Scribbling Refinement vis-à-vis Scribbling Attainment of the First Year Students

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Abstract: This paper ushers to ascertain the scribbling refinement status of the 36 first year students of Bachelor of Science in Hospitality Management of Isabela State University, San Mariano Campus, Isabela Philippines enrolled during the SY 2019-2020 who finished the Senior High School program. The data gathered were deeply analyzed through frequency count, percentage and ranking. The conspicuous findings are, first, out of the 36 students, 24 of them exemplified poor understanding of the topic given resulted into confusion which was denoted in their outputs. Second, the level of scribbling refinement on the organization of ideas, majority of the participants had fairly organization of idea and development with no supporting details and lastly, on the level of scribbling attainment when it comes into protocols, most of the participants' outputs were marked with numerous errors in grammar, usage which imperatively restrained with the meaning of the outputs. In relation to respondents' level of writing difficulties on writing style, most of them had serious and frequent problems with word choice and sentence structure.

Keywords: scribbling attainment, scribbling refinement, protocols, writing style

Introduction

Writing is a medium of human communication which is imperative in daily lives. It is the use of written words in various styles and techniques to communicate ideas and emotions. It is an art that needs to be molded through deep and serious practice and keen study over a long period of time. A macro-skill in English that every student must embrace to achieve tertiary education challenges.

However, writing is also considered to be the most complex and difficult skill to master among the four skills in English. This is because of various factors which may transpire in different situations in one's environment. Nevertheless, it is a continuous growth by which Forlini (1990) specified that it enables him to proceed by trial and error until he could formulate ideas and its parts in their best possible shapes.

Communication through writing also enriches students' vocabulary. Introducing and familiarizing them with a simple style of writing will stimulate and encourage them to think. It can also give them opportunities to improve their writing abilities. Robles (1988) stipulated that writing furnishes opportunities for free genuine self-expression which is possible when difficulties of expression cease to be a major problem.

As the language of information, English has become important to academic, personal and professional advancement. Domantay and Ramos (2018) explicated that to be able to succeed in their academic studies and to perform effectively as the expert they dream of becoming, students must be able to possess proficient English writing performance. This consequently leads to an answer on why the demands on Filipinos to be a skilled writer in this language for personal and ultimately for national development has become great, if not more significant, in the Philippines.

Today, espoused by Galiza (2021) a number of enrolled students in the campus are felt short of readiness in writing to perform various academic activities. This research study will be of great help to the identified respondents since knowing their strengths and weaknesses in the area of writing through conducting this research activity will serve as valid data or information to improve and fully strengthen delivery of instruction particularly in some English subjects that deal with topics that develop the writing potential of college students.

Considering that the respondents of this study were the first year college students of the Campus enrolled for SY 2019-2020, close monitoring through conduct of follow-up sessions in the form of trainings and workshops will be undertaken until the last year of their college education in the campus.

Hence, ISU, San Mariano Campus would like to ensure specifically in the area of writing, better academic preparation of its students.

Research Objectives

This paper aimed to recognize the difficulties in writing encountered by the respondents. Specifically, it aimed to:
1. illuminate the level of writing difficulties of the respondents in the following areas:
   * Content
   * Organization of ideas
   * Conventions (grammar, usage, mechanics)

- Writing style
2. resolve the weaknesses of the students in relation to writing; and

3. ripen the activities that would build up and prepare students for futures employment.

