the answers in the interview of the 15 students. There are two tables for Axial Code Categories and the Theme.

The categories that stood out about the TBLT intervention are; Task-Based Activities, Understandable and easy to follow activities, 21st Century based lessons and activities and Improvement in writing through practical engagement. These categories made an impression with the respondents who joined the intervention.

These categories can aid in the intervention and learning plan of the elementary educators by adopting and adapting the lessons and activities under task-based language teaching. Interviewees mentioned that through the activities, it was easier for them to write and be mindful of their grammar in writing. Since task-based language teaching targets real-life activities that can be related to the lessons, grade six respondents were able to relate to tasks like games, blogging, drawing since it happens in real life and is very common in social media.

Rashtchi and Keyvanfar (2021) stated that a task that includes grammar is different from a simple activity wherein students are allowed to share anything that comes into their mind based on the situation. A task wherein students' focus is on the meaning that they want to express to their group for the best performance they must use the correct grammatical form. Learners do not only try to get meaning but also use grammatical rules and items in finishing the task.

➢ *Intervention Plan to Help Educators and Future Researchers with Regards to Writing Proficiency of Elementary Level*
Injecting Task-Based Language Teaching, this intervention plan focused on improving the writing proficiency of grade six students could include several key components anchored on DepEd's Most Essential Learning Competencies for grade six to help educators and future researchers. Below is a potential intervention plan that addresses various aspects of writing development:

➢ *Rationale for TBLT Intervention Plan*
This intervention plan was developed based on the study "Improving the Writing Proficiency of Grade Six Students Through Task-Based Language Teaching" to address the learning gaps in writing, specifically essay making of sixth grade students through real-life activities anchored on DEPEd's Most Essential Learning Competencies.

The result of the study deems a significant difference between the performance of grade six students as shown in their pre and post-test. The respondents were able to learn grammar and improve in writing after the intervention. With that, an intervention plan is crafted to aid in solving learning gaps of the same target competencies.

The activities are grounded on Task-Based Language Teaching, a strategy that uses real-life tasks incorporated usually in speaking. However, in this intervention, TBLT is used in writing. The tasks have three stages; Pre-task, Task and Post-Task.

The intervention covers eight weeks equivalent to one quarter however; the topics cover half of the third quarter and half of the fourth quarter. Each topic is grounded on the TBLT type of activities that incorporate grammar and writing for better writing development. Each week follows a clear objective which uses validated rubrics for its activities assessment.

This intervention plan is intended for grade six students and elementary educators to aid learning gaps in writing especially in times where technology dominates and creates narratives in an instant. This bridges grammar instruction with authentic writing experiences encouraging learners to become more confident in expressing their ideas through writing.

Before the intervention starts, the teacher will have to orient parents and advisers. Afterwards, the students will answer a pre-test to check their existing knowledge about the topic.

For every week, there is a topic to discuss. Each topic has TBLT activities included in the learning plan including its pre-task, task and post-task. After every activity, as included in the post task, the teacher will give feedback and grade the paper based on a validated rubric attached in the assessment column of the learning plan. After eight weeks of intervention, the students will undergo post-test to compare or note significant differences in their scores before and after the intervention.

● *Competencies from Grade six English MELC:*

✓ Identify real or make-believe, fact or non-fact images - EN6VC-IIIa-6.2
✓ Present a coherent, comprehensive report on differing viewpoints on an issue - EN10LC-IIId-3.18
✓ Evaluate narratives based on how the author developed the elements - EN6RC-Ig-2.24.1EN6RC-Ig-2.24.2
✓ Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs) - EN6G-Ig-4.4.1
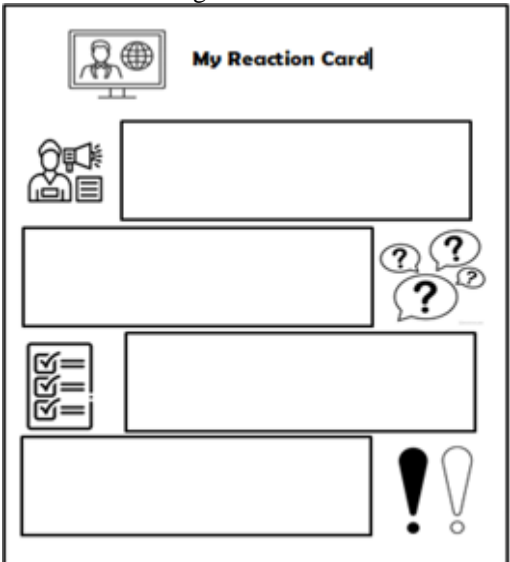✓ Compose a persuasive essay on self-selected topic - EN6WC-IVb-2.2

