

Opinion, Reason, Explanation and Opinion (OREO) as an Innovation to Improve Learners Writing Skills Among Grade Four Learners

Prof. Resty C. Samosa¹, Joevelyn M. Sayong², Mayden P. Gonzales³, Rizalie G. Dacusan⁴, VangilynMenguito⁵

¹Colegio De San Gabriel Arcangel & Graceville National High school

²⁻⁵Colegio De San Gabriel Arcangel

resty.samosa002@deped.gov.ph1, gnoyas2316rojan@gmail.com2, gonzalesmayden@gmail.com3,
rizaliedacusan06@gmail.com4, menguitovangilyn010407@gmail.com5

Abstract: Expressing a reaction through writing is difficult especially in primary grades. The elementary level needs to improve their writing skills to be able to express their viewpoint towards the story. The objective of this study is to improve the learner's writing a reaction from story read. This research aims to find out how the implementation of the OREO method solve the problem in writing of the learners. The respondents of the study were purposively selected which composed of thirty (30) students in Bagong Buhay H Elementary School in the Schools Division of San Jose Del Monte, Bulacan. Moreover, having conducted the pretest and posttest, the researcher found out that students were able to write a reaction from the story they've read. Furthermore, the study revealed that there is a significant difference between the pretest and posttest scores of the students in the using the OREO method as graphic organizer to write their opinion. In addition, the grade four learners' level of writing skills in terms of: focus, content, viewpoint, organization, style, and convention have a progress after implementing the method.

Keywords—innovation, opinion, writing skills

1. INTRODUCTION

Expressed the reaction through writing towards the story that they had read. Students nowadays are having difficulty in improving their writing skills. The skills in writing are important to measure the student's comprehension. Some of them are lack of reