

Writing Skills Analysis and Academic Performance of Senior High School Students of Sirawai National High School

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ABSTRACT: This study aimed to assess the writing analysis and its relationship to academic performance in the English subjects among Senior High School students in Sirawai District during the first semester of school year 2024-2025. It employed a descriptive correlational research method. There were one hundred ninety (190) respondents involved. Weighted mean, standard deviation, and Spearman Rank Order Correlation Coefficient (spearman rho) were the statistical tools used with JAMOWI as the statistical software. The level of writing skills analysis in morphology and syntax were high. The level of academic performance was very satisfactory. A small and positively low correlation was observed between the respondents academic performance and their perceived writing skills analysis.

Keywords: *writing skills analysis, academic performance, Sirawai NHS Zamboanga del Norte*

I. Introduction

The present perspective on literacy encompasses not only proficiency in writing but also the ability to employ multimodal approaches and integrate them with other 21st-century abilities to succeed in the information age. In response to the 21st-century literacy requirements of learners, the Department of Education in the Philippines has implemented the K to 12 curriculums, which incorporates two more years into basic education—Senior High School (SHS) (Urbano et al., 2021). Senior High School provides general education courses that students would often encounter only after one or two years of college. One of these is the Reading and Writing course, which aims to enhance skills in reading and writing with resources that extend beyond drama and fiction (DepEd, 2019). On the other hand, inadequate content mastery, improper grammar use, first language interference, a small vocabulary, and a lack of teaching and learning resources are the main obstacles students face when learning essay writing. The most prevalent errors committed by the students were tenses, prepositions, subject-verb agreement, morphology, articles, verbs, and pronouns (Lopres et al., 2023).

English writing skill plays a crucial role in helping learners develop various skills in their English learning process, including analyzing, arguing, and critical thinking. Additionally, English writing skills motivate students to apply their knowledge of micro linguistics, such as morphology, syntax, and semantics, which they have already acquired in English classes (Menggo et al., 2019). Writing skills have a vital role in English learning because they are needed to support the learners' academic performance. Writing skills require learners to use their linguistic competence to generate the main idea, support the idea, summarize the expert's concept, have sufficient knowledge of diction choice, topic selection, punctuation, make good connections among sentences, and find appropriate references (Suastra & Menggo, 2020).

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

Despite the existing body of research, there are notable gaps that the present study seeks to address. Previous research has demonstrated that students' writing skills and psychologically motivating performance assessments can enhance and overcome their self-efficacy barriers when writing in English and academic performance. Students' written production, self-confidence, the encouragement of autonomy, and the motivation of their self-involvement could improve academic performance and decrease teachers' doubts about awarding them a mark (Menggo et al., 2019; Ibay, 2021). These results motivated the researcher to conduct the current study at Sirawai National High School, which aims to bridge these gaps by tracking the development of writing skills and academic performance among English students over an extended period. Additionally, the researcher delves into the impact of demographic factors, acknowledging the potential influence of writing skills and students' academic performance acquisition processes.

II. Literature Review

Writing Skills

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

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

Morphology

Morphology, as a level of linguistic analysis, aims to examine the internal structure of a word. Morphology is a branch of linguistics that examines word structure and the alterations in word forms corresponding to changes in grammatical function (Ekwueme & Ukazu, 2020). Morphology reflects the metaphorical mode of discourse that has become characteristic of standard English, particularly in its written form, which evolved during the formation of the nation-state in British history and later in the global dissemination of English (Stoffelsma et al., 2020). Morphology: Words are an important part of linguistic knowledge and constitute a component of our mental grammars, but one can learn thousands of words in a language and still not know the language. On the other hand, without words, would be unable to convey our thoughts through language or understand others' thoughts. Each word in our mental lexicon serves as a sound meaning unit, necessitating the listing of its unique

phonological representation, which dictates pronunciation, and its meaning. Each word in your mental lexicon includes other information as well, such as whether it is a noun, pronoun, verb, adjective, adverb, preposition, or conjunction (Lozano et al., 2020).

