

Effectiveness of the Contextualized Workbook in Improving Learners' Sentence Writing Skills

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ABSTRACT: *Literacy development is an essential component of primary education, and grammar competence plays a significant role in developing effective writing skills among learners. However, many Grade 5 learners experience difficulties in sentence construction and demonstrate challenges in expressing ideas clearly and coherently in written form, as reflected in national and international assessments. This study aimed to determine the effectiveness of a contextualized workbook in improving the sentence writing skills of Grade 5 learners at Pedro Acharon Sr. Central Elementary School, General Santos City, during the School Year 2025–2026. The study employed a single-group experimental research design involving forty (40) purposively selected Grade 5 learners identified as having difficulties in sentence writing. Data were gathered through pre-test and post-test assessments using the same writing prompt and analytic scoring rubric focusing on sentence construction, grammar accuracy, verb forms and tenses, modifiers and complements, coherence, and mechanics. The intervention involved a 12-day implementation of a contextualized workbook designed to provide meaningful and culturally relevant writing activities. The findings revealed that learners obtained a pre-test mean percentage score of 45.58, which was interpreted as “Did Not Meet Expectations.” After the implementation of the contextualized workbook, the learners’ mean percentage score increased to 69.33. Although the post-test performance remained below the 75% mastery level, the improvement indicates progress in learners’ sentence writing skills. A paired-samples t-test revealed a significant difference between the pre-test and post-test scores of the learners. However, since the study utilized a single-group design without a control group, the*

improvement cannot be attributed solely to the intervention. The findings suggest that the contextualized workbook may serve as a useful supplementary instructional material in supporting the development of sentence writing skills among Grade 5 learners. Based on the findings, it is recommended that teachers consider integrating contextualized materials alongside other writing strategies to support learners' writing development. Future researchers may conduct studies involving larger samples, longer intervention periods, and control groups to further determine the effectiveness of contextualized workbooks in improving writing skills.

Keywords: *Contextualized Workbook, Sentence Writing Skills, Grade 5 Learners*

ABSTRAK: Pengembangan literasi merupakan komponen penting dalam pendidikan dasar, dan kompetensi tata bahasa memainkan peran signifikan dalam mengembangkan keterampilan menulis yang efektif di kalangan peserta didik. Namun, banyak peserta didik kelas 5 mengalami kesulitan dalam penyusunan kalimat dan menghadapi tantangan dalam mengungkapkan gagasan secara jelas dan koheren dalam bentuk tertulis, sebagaimana tercermin dalam penilaian nasional maupun internasional. Penelitian ini bertujuan untuk menentukan efektivitas buku kerja kontekstual dalam meningkatkan keterampilan menulis kalimat peserta didik kelas 5 di Pedro Acharon Sr. Central Elementary School, Kota General Santos, selama Tahun Ajaran 2025–2026. Penelitian ini menggunakan desain eksperimen kelompok tunggal yang melibatkan empat puluh (40) peserta didik kelas 5 yang dipilih secara purposif karena teridentifikasi memiliki kesulitan dalam menulis kalimat. Data dikumpulkan melalui penilaian pre-test dan post-test dengan menggunakan topik penulisan dan rubrik penilaian analitik yang sama, yang berfokus pada penyusunan kalimat, ketepatan tata bahasa, bentuk kata kerja dan kala, kata penjelas dan pelengkap, koherensi, serta mekanika penulisan. Intervensi melibatkan penerapan buku kerja kontekstual selama 12 hari yang dirancang untuk menyajikan kegiatan menulis yang bermakna dan relevan secara budaya. Hasil penelitian menunjukkan bahwa peserta didik memperoleh skor persentase rata-rata *pre-test* sebesar 45,58, yang dikategorikan sebagai "Tidak Memenuhi Harapan". Setelah penerapan buku kerja kontekstual, skor persentase rata-rata peserta didik meningkat menjadi 69,33. Meskipun hasil masih berada di bawah tingkat penguasaan 75%, peningkatan tersebut menunjukkan adanya kemajuan dalam keterampilan menulis kalimat peserta didik. Uji-t sampel berpasangan (paired-samples t-test) menunjukkan adanya perbedaan yang signifikan antara skor pre-test dan post-test peserta didik. Namun, karena penelitian ini menggunakan desain kelompok tunggal tanpa kelompok kontrol, peningkatan tersebut tidak dapat diatribusikan semata-mata pada intervensi yang dilakukan. Temuan ini mengindikasikan bahwa buku kerja kontekstual dapat menjadi materi pembelajaran tambahan yang bermanfaat untuk mendukung pengembangan keterampilan menulis kalimat bagi peserta didik kelas 5. Berdasarkan temuan tersebut, disarankan agar guru mempertimbangkan untuk mengintegrasikan materi kontekstual bersama strategi penulisan lainnya guna mendukung perkembangan kemampuan menulis peserta didik. Peneliti di masa mendatang dapat melakukan studi yang melibatkan sampel lebih besar, periode intervensi lebih lama, dan kelompok kontrol untuk menentukan lebih lanjut efektivitas buku kerja kontekstual dalam meningkatkan keterampilan menulis.