Methodology
Research Design
Descriptive statistics was engaged in this study to illuminate the writing proficiency level of the respondents applying content, organization, conventions and style of writing to evaluate their outputs.
Research Participants
This research study involved 36 first year Bachelor of Science in Hospitality Management (BSHM) students of Isabela State University, San Mariano Campus enrolled during the SY 2019 – 2020 who graduated from the Senior High School Program.
Instrumentation
In order to obtain the needed essay outputs of the respondents, a questionnaire was used with a reminder that in developing their essay with a common title, observance of content relevance, proper organization of ideas, conventions, and writing style must be considered.
Data Gathering
Before the questionnaire was floated, proper coordination was done in writing. Retrieval of the questionnaires was done systematically through one of the colleagues of the researcher.
Data Analysis
Data gathered were analyzed using frequency count, percentage and ranking to determine the writing frequency level of the respondents.
Results and Discussions

Table I. Frequency and Percentage Distribution of the First Year BSHM Respondents as to Their Writing Proficiency Level on Content and Focus

Content and Focus	BSHM		
	F	%	Ra
Demonstrates a thorough and clear understanding of the topic. An insightful response was given.	-	-	-
Demonstrates a sound understanding of the topic. Addresses the topic clearly, but a more effective response can be given.	1	2.78	4
Demonstrates a general understanding of the topic. It is well explained, though some aspects may have been developed into a more sensible response.	5	13.89	3
Demonstrates some understanding of the topic given, but some aspects were not clearly stated that resulted into developing a weak response.	9	25	2
Demonstrates poor understanding of the topic being discussed. Confusion is fairly evident.	21	58.33	1
Total	**36**	**100**	

Out of the 36 respondents, one or 2.78 percent demonstrated a sound understanding of the topic, 5 or 13.89 percent of them had outputs that demonstrated a general understanding of the topic with proper explanations; 9 or 25 percent demonstrated some understanding of the topics given; 21 or 58.33 percent demonstrated poor understanding of the topic given; while none of the respondents demonstrated a thorough and clear understanding of the topic.

The results in this table depict that there was a poor comprehension of the topic given to the group of students. As embraced by Bangayan-Manera (2019) in her study though not related but needs to focus on the students' ability to write and learn. In her study, students tend to scribble freely when they are not assessed by their teachers which is contradictory to the study of Calanoga (2020) who propounded that students must learn how to write comprehensively especially that the students are in the tertiary level.

The data reveal that majority of the respondents manifested poor understanding of the given topic.

Table 2. *Frequency and Percentage Distribution of the first year BSHM Respondents as to Their Writing Proficiency Level on Organization of Ideas*

Organization	BSHM		
	f	%	Rank
The response is coherently organized and developed, with ideas supported by reasons.	-	-	-
It is well organized and developed, with ideas supported by appropriate reasons.	1	2.78	**5**
It is adequately organized and developed, with generally supporting ideas with reasons.	2	5.56	**3.5**
The response is poorly organized and developed, presenting generalizations without adequate and appropriate supporting ideas.	5	13.89	**2**
It has a fairly weak organization and development, providing basic generalizations without supporting ideas.	26	72.22	**1**
The answer lacks organization.	2	2.56	**3.5**
Total	**36**	**100**	

Table 2 presents the frequency and percentage distribution of the respondents' writing proficiency along organization of ideas. There was 1 or 2.78 percent who submitted an organized and developed outputs with ideas supported by appropriated reasons, 2 or 5.55 percent had adequately organized and developed outputs; 5 or 13.89 percent had responses that were poorly organized and developed; 26 or 72.22 percent had fairly weak organization and development, 2 or 5.56 percent lacked organization and none of them had coherently organized and developed output.

In the study propounded by Malana et al. (2018), students tend to do communication in English especially inside the classroom during discussion yet only few students focus on this idea. They want to harness their English prowess for them to be ready in a real world.

The data imply that majority of the respondents' ability to organize ideas is still poor.