The German poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe (1749–1832), at the beginning of the 19th century, invented the word morphology in a biological context. It comes from Greek *morphe*, which means ‘form, shape’ and *logos*, which means ‘science’, yielding ‘the study of form or forms.’ Biologists use this term to mean ‘the study of the form and structure of organisms,’ and geologists use it to refer to ‘the study of the configuration and evolution of land forms.’ In linguistics, morphology is frequently defined as the study of the internal structure of words and the rules governing the formation of words in a language (Oz, 2014). Morphology, the examination of meaning, forms, and structure of words, is crucial to the study and comprehension of the English language. English morphology encompasses an understanding of both derivational and inflectional morphemes. Learners often struggle and low with reading and understanding academic vocabulary, partly due to the significant phonological and morphological differences between English and many other languages (Ngene, 2019).

Syntax

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

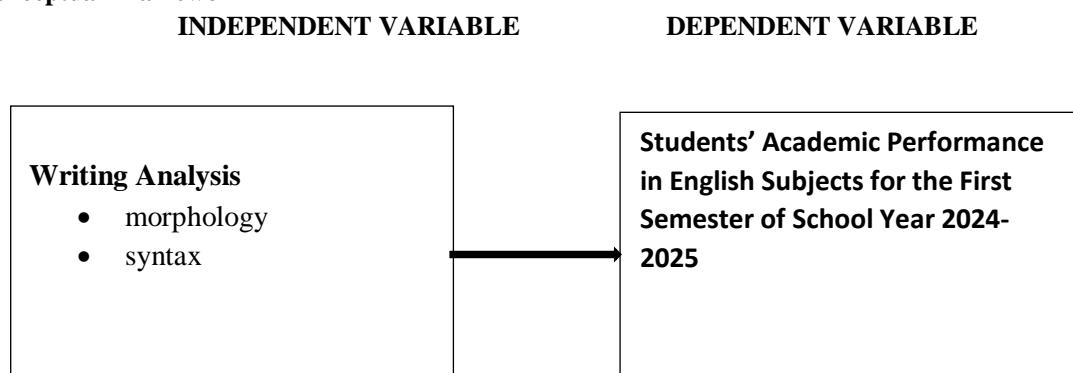
Syntax is the part of grammar that pertains to a writer’s knowledge of sentences and their structures. The teaching of syntax not only aids students in understanding syntax concepts and theories but also encourages them to apply what they have learned in practical applications. The use of syntax also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

Academic performance

Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) (Tadese, Yeshaneh and Mulu 2022). The grade point average, or GPA, is commonly employed as a handy summary measure of academic performance by the majority of colleges and universities (Rashida and Asghar 2016). Khan (2012) stated that Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors (Khan, et al. 2020). Academic performance denotes the extent of knowledge acquired by students, quantifiable through attained numerical scores and their corresponding transmuted grades. Academic performance pertains to how students engage with their studies and manage or complete various assignments assigned by their educators. The factors influencing a student's academic achievement are both internal and external to the school environment. Series variables must be considered to identify the factors influencing the quality of academic success (Lozano et al., 2020). Academic performance is considered an accomplishment that reveals the potential abilities of every student and the success of every school. Furthermore, a student's motivation directly influences their performance in the curriculum. Motivation is an inner drive that causes an individual to do something and persevere at it. It also energizes one to take action. It initiates, directs, and intensifies the persistence of behavior.

Many factors affect a given student's motivation to learn. This includes, interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, patience and persistence, and, approval of others, and some overcoming challenges (Agito,2013).

Conceptual Framework



Source: Ibay, R.M. (2021).

Conceptual Framework of the Study

The conceptual framework includes writing skills analysis with two (2) indicators categorized into morphology and syntax with six-ten (16) items. And the students' academic performance in English subjects taken from the School Registrar during the first semester of school year 2024-2025.