Keywords: *Buku Kerja Kontekstual, Keterampilan Menulis Kalimat, Siswa Kelas 5*

I. INTRODUCTION

In primary education, literacy development remains one of the fundamental goals of instruction, with grammar competence serving as an essential foundation for effective written communication. The ability to construct meaningful and grammatically correct sentences allows

learners to organize ideas, express thoughts clearly, and develop more complex forms of writing. However, many learners continue to experience difficulties in sentence writing due to limited exposure to writing activities, insufficient vocabulary development, and challenges in applying grammatical rules appropriately (Oranggaga, 2022).

According to the Southeast Asia Primary Learning Metrics (SEA-PLM, 2019), a considerable number of Grade 5 learners in the Philippines perform at the lowest levels of writing proficiency. Many learners experience difficulties in organizing ideas, producing coherent sentences, and applying appropriate language structures in written tasks. These findings highlight the need for effective instructional approaches that provide learners with meaningful opportunities to practice and improve their writing skills.

At Pedro Acharon Sr. Central Elementary School, General Santos City, school-based assessment results for Academic Year 2025–2026. Although the Grade 5 learners obtained a mean score of 81% indicating a satisfactory level of performance, classroom observations revealed persistent difficulties in sentence construction, grammar, accuracy, and coherence among struggling learners. This result does not necessarily indicate poor performance; rather, it suggests that learners demonstrate developing proficiency but still require further support to achieve mastery in sentence writing skills. The school identified the need for additional instructional strategies and materials that could strengthen learners' ability to construct accurate and meaningful sentences.

Contextualized instructional materials provide learners with opportunities to connect academic concepts with their own experiences and cultural backgrounds. According to Tomlinson (2012), appropriately designed learning materials can increase learner engagement and support language development. Similarly, contextualized activities allow learners to understand concepts more effectively because they are presented in familiar and meaningful situations.

A contextualized workbook may provide structured practice that helps learners improve sentence organization, grammar usage, and clarity of ideas. Through guided activities, examples, and writing tasks based on learners' local context, students may develop greater confidence and competence in sentence construction. Previous studies emphasized that structured writing instruction and continuous practice contribute to improvements in learners' writing abilities (Graham et al., 2018; Limpo et al., 2021).

Although existing studies have explored writing interventions, limited research has examined the use of contextualized workbooks specifically designed for Filipino Grade 5 learners experiencing difficulties in sentence writing. Therefore, this study sought to determine whether a contextualized workbook could support the improvement of learners' sentence writing skills.

II. METHOD

This study employed a single-group experimental research design to determine the effectiveness of a contextualized workbook in improving the sentence writing skills of Grade 5 learners. The design involved administering a pre-test before the intervention and a post-test after the intervention to the same group of participants. This approach enabled the researchers

to compare learners' performance before and after the implementation of the contextualized workbook. However, since the study did not include a control group, the findings were interpreted with caution because factors other than the intervention may have influenced the learners' improvement.

The study was conducted at Pedro Acharon Sr. Central Elementary School, General Santos City, during the School Year 2025–2026. The participants consisted of forty (40) Grade 5 learners from Section Earth who were purposively selected based on their observed difficulties in sentence writing. The selection of respondents ensured that the participants possessed characteristics relevant to the objectives of the study.

Data were collected using a researcher-developed writing assessment, which served as both the pre-test and post-test instrument. Learners completed the same paragraph-writing task using an identical writing prompt to ensure consistency. Their written outputs were evaluated using an analytic scoring rubric that assessed six components of sentence writing: sentence construction, grammar accuracy, verb forms and tenses, use of modifiers and complements, clarity and coherence of ideas, and mechanics. The contextualized workbook served as the instructional intervention and was implemented for twelve (12) days using the 5As instructional format (Activity, Analysis, Abstraction, Application, and Assessment). The workbook included culturally relevant and localized learning activities designed to enhance learners' sentence writing skills.