Table 3. *Frequency and Percentage Distribution of the First year BSHM Respondents on Their Writing Proficiency Level Applying Conventions (grammar, usage, and mechanics)*

Conventions/Grammar	BSHM		
	f	%	Rank
The response is generally free from errors in grammar usage, and mechanics (spelling, capitalization, punctuation).	-	-	**-**
Makes few errors in grammar, usage, and mechanics.	-	-	**-**
Makes some errors, but mostly demonstrates control of grammar, usage, and mechanics.	1	2.78	**4**
It has an accumulation of errors in grammar, usage, and mechanics, but minimally affects the meaning of the response.	3	8.33	**2**
The response is marked with numerous errors in grammar, usage, and mechanics that significantly interfere with the meaning.	30	83.33	**1**
The activity has serious and recurrent errors in grammar, usage, and mechanics that greatly interfere with the overall meaning of the answer.	2	5.56	**3**
Total	**36**	**100**	

The data show that out of the 36 respondents, 1 or 2.78 percent made some errors but mostly demonstrated control of grammar, usage, and mechanics; 3 or 8.33 percent had an accumulation of errors in grammar, usage, and mechanics but minimally affected the meaning of the outputs; 30 or 83.33 percent of the respondents' outputs had numerous errors in grammar, usage, and mechanics which significantly interfered with the meaning of their outputs; 2 or 5.56 percent had serious errors; and none of the outputs was free from errors in grammar, usage, and mechanics.

The data reveal that most of the respondents lacked mastery in relation to the grammar rules. Correct word usage and mechanics were likewise noted as the major weaknesses of the respondents which can be attributed by their laxity in their English subjects during their elementary and secondary education. Stated in the study of Calanoga (2019), grammars of students are very poor because of some academic problems of the students

especially students' study habits. These study habits would supposedly help students acquiring wide vocabulary but it hinders because of personal and academic circumstances.

Table 4. Frequency and Percentage Distribution of the First Year BSHM Respondents on Their Writing Proficiency Level Observing Writing Style

Writing Style	BSHM		
	f	%	Rank
Use a wide variety of sentence structures that show a superior control of word choice with a clear concise style.	-	-	-
There is a minimal variety in sentence structure but control of word choice with a clear style is evident.	-	-	-
There is a deliberate sentence variety showing an adequate control of word choice with inconsistently clear style.	2	5.56	3
Rudimentary sentence variety is shown though appropriate vocabulary is evident in the output.	1	2.78	4
Serious and frequent problems with word choice and sentence structure is evident, thus lack of style is shown.	30	83.33	1
Many run-ons and fragments are shown. Limited vocabulary is established and sentence variety is not evident.	3	8.33	2
Total	36	100	

The data show that out of the 36 respondents, there were 2 or 5.56 percent whose outputs showed sentence variety with control of word choice but with inconsistent clear style; 1 or 2.78 percent showed rudimentary sentence variety though appropriated vocabulary was evident in the output; 30 or 83.33 percent of the outputs showed serious problems with word choice and sentence structure, thus lacked of styled was evident; 3 or 8.33 percent of the outputs showed run-on and sentence fragments with limited vocabulary and without evidence of sentence variety while there was no output from the respondents showing the use of wide variety of sentence structures.

The data reveal that most of the respondents' output did not show good style of writing. In short, most of the respondents were poor in vocabulary analysis and sentence structures. In the study of Alonzo and Galiza, (2021), it also revealed that students were very poor in vocabulary analysis, and teachers should take note of these weaknesses of the students so that precautionary interventions should be catered.

Conclusions
1. There was a poor comprehension of the common topic given to the respondents based on content relevance.
2. Outputs were not properly organized and developed.
3. Most of the respondents cannot manifest mastery of the grammar rules as evidenced by their erroneous outputs. Correct usage and mechanics which are also considered important elements to succeed in writing were not observed.
4. A good style of writing is not evidential.

Recommendations

1. Capability building activities in the form of Seminar-Workshops, Trainings and Tutorial sessions must be conducted to enhance the respondents' writing performance.
2. English teachers assigned to handle writing subjects every semester should possess a passionate characteristic or personal quality in reading, revising or proofreading students' writing outputs.
3. Adequate writing references should be available in the library for reading use of students.
4. The administration of ISU, San Mariano Campus must provide a conducive venue for the conduct of capability building activities in order to create an inspiring atmosphere.
5. Extension activities focused on writing enhancements should be prioritized as a yearly extension activity for Senior High School students at the Campus service areas.

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