Statement of the Problem

This study aimed to assess the writing skills analysis and its relationship to academic performance in English subjects among senior high school students in Sirawai National High School during the first semester of school year 2024-2025. Specifically, it sought to answer the following questions:

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

Hypothesis

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

III. Research Methodology

Method Used

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

Research Environment

The study was conducted in Sirawai District, Schools Division of Zamboanga del Norte, Philippines among the one hundred ninety (190) Senior High School Students in Sirawai National High School during the school year 2024-2025.

Respondents of the Study

The respondents of the study were the one hundred ninety (190) Senior High School Students in Sirawai National High School during the school year 2024-2025. The researcher used Slovin's formula to obtain the sample size needed in the study.

Research Instrument

The questionnaire used in the study consisted of two parts such as Writing Skills analysis adopted from Ibay, R.M. (2021) consist of two indicators, namely, morphology with eight (8) items and syntax with also eight (8) items. And academic performance was the actual obtained grades in English subjects during the first semester SY 2024-2025 taken from Sirawai National High School subject teachers.

Data Gathering Procedure

The adviser sent a letter request to the Dean's office, Graduate School, Andres Bonifacio College, Inc., Dipolog City, requesting permission to field the study's instrument. The researcher's letter, along with the Dean's endorsement letter, was then forwarded to the Schools Division Superintendent of the Schools Division Zamboanga del Norte and the approved endorsement letter was sent to the DepEd Research and Ethics Committee, requesting ethics clearance to approve the study's instrument for field distribution. Finally, the Ethics Clearance was distributed to the principal and supervisor, requesting permission to administer the instrument.

Statistical Treatment of the Data

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

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

Writing Skills Analysis

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

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

Students' Academic Performance (DepEd Order No. 8 S 2015)

Scale	Range of Values	Description	Grading Scale
5	4.21-5.00	Outstanding	90 – 100
4	3.41-4.20	Very Satisfactory	85 – 89
3	2.61-3.40	Satisfactory	80 – 84
2	1.81-2.60	Fair Satisfactory	75 – 79

1	1.00-1.80	Did Not Meet Expectation	Below 75
Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio et al., 2019).			
Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between writing skill analysis and academic performance. The following guide in interpreting the correlation value suggested by Cohen et al. (2014) was utilized in this study:			
Value	Size	Interpretation	
± 0.50 to ± 1.00	Large	High positive/negative correlation	
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation	
± 0.10 to ± 0.29	Small	Low positive/negative correlation	
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation	
0.00	No correlation		

IV. Results

Respondents' Perceived Level of Writing Analysis

Table 1

Respondents' perceived level of writing analysis in terms of morphology

Descriptors	AWV	SD	Description	Interpretation
1. I analyze the structure of the word.	3.58	0.886	Agree	High
2. I construct words and use them in conversation.	3.74	0.806	Agree	High
3. I identify the root word of a certain word.	3.68	0.780	Agree	High
4. I am providing synonyms and antonyms of every English word.	3.84	0.879	Agree	High
5. I am applying appropriate affixes to the words I use in a conversation.	3.89	0.860	Agree	High
6. I read an English dictionary.	3.81	0.918	Agree	High
7. I make sure to comprehend my understanding in the English dictionary.	3.74	0.874	Agree	High
8. I am refining the intricate words that can be found in literary works.	3.82	0.881	Agree	High

Mean & SD	3.76	0.335	Agree	High
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AWV-Average Weighted Value, SD-Standard Deviation

Table 1 presents the respondents' assessment of writing analysis concerning morphology. Morphology, within linguistics, examines the structure of words, focusing on the rules governing their formation and the relationships they maintain with one another in a given language. Many methodologies in morphology examine the composition of words through morphemes, recognized as the most minor meaningful units within a language. The study presented eight statements that defined morphology as a foundation for writing analysis, with senior high school respondents assigning "high" ratings to each based on their relevance in English class. The table demonstrates that participants held morphology in high esteem as a relevant writing analysis tool for senior high school students at Sirawai National High School, Sirawai, Zamboanga del Norte, within their English class. The current finding aligns with Sicairos (2020), who asserted that morphology is an effective method for teaching vocabulary to students. Employing morphemic analysis equips students with the necessary tools to acquire vocabulary independently, especially in the absence of resources.