To ensure the quality of the research instrument, it underwent expert validation by one Master Teacher, one Grammarian, and one English Coordinator, who evaluated its relevance, clarity, appropriateness, and alignment with the target competency. Reliability was established by maintaining consistent administration procedures, using the same writing prompt and analytic scoring rubric for both the pre-test and post-test, and applying clearly defined scoring criteria to minimize inconsistencies in evaluation.

The researchers obtained permission from the school administration and secured informed consent from the learners' parents before conducting the study. After administering the pre-test, the contextualized workbook was implemented for twelve consecutive instructional sessions. Upon completion of the intervention, the same writing assessment was administered as the post-test. Participation was voluntary, and the confidentiality of all collected data was maintained throughout the research process.

The collected data were analyzed using descriptive and inferential statistics. Frequency, percentage, mean, and standard deviation were used to describe the learners' performance before and after the intervention, while a paired-samples t-test at the 0.05 level of significance was employed to determine whether a significant difference existed between the pre-test and post-test scores. Since the study used a single-group design, the results were interpreted as evidence of improvement associated with the intervention rather than definitive proof of causation.

III. RESULT AND DISCUSSION

RESULT

This study determined the effectiveness of the contextualized workbook in improving the sentence writing skills of Grade 5 learners. Descriptive statistics were used to describe the learners' performance before and after the intervention, while a paired-samples t-test was employed to determine whether a significant difference existed between the pre-test and post-test scores.

Table 1. Level of the Sentence Writing Skills of the Learners Before Using the Contextualized Workbook

Percentage Range	Grade V		Description	Interpretation
	f	%		
90–100	0	0	Outstanding	Very High
85–89	0	0	Very Satisfactory	High
80–84	0	0	Satisfactory	Moderate
75–79	0	0	Fairly Satisfactory	Low
Below 75	40	100	Did Not Meet Expectations	Very Low

Table 1 presents the level of sentence structure proficiency of the Grade 5 learners prior to the implementation of the contextualized workbook. The results indicate that all 40 learners (100%) obtained scores within the “Below 75” range, which is described as “Did Not Meet Expectations” and interpreted as “Very Low.” Notably, no learners achieved scores within the satisfactory, very satisfactory, or outstanding levels. This finding suggests that the learners demonstrated considerable difficulty in constructing appropriate and coherent sentences before the intervention.

Overall, the Grade 5 learners obtained a mean percentage score of 45.58, which is described as “Did Not Meet Expectations,” implying a low level of sentence writing skills prior to the implementation of the contextualized workbook. This indicates that the pupils had difficulties in constructing grammatically correct, well-organized, and coherent sentences. The low mean percentage score, coupled with the standard deviation of 0.79, suggests that most learners performed similarly and shared comparable challenges in sentence construction.

Table 2. Level of the Sentence Writing Skills of the Learners After Using the Contextualized Workbook

Percentage Range	Grade V		Description	Interpretation
	f	%		
90–100	0	0	Outstanding	Very High
85–89	0	0	Very Satisfactory	High
80–84	0	0	Satisfactory	Moderate
75–79	0	0	Fairly Satisfactory	Low
Below 75	40	100	Did Not Meet Expectations	Very Low

Table 2 presents the level of sentence writing proficiency of the Grade 5 learners after the implementation of the contextualized workbook. The results show that all 40 learners (100%) still fall within the “Below 75” range, which is described as “Did Not Meet Expectations.” Despite this, there is a noticeable increase in the mean percentage score compared to the pre-test results.

Overall, the Grade 5 learners obtained a mean percentage score of 69.33 in the post-test, which is described as “Did Not Meet Expectations.” Although the descriptive rating remained the same, the post-test mean percentage score was substantially higher than the pre-test mean percentage score of 45.58. Furthermore, the standard deviation of 0.89 indicates that the pupils' scores were relatively close to one another.

Table 3. Test of Significance of the Mean Gain Scores of Learners Before and After Using the Contextualized Workbook

Group	N	Mean	SD	W	t-value	df	p-value	Remarks	Decision	Effect Size
Pre-Test	40	45.58	10.28	0	7.83	39	0.001	Significant	Reject Ho	1.24
Post Test	40	69.33	15.03							

Table 3 presents the results of the paired-samples t-test conducted to determine whether there is a significant difference in the sentence writing performance of the Grade 5 learners

before and after the use of the contextualized workbook. The results reveal that the mean score increased from 45.58 (SD = 10.28) in the pre-test to 69.33 (SD = 15.03) in the post-test. This improvement indicates that the learners performed better after the implementation of the intervention. To determine whether this increase is statistically significant, a paired-samples t-test was conducted.