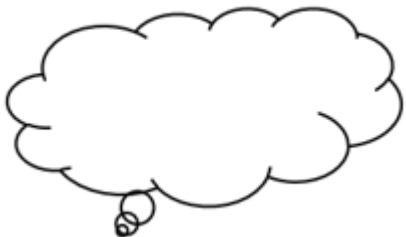| Quarter/Week	Difficulties	Objectives	TBLT-Based Activities	Timeframe	Assessment
Quarter 3 Week 5		Compose clear and coherent sentences using appropriate grammatical structures:	✓ **PRE-TASK – giving instructions for the Task** **MAKE YOUR OWN HERO**	1 week	Class presentation, activity checking

Pluralizing Regular Nouns	Pluralization of regular nouns. **ENGG-1A-2.3.1** Identify the rules in forming plural nouns. Form plural regular nouns from the given singular nouns. 3. Use 10 plural regular nouns in the activity.	In this task you will be assigned with a partner. Each pair will have to create their own hero. The hero must have the following: Hero Name: Illustration: Short background story: Special Powers Description: Make use of 10 regular nouns in the description of the hero.		through a validated rubric. Rubrics for Video Game Hero Making. See rubric at the end of the interventio n plan.

VIDEO GAME HERO

Illustration:

Hero Name:_

Short Background Story:
_____
_____
_____
_____
_____
_____

Special Powers
Description:_____
_____
_____
_____

✓ **TASK**

✓ **POST - TASK**

Students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product.

Quarter 3 Week 6	Real or Make Believe	Identify real or make believe, fact or non-fact images. **ENGG-1A-2.3.1** 1. Identify real or make believe, fact or non-fact images. Compose clear and coherent sentences based on the given questions.	✓ **PRE-TASK** Let us analyze the given images and give pieces of evidence as to why it is fake: Example:	1 week	Class presentati on, activity checking through a validated rubric. See rubric at the end of the interventio n plan.

This is a fake image because the man is not carrying a huge rock as it is seen in its own shadow.

Answer: _____

Answer: _____

REAL OR NOT? You will be writing a short paragraph with 8-10 sentences by answering the following questions.

1. Why is it important that you know how to identify fake or factual images/materials?

2. Cite specific situations that will explain its consequence to you as a student. Elaborate your answer in not less than 5 sentences.

✓ **POST - TASK**

Students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product.

Quarter 3 Week 7	Verb Tenses	Compose clear and coherent sentences using appropriate grammatical	✓ **PRE-TASK** Let us share some of our experiences. We will be using different tenses of verbs for the following experiences that we will share:	1 week	Class presentation, activity checking

| | | structures: Verb Tenses **ENGG-1A-2.3.1** 5. Identify simple tenses of the verb. Use a correct tense of verb in a sentence. 1. Compose a paragraph using correct tenses of verbs. | 1. Think of a/n situation/event in your life that you do regularly. <u>I attend online classes every day.</u> 2. Think of an event that you did last Christmas. <u>I ate a lot of food and shared gift with my family.</u> 3. Think of something that you wish to do this 2024. <u>I will practice drawing this 2024.</u>

I will ask at least 5 of you to share some of your experiences using these words. Let us analyze your classmates' sentences/answers

✓ **TASK**

Example:

EVOLUTION: Think about the gadgets or other form of technology that we have been using nowadays. Explain how they differ from the old devices that we have in the early days (example the old TV, and flat screen TV). Write a 2-paragraph essay/composition, with 10 sentences, about the given topic. Use the different simple tenses of the verbs in your sentences. Underline all the verbs used. Sample title/topic: (The Evolution of our iPhones) (The Phases of our Televisions) (From Old to New)

✓ **POST - TASK**

Students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product. | | through a validated rubric.