Table 2

Respondents' perceived level of writing analysis in terms of syntax

Descriptors	AWV	SD	Description	Interpretation
1. I accurately identify the parts of speech in a sentence.	3.59	0.931	Agree	High
2. I correctly use the part of speech in a sentence.	3.51	0.754	Agree	High
3. I correct sentences with incorrect use of words.	3.52	0.877	Agree	High
4. I use words appropriately in every sentence.	3.54	0.871	Agree	High
5. I can identify the structure and form of the sentences.	4.04	0.844	Agree	High
6. I understand and identify the rules of subject-verb agreement in sentences.	3.84	0.877	Agree	High
7. I'm able to use determiners correctly in sentences.	3.86	0.910	Agree	High
8. I can construct a clear and correct sentence.	3.89	0.914	Agree	High
Mean & SD	3.73	0.344	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 displays the respondents' evaluation of writing analysis concerning syntax. In linguistics, syntax examines how words and morphemes combine to create larger structures, including phrases and sentences. The primary focuses of syntax encompass word order, grammatical relationships, hierarchical sentence structure (constituency), agreement, the characteristics of crosslinguistic variation, and the connection between form and meaning (semantics). Various methodologies, including generative grammar and functional grammar, provide distinct viewpoints on syntax, highlighting its intricacy and importance in comprehending human language.

The investigation additionally introduced eight assertions that characterized syntax as a fundamental element for writing analysis, with senior high school participants attributing "high" ratings to each according to their significance in English class. The data presented in the table indicates that participants regarded syntax as a significant writing analysis tool for senior high school students at Sirawai National High School, Sirawai, Zamboanga del Norte, in their English class.

However, the findings of the current study stand in contrast to those of Taye and Mengesha (2024), which indicated that the majority of students possessed an "average" perception of their syntactical writing skills yet remained motivated to write in English and perceived writing as a process during activities. The students exhibited a continued deficiency in syntactical patterns and demonstrated limited proficiency in syntax. Consequently, teacher practitioners were anticipated to apply performance assessment to improve students' abilities as competent English writers.

Table 3

Respondents' level of academic performance

	Overall Mean	SD	Interpretation
Overall Students' Academic Performance	84.96 (3.61)	4.229 (0.870)	Very Satisfactory

The academic performance levels of senior high school students of Sirawai National High School in Sirawai, Zamboanga del Norte, are shown in Table 3. Educational success in English is assessed in several key areas in senior high school. Along with their grammar and literary interpretation knowledge, students' reading, writing, speaking, and listening skills are evaluated. Even if some students may get high marks, especially in academic performance, continuous improvement in English proficiency, especially in reading and writing, is still required. A student's overall level of English proficiency can be strongly impacted by the kind of school and the academic track they choose. According to the table, the total performance of the senior high school student respondents was considered "very satisfactory." According to the standard deviations, the student's grades were near the mean. The "very satisfactory" total grades students receive at this level may be explained by the difficulty of the courses offered at this level (Grade 11) compared to those offered for Grade 12.

Furthermore, compared to their Grade 11 peers, students in Grade 12 take on more challenging assignments. Nonetheless, Grades 11 and 12's overall performance was rated as "very satisfactory," with a standard deviation of 4.229 (0.870) reflecting a steady performance score of 84.96 (3.61). A methodical approach distinguished students' performance. It implies that students can substantially raise their performance levels above where they are now. The present findings are consistent with those of Azarcon and Zabala (2022). The respondents scored highly (Very Satisfactory) on the academic performance scale ($M = 90.3$, $SD = 5.38$, on a scale of 0-100) and showed Approaching Proficiency on the English proficiency exam ($M = 63.4$, $SD = 13.4$, on a scale of 0-100). However, Manuel (2022) and Escobal, Decano, Galdones, Talplacido, and Oficiar (2024) conflict with the current study's results. According to Manuel (2022), the respondents performed satisfactorily in reading comprehension across all genres at the literal level, but not as well at the integration and evaluation levels. According to Escobal et al. (2024), the Grade 12 students who were the subjects of the study also attained a sufficient level of language proficiency.