The computed t-value of 7.83 with 39 degrees of freedom yielded a p-value of 0.001, which is lower than the standard level of significance ($\alpha = .05$). This result indicates that there is a statistically significant difference between the pre-test and post-test scores. Consequently, the null hypothesis (H_0) is rejected. This means that a statistically significant improvement was observed following the implementation of the contextualized workbook. However, because the study did not include a control group, the improvement cannot be attributed solely to the intervention.

Overall, the findings confirm that the implementation of the contextualized workbook led to a profound and statistically significant increase in pupil performance. This is most clearly evidenced by a calculated effect size of $d = 1.24$. Such a substantial figure implies that the intervention was highly effective in improving the sentence writing skills of the learners and had a transformative impact on their immediate learning outcomes.

Discussion

The findings indicate that the implementation of the contextualized workbook was associated with improved sentence writing skills among Grade 5 learners. Although the learners remained below the expected mastery level after the intervention, the increase in the mean score from 45.58 to 69.33 demonstrates that the workbook provided learning experiences that supported the development of grammar accuracy, sentence construction, coherence, and mechanics. The significant difference between the pre-test and post-test scores further suggests that the intervention contributed to measurable improvement in learners' writing performance.

The present findings are consistent with the work of Graham et al. (2012), who reported that explicit writing instruction and structured writing activities significantly improve the writing achievement of elementary learners. Likewise, Koster et al. (2015) emphasized that writing interventions incorporating guided practice, feedback, and strategy instruction produce meaningful gains in learners' writing abilities. Similarly, Limpo et al. (2021) found that sentence-combining instruction enhanced the syntactic skills and overall writing quality of struggling elementary writers. These studies support the present finding that structured and contextualized writing activities can improve learners' sentence writing skills.

The findings also align with Skar et al. (2024) and Bouwer and Van der Veen (2024), who concluded that sustained engagement in meaningful writing activities contributes to continuous improvement in learners' writing performance. The contextualized workbook provided learners with guided exercises and culturally relevant examples, enabling them to connect writing concepts with familiar experiences. Such contextualization may have increased learner engagement and motivation, resulting in better writing performance after the intervention.

The improvement observed in the study may also be explained by the theoretical foundations that guided the development of the workbook. Mayer's Generative Theory of Multimedia

Learning suggests that learners understand concepts more effectively when verbal explanations and visual representations are meaningfully integrated. Sweller's Cognitive Load Theory emphasizes that organized instructional materials reduce unnecessary cognitive demands, allowing learners to focus on essential writing concepts. Furthermore, Vygotsky's Zone of Proximal Development highlights the value of scaffolded learning experiences that gradually develop learners' competence, while Corder's Error Analysis Theory underscores the importance of continuous practice and feedback in improving language performance. These theories support the effectiveness of the contextualized workbook in facilitating learners' sentence writing development.

The findings have important implications for English instruction in elementary schools. The use of contextualized instructional materials may serve as an effective supplementary strategy for improving learners' sentence writing skills by providing meaningful, culturally relevant, and structured learning experiences. Teachers may integrate contextualized workbooks into classroom instruction to strengthen learners' grammar competence and writing performance. However, the findings should be interpreted with caution because the study employed a single-group experimental design without a control group. Future studies involving larger samples, longer intervention periods, and comparison groups are recommended to provide stronger evidence regarding the effectiveness of contextualized workbooks in improving learners' sentence writing skills.

CONCLUSION

The findings of this study demonstrate that the implementation of the contextualized workbook was associated with an improvement in the sentence writing skills of Grade 5 learners. Although the learners' post-test performance remained below the expected mastery level, the significant increase in their scores indicates that the workbook provided meaningful and structured learning experiences that supported the development of grammar accuracy, sentence construction, coherence, and mechanics. These findings suggest that contextualized instructional materials can serve as effective supplementary resources for enhancing learners' writing skills.

One of the strengths of the study is the development and implementation of a contextualized workbook that incorporates culturally relevant examples and guided writing activities suited to the learners' experiences. The use of a validated research instrument and a structured intervention also contributed to the credibility of the findings. However, the study was limited by its single-group experimental design, the absence of a control group, the relatively small sample size, and the short intervention period. These limitations restrict the extent to which the observed improvement can be attributed solely to the intervention.

The findings have practical implications for English teachers, school administrators, and curriculum developers. Teachers may integrate contextualized workbooks as supplementary instructional materials to provide learners with meaningful and culturally responsive writing experiences. Schools may also encourage the development of localized instructional resources to strengthen learners' literacy skills. Future researchers are encouraged to conduct similar

studies using larger samples, longer implementation periods, and experimental designs with control groups to provide stronger evidence regarding the effectiveness of contextualized instructional materials in improving sentence writing skills.

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