See rubric at the end of the intervention plan. |
| Quarter 4 Week 1 | Adverbs | Compose clear and coherent sentences using appropriate grammatical structures: Adverbs **ENGG-1A-2.3.1** | ✓ **PRE-TASK**

Let us read this short and simple paragraph:

First day of school! We were so happy and nervous at the same time. We walked <u>excitingly</u> | 1 week | Class presentation, activity checking through a |

| | | Identify the different kinds of adverbs;
2. Use adverbs in sentences correctly;
3. Compose a paragraph using correct adverbs. | towards the school gate. We <u>delightfully</u> greeted our schoolmates. I could still <u>vividly</u> imagine how each one of us introduced ourselves in front of the room. Everyone was so friendly, and approachable. Not to mention, our teacher was very energetic too. Those were the amazing first few days of our Grade 6 year. Now, that we are about to graduate, I wonder, what is in store for us next year? Will we experience more meaningful activities? Will we meet new classmates? <u>Hopefully</u>, we will <u>never</u> forget how our Elementary days honed us to become responsible students.
<u>Surely</u>, everyone experienced incredible things during their Elementary days. Now, I must say that I am looking forward to the best days that are yet to come.

What are the words with underline in the short paragraph?
Excitingly, delightfully, vividly, hopefully, never, surely

What do we call these words?
They are called Adverbs

✓ **TASK**

GROUP WORK:
Your class will be divided into 6. Each group will be given a topic. They will write a short paragraph with at least 5-8 sentences using adverbs. Their work shall be graded based on the correct usage of an adverb and correct identification. Then, one/two representative/s from each group will report their work in class.

Groups 1 and 2 – Science: Topic – Earthquake
*How will we prepare ourselves during earthquake?
* Where is our evacuation area if the earthquake occurs here in our school?

Groups 3 and 4 - The Implementation of Asynchronous classes due to the Heat Index
* When did the Department of Education implement the Asynchronous classes due to the Heat Index?
* How does it affect the students and teachers?

Groups 5 and 6 – P.E. – Sports Fest
*How did you perform for us to win?
*How did you feel when we won the Sports Fest?
*Where did you perform?

✓ **POST - TASK** | | validated rubric. See rubric at the end of the intervention plan. |

			Students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product.		
Quarter 4 Week 2	Types of Sentences	Make connections between information viewed and personal experiences. **ENGG-1A-2.3.1** Present a coherent, comprehensive report on differing viewpoints on an issue - **EN10LC-IIId-3.18** Identify the different kinds of sentences. 2. Observe correct punctuation in writing different kinds of sentences. 3. Write different kinds of sentences based on the information viewed.	✓ **PRE-TASK** You will be watching a short news article about the Heat Index in the Philippines. Your task is to write your own reaction or personal experiences about the news using different types of sentences. *(https://www.youtube.com/watch?v=VbtrpsBNGpA)* ✓ **TASK** **REACTION CARD:** Write it on the given REACTION CARD. ✓ **POST - TASK** Students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product.	1 week	Class presentation, activity checking through a validated rubric. See rubric at the end of the intervention plan.
Quarter 4 Week 3	Conjunctions	Compose clear and coherent sentences using appropriate grammatical structures: Coordinating Conjunctions **ENGG-1A-2.3.1**	✓ **PRE-TASK** You are going to make a dialogue about two friends who talk about their best experience during summer vacation. Observe the use of FANBOYS coordinating conjunctions. ✓ **TASK**	1 week	Class presentation, activity checking through a validated rubric.