Table 4

Test of relationship between the respondents' perceived level of writing analysis and academic performance

Variables	Academic Performance	
Morphology	Correlation Coefficient	0.199
	Sig.(2-tailed)	0.066
	N	190
Syntax	Correlation Coefficient	0.044
	Sig.(2-tailed)	0.550
	N	190
Writing Analysis	Correlation Coefficient	0.110
	Sig.(2-tailed)	0.130
	N	190

*Correlation is significant at the 0.05 level

Table 4 presents the relationship between the respondents' perceived level of writing analysis, focusing on morphology and syntax, and the academic performance of senior high school students at Sirawai National High School in Sirawai, Zamboanga del Norte. The table reveals a minimal yet slightly positive correlation between syntax as a writing analysis tool and academic performance. A small and positively low correlation was observed between academic performance and morphology as a foundation for writing analysis. A small and positively low correlation was observed between students' academic performance and their perceived writing analysis. Nonetheless, the referenced relationships did not reach significance. The results suggest that the use of morphology and syntax in writing analysis by senior high school students at Sirawai National High School, Sirawai, Zamboanga del Norte, did not influence their academic performance. This demonstrates that individuals who strongly appreciated the use of morphology and syntax in writing analysis tended to achieve better academic outcomes. In contrast, the opposite was true for others.

Conversely, students who demonstrated a strong understanding of the application of morphology and syntax in writing analysis will likely be aware of the concepts of morphology and syntax. Students who recognized the importance of morphology and syntax in writing analysis were those who understood their advantages thoroughly. Therefore, the present study's findings contradict those of Al-Haydan (2020), which suggested a strong positive correlation between students' morphological awareness and the enhancement of their reading comprehension skills. Similarly, the current study's findings stand in opposition to those of Asaad (2024), which emphasized the significance of morphological awareness in academic writing and the necessity of integrating targeted morphological instruction into writing curricula.

In a similar vein, the current study's findings challenge the conclusions drawn by Baptista-Reforado and Lacar-Raymundo (2024), who identified correlations between students' syntactical competence in writing analysis and their academic performance in English, emphasizing the need for focused instructional interventions.

V. Discussions and Recommendations

The primary objective study of the study to assess the writing skills analysis and its relationship to academic performance in English subjects among senior high school students in Sirawai National High School. The findings indicate that the respondents reported a "high" perceived level of writing analysis, including elements of morphology and syntax. The responders exhibited a level of academic performance that was "very satisfactory." An insignificant and slightly positive association, while not statistically significant, existed between academic performance and syntax as a writing analysis tool. The relationship between morphology and academic achievement was minimal yet positively correlated, though not statistically significant. A minor, although statistically insignificant, positive correlation was seen between students' perceived writing analysis and their academic performance. Based on the findings, the author recommends that the English teachers should improve the morphological knowledge for enhanced writing. School heads would effectively incorporate syntax

into instruction. English teachers would model correct sentence structure in speaking and writing and offer engaging activities for the respondents to manipulate and explore sentence elements.

VI. Conclusions

The study findings conclude that students regard morphology and syntax as significant tools for writing analysis among senior high school students at Sirawai National High School, Sirawai, Zamboanga del Norte, in their English class. This approach enables students to significantly enhance their performance levels beyond their current state. Moreover, applying morphology and syntax in writing analysis had no bearing on their academic performance. It can be concluded that students who have a strong appreciation for the application of morphology and syntax in writing analysis are likely to attain superior academic results. Conversely, the situation is different for others.

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