		1. Identify coordinating conjunctions in a text. . Use coordinating conjunctions in a sentence. 1. Make dialogue script using coordinating conjunctions.	**BEST VACATION:** **OUR BEST VACATION EXPERIENCE** ✓ **POST - TASK** Students present their findings to the class in the form of a presentation. The rest of the class listens to the reports and writes down feedback which will be given to the presenters after all reports have been heard. The class can also ask questions or provide some quick oral feedback after each presentation. The teacher also gives feedback on the content as well. Students vote on the best presentation, report, or product.		See rubric at the end of the intervention plan.
Quarter 4 Week 4	Writing an Essay	Compose an essay on self-selected topic **EN6WC-IVb-2.2** Evaluate narratives based on how the author developed the elements - EN6RC-Ig-**2.24.1EN6RC-Ig-2.24.2** Read examples of an essay. Identify the elements of an essay. Identify the parts of an essay. Write an essay on self-selected topic	✓ **PRE-TASK** - Essay Walkthrough Presentation of various essay examples to the students highlighting the parts; introduction, body 1, body 2, conclusion. Afterwards, discuss the main topic or the theme of the essay ✓ **TASK** Make a 4-paragraph essay. Label the parts of each paragraph. You can choose your topic from the following essay prompts. **-My Dream Job** **-The Effects of Social Media** **-My Most Unforgettable Experience** **-If I Will be Born Again** ✓ **POST-TASK** A one-on-one checking will be done. Highlighting the good parts od the essay especially the grammar and idea coherence. The student will be asked to re-write if needed.	2 weeks	Class presentation, activity checking through a validated rubric. See rubric at the end of the intervention plan.

Rubrics for Lesson 1 - Pluralizing Regular Nouns Activity

Criteria	3	2	1
Plural Regular Nouns	The pair used 9-10 plural regular nouns.	The pair used 7-8 plural regular nouns.	The pair used 1-6 plural regular nouns only.
Creativity and Illustration	The hero has unique and creative illustration and superpowers.	The hero has unique and creative illustration but miss descriptions for superpowers.	The hero is unique but lacks creativity in illustration and superpowers.
Grammar and Spelling	There are no grammar errors and misspelled words.	There are few grammar errors and misspelled words.	The are a lot of grammar errors and misspelled words.

Rubrics for Lesson 2 - Real or Make-Believe Activity

Criteria	3	2	1

Content	Included 8-10 correct sentences in a paragraph.	Included 5-7 correct sentences in a paragraph.	Included 1-4 correct sentences in a paragraph
Grammar and Spelling	There are no grammar errors and misspelled words.	There are few grammar errors and misspelled words.	There are a lot of grammar errors and misspelled words.
Relevance to the topic	The essay is about the given topic.	The essay is a little far from the given topic.	The essay is not relevant to the given topic.

Rubrics for Lesson 3 - Verb Tenses Activity

Criteria	3	2	1
Verb Tense	All tenses of the verb were used in the essay.	Only two tenses of the verb are evident.	Only one tense was used in the essay.
Content	The idea was clear and coherent.	The idea was clear but not coherent.	The idea was not specified and was not coherent.
Grammar and Punctuation	Correct grammar, spelling and punctuation was used.	There are few grammar errors and misspelled words misused punctuations.	There are a lot of grammar errors, misspelled words and misused punctuations.

Rubrics for Lesson 4 - Adverbs Activity

Criteria	3	2	1
Adverbs	Included 8 adverbs in the essay.	Included 5-7 adverbs in the essay.	Included 1-4 adverbs in the essay.
Grammar and Spelling	There are no grammar errors and misspelled words.	There are few grammar errors and misspelled words.	The are a lot of grammar errors and misspelled words.
Relevance to the topic	The essay is about the given topic.	The essay is a little far from the given topic.	The essay is not relevant to the given topic.

Rubrics for Lesson 5 - Types of Sentences Activity

Criteria	3	2	1
Types of Sentences	Included all types of sentences in the dialogue.	Included 2-3 types of sentences in the dialogue.	Included only 1-2 types of sentences in the dialogue.
Grammar and Spelling	There are no grammar errors and misspelled words.	There are few grammar errors and misspelled words.	There are a lot of grammar errors and misspelled words.
Relevance to the topic	The dialogue is about the given topic.	The dialogue is a little far from the given topic.	The dialogue is not relevant to the given topic.

Rubrics for Lesson 6 - Conjunctions Activity

Criteria	3	2	1
Types of Sentences	Included all types of sentences in the dialogue.	Included 2-3 types of sentences in the dialogue.	Included only 1-2 types of sentences in the dialogue.
Grammar and Spelling	There are no grammar errors and misspelled words.	There are few grammar errors and misspelled words.	There are a lot of grammar errors and misspelled words.
Relevance to the topic	The dialogue is about the given topic.	The dialogue is a little far from the given topic.	The dialogue is not relevant to the given topic.

Rubrics for Lesson 7 - Composing an Essay Activity

Performance Indicators	Excellent 4	Satisfactory 3	Good 2	Needs Improvement 1
Content/Development	The essay has a specific central idea that is clearly stated in the first paragraph, concrete and appropriate supporting ideas and shows originality.	Central idea is clearly stated in the paragraph, shows originality but supporting details are vague and not aligned with the main topic.	Central idea is somewhat vague but can be understood, lacks originality and no supporting ideas.	Central idea is not evident, no originality and no supporting details.
Organization	The essay is well-structured and organized. Has a beginning paragraph, body and conclusion.	Essay is well-structured but not organized. Some parts are not congruent with the main idea.	Essay has a main idea but lacks structure and organization of the parts.	The idea is vague and parts are not coherent.

Style	Writing is coherent and aligned with the main idea. Words are well chosen.	Writing is understandable but 1-3 sentences are inconsistent with the idea and vocabulary.	Main idea can be drawn but lacks coherence and focus. Has 4-10 inconsistent sentences and unrelated word choice.	Writing is hard to follow. Has 10 or more inconsistent sentences and unrelated word choice.
Conventions	Essay has evident usage of correct grammar, punctuations, and spelling.	Essay has 1-3 ungrammatical sentences, punctuations, and spelling.	Essay has 4-10 ungrammatical sentences, punctuations, and spelling.	Essay has 10 or more ungrammatical sentences, punctuations, and spelling.

CHAPTER FOUR
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions and recommendation of the study 'Improving the Writing Skills of Grade Six Students Through Task-Based Language Teaching' using tables and narrative interpretations drawn from the results of the intervention in relation to research questions.

A. Summary

The study aimed to improve the essay writing skills of grade six students through task-based language teaching in Exodus Elementary School. It sought to answer relevant questions on the significance of the strategy through intervention. It also scrutinized relevant themes regarding the intervention through interviews of the respondents.

Task-based language teaching is doing meaningful real-life tasks. (Corwin, 2022) stated that TBLT emerged in the 1970s under Communicative Language Teaching nut is still includes 21st Century Skills 4Cs – Communication, Collaboration, Creativity and Critical Thinking. It is composed of three stages – pre task, task and post task.

Studies about task-based learning at the elementary level are limited. Usually, secondary level and ESL students often use the strategy in a study. As an educator in the primary level, the researcher used the strategy in relation to the writing skills of the learners in elementary, specifically grade six students.

➢ *The Researcher Aimed to Answer the Following Problems Related to the Study;*

- What is the result of the respondents' performance in the pre-test?
- What is the result of the respondents' performance in the post-test?
- Is there a significant difference between the performance of the participants in the pre-test and post-test?
- What are the challenges experienced by the respondents during the implementation of the study based on an augmented interview?
- What intervention plan will the study produce that can help educators and future researchers with regards to writing proficiency in Elementary level?

In order to answer the research questions, the researcher studied related studies to task-based language teaching as a strategy in writing as shown in the Review of Related Studies. After studying papers of the same topic, the researcher crafted a diagnostic test, pre-test and post.

In crafting the exams, the researcher used the Most Essential Learning Competencies (MELC) guide used by public schools in unpacking to the topics per grade level. In grade six, the researcher targeted the grammar and writing subjects of the learners that helped come up with lessons used in the intervention. After scrutinizing the MELC and selecting topics, the researcher crafter diagnostic, pre and post-test and interview questions needed for the study.

The tests, interview questions, lesson plans, and essay writing rubrics were validated by three experts in the field. Dr. Rosemarie Blando, curriculum expert, the CID Chief in the Province of Rizal, Mrs. Marieta C. Coquial, language expert, a Master Teacher in Exodus Elementary School who handles school English subject coordinator and Dr. Eloisa May B. Lanuza, a research expert, a principal who has joined numerous research conventions both local and national.

After the validation, the researcher asked for the permission of the Region Office, Division Office, School Principal and Grade Six Teachers to conduct the study then continued to Pilot Testing where two groups were used. One is Stratified and the other one is Random. Both groups proved through the results of the test and result of statistics that the test items crafted by the researcher are relevant, valid and acceptable for the study and the target respondents.

Before the data gathering, the researcher secured consent for the learners, parents and teachers. They were asked to sign the agreement which states that joining the study is purely voluntary and that they can back out anytime they want. It is also stated that compensation, additional grades and reward is not given to those who joined the study. The consents also indicated that they give permission to the researcher to video and record the intervention sessions and interview proper.

Pre-test was given to the respondents to measure their existing knowledge before the intervention. Local arrangement was done in school to be able to gather the 40 learners. They were all in the morning session since all grade six learners are in the morning session so the intervention was done after their classes. The consent of their parents and teachers were gathered. A vacant classroom in the afternoon was used where the researcher conducted the study. Every session lasted for one hour and if not finished by one hour, a short continuation was done the next day. Every week required the respondents to do a task-based activity based on

the lesson taught. All in all, there were seven weeks of data gathering, two sessions per week. After the intervention, post-test was given to note significant development in their performance.

An interview with 15 out of 40 respondents was done. They were asked validated questions about the study. The researcher then transcribed and drew themes from their answers. When the gathering process was done, the respondents were asked to answer a post-test.

To check the Normality of the test results of pre and post-test, Kolmogorov-Smirnov and Shapiro-Wilk was used. Both showed a normal distribution which permits both test results to be compared using T-test. The findings of T-test showed significant relevance in the data since the performance of the learners significantly improved after the intervention. Their scores were passing and some are notably high after going through the intervention. Meaning, the Task-Based activities used in writing were effective in improving the writing skills of grade six students.

According to the findings of the study, there is a significant difference in the writing skills of grade six students who have undergone the intervention through the respondents' post-test. Moreover, the lessons taught in the intervention using Task-Based Language Teaching made a great impact in their performance of the respondents. The real-life situation activities gave great encouragement in the cooperation of the learners.

The study may be different in a different setting but its implications can help public school teachers, other educators and future researchers.

The results highlight the need of such strategies in teaching writing to help the learners understand writing better and produce coherent and comprehensive ideas in a certain topic. It also underscores the need for more research on strategies that help learners especially at the elementary level since it is the foundation years of the learners.

While the latest trends in writing such as the use of AI plays a big role in the lack of interest of learners in writing, at times it can be useful in helping the learners jumpstart the ideas they have in mind. It has its advantages and disadvantages but a learner who knows how to write can always express his or her ideas even without the use of technology. The study on Improving the Writing Skills of Grade Six Students through Task-Based Language Teaching aims to produce learners who can write even without the help of any writing generating applications.

B. Findings

The following findings are based on the results of the tests, intervention and interview answering the thesis problems stated in chapter 1.

➢ *Result of the Respondents' Performance in the Pre-Test*

The pre-test was given to 40 (forty) students to check their performance before the intervention starts. The result of the test showed the low scores that the respondents got. Their performance is below the expected writing proficiency level.

The respondent's pre-test result shows that they have limited understanding in writing skills as well as grammar construction. The data served as the baseline data of the study for the intervention.

➢ *Result of the Respondents' Performance in the Post-Test*

The result of the respondent's post-test shows significant development with their test scores compared to the pre-test. The increase in students' performance shows that they improved in terms of writing and that it may be attributed to real-life and authentic tasks that they have accomplished during the intervention.

The lessons taught anchored on DepEd's Most Essential Learning Competencies and rea-life task through task-based language teaching have greatly impacted the development of the students' performance in writing.

➢ *Significant Difference Between the Performance of the Participants in the Pre-Test and Post-Test*

• *Kolmogorov-Smirnov and Shapiro Wilk Test was used to Test the Normality of Both Pre and Post-Test.*

Since the p-values for both tests for the pretest are greater than the common alpha level of 0.05, we fail to reject the null hypothesis of normality. Both tests show a normal distribution of the scores that's why it can be compared.

To test the significant difference of the pre and post-test, T-test was used. The result shows a significant difference in the performance of the respondents in the pre-test compared to post-test. It indicates that the intervention used to improve writing proficiency was effective. Thus, we reject the null hypothesis.

➢ *Challenges Experienced by the Respondents Based on an Interview*
To further support the result of the data derived from the tests, the researcher conducted an interview with 15 of the respondents and noted the challenges that they experienced before undergoing the intervention.

Themes such as grammar issues, writing coherence, and combined grammar and writing difficulties transpired which directly shows their difficulty in writing using the English language. Almost all of them find it hard to construct and grammatical sentence and create a coherent essay. Difficulty in using the language and putting it into writing is hard for elementary learners especially most of them are not exposed to the target language.

➢ *Learning Gains Reported by Students after the TBLT Intervention*
Based on the interview done with 15 respondents, themes on learning gains that transpired are; Improved Grammar Use, Expressing Oneself in Writing and Essay Writing Skills.

The learners who underwent the intervention gained learning in grammar use through topics focused on grammar under the MELCS. The topics used are pre-requisite to essay writing. The respondents also learned expressing oneself in writing where they can now turn their thoughts into writing. The ideas that they have in mind was turned into writing. Last one was essay writing skills where most of them felt was difficult during the start of the intervention. Hence, their scores in pre-test.

However, after the intervention, they can write their thoughts and express their ideas through a complete and coherent essay. The result of the interview supports the significant development showed in the pre-test.

➢ *Categories that Stood out from the Analysis of the Transcript Coded Data with Regards to Task-Based Language Teaching that can Aid in the Intervention and Learning Plan of the Elementary Educators*
Based on the transcript coded data, the open codes that stood out were to 'game-like activities, relatable activities, easy to follow activities, 21st century game-based activities, enjoyable activities, likeable activities and matched lesson with activities' easy, which led the researcher to the axial theme of 'Relatable Task-Based activities used in the 21st century everyday life'. The final theme was determined as 'Writing Activities'.

The categories that stood out from the interview can aid in the intervention and learning plan of the elementary educators by adopting and adapting the lessons and activities under task-based language teaching. Interviewees mentioned that through the activities, it was easier for them to write and be mindful of their grammar in writing. Since task-based language teaching targets real-life activities that can be related to the lessons, grade six respondents were able to relate to tasks like games, blogging, drawing since it happens in real life and is very common in social media.

The following categories that were drawn from the interview can aid in the intervention and learning plan of the elementary educators by adopting and adapting the lessons and activities under task-based language teaching.

Interviewees mentioned that through the lesson activities, they find it easier to write and construct grammatical sentences in writing. Since task-based language teaching targets real-life activities that can be related to the lessons, grade six respondents were able to relate to task like games, blogging, drawing since it happens in real life and is very common in social media.

➢ *Intervention Plans the Study Produced that can Help Educators and Future Researchers with Regards to Writing Proficiency in Elementary Level*
Injecting Task-Based Language Teaching, the intervention plan is focused on improving the writing proficiency of grade six students including several key components anchored on DepEd's Most Essential Learning Competencies for grade six to help educators and future researchers.

The intervention plan is based on the study done by the researcher since the study showed significant results from the respondents. It starts with a diagnostic test to determine the respondents followed by pre-test, intervention proper and post-test.

It consists of seven lessons for eight weeks. Each lesson has TBLT activities from pre-task to post task. Each lesson also has a validated rubrics to assess the work of the students. The intervention plan proposed by the researcher can help elementary educators address least mastered competencies in grammar and writing.

C. Conclusion
The study Improving the Writing Skills of Grade Six Students Through Task-Based Language Teaching aimed to test the effectiveness of the study in the elementary level. As the researcher mentioned, there are existing studies on the strategy but always on the higher level, either college or ESL (English as Second Language) classes.

According to the findings of the study, there is a significant difference in the writing skills of grade six students who have undergone the intervention through the respondents' post-test. Moreover, the lessons taught in the intervention using Task-Based

Language Teaching made a great impact in their performance of the respondents. The real-life situation activities gave great encouragement in the cooperation of the learners.

The intervention was done to 40 (forty) students at Exodus Elementary School who were chosen through the diagnostic test scores. The study may be different in a different setting but its implications can help public school teachers, other educators and future researchers.

The results highlight the need of such strategies in teaching writing to help the learners understand writing better and produce coherent and comprehensive ideas in a certain topic. It also underscores the need for more research on strategies that help learners especially at the elementary level since it is the foundation years of the learners.

While the latest trends in writing such as the use of AI plays a big role in the lack of interest of learners in writing, at times it can be useful in helping the learners jumpstart the ideas they have in mind. It has its advantages and disadvantages but a learner who knows how to write can always express his or her ideas even without the use of technology. The study on Improving the Writing Skills of Grade Six Students through Task-Based Language Teaching aims to produce learners who can write even without the help of any writing generating applications.

D. Recommendations

This study aimed to help students, public school teachers and future researchers in introducing the strategy task-based language teaching in the field of writing, not only in speaking. With the help of real-life tasks, it aids in helping the students generate the correct and coherent ideas in writing an essay.

Through an intervention, the researcher found out that there is a significant difference in the performance of the respondents in their post-test after using the strategy injected in grammar and writing lessons. Which led the researcher to the following recommendations:

➢ *Grade Six Students –*

It is recommended that grade six students who are having a hard time in writing must undergo intervention programs to aid in their writing skills. They must go through proper assessment to be able to know what to target. Strategy such as task-based language teaching is one good example to use since it taps real life situations which the students can relate to and is very common in social media such as daily life vlogs etc.

➢ *Public School Teachers –*

It is suggested that public school teachers, especially teachers of grade six students, assess learners who are having a hard time in writing and conduct appropriate intervention plans to help the learners. It is expected of grade six learners to be able to produce even a simple and coherent essay since they are already in the last grade of elementary level. As they enter the secondary level, they will be required to write more. That is why teachers need to allot more effort in helping learners who are struggling in writing.

➢ *School Administration –*

It is suggested that school administration provides support for intervention plans such as TBLT for the benefit of students who need follow up and guidance in their writing skills. It is also recommended that teachers receive more training and seminar opportunities not only in TBLT but also in other methodologies that can help refresh or add knowledge in bridging learning gaps.

➢ *Curriculum Planners –*

Since the study proved significant results in the performance of the students through TBLT, it is suggested that curriculum planners support the integration of the methodology not only in English subjects but also in other subjects where TBLT will be useful. The Most Essential Learning Competencies for grade six were also very vague and limited that teachers are the ones to unpack the competencies. It will be easier to integrate methodologies and strategies when lessons are specifically determined and sequenced.

➢ *Future Researcher –*

Future researchers must study more on the use of Task-Based language teaching in terms of writing in the primary or secondary level. Since the methodology is not limited to English only, it can also be used in studies as an integration in different subjects or fields. There are some studies about the topic but it is always on the higher level such as colleges and ESL (English as Second Language) courses and mainly use the strategy in terms of speaking. It can be of more help to the academe especially those in the primary level which is the foundation years of a learners' education. It would also be of help in the secondary level since more and more high schoolers lack skills in writing essays and narratives, hence the result of creative thinking in PISA 2022 where Philippines ranked second to last. The study was done with 15-year old students from different countries. Though the study proved a significant difference on the performance of the group of 40 (forty) grade six respondents who have undergone intervention, findings may vary if it is done in a bigger group and on a different grade level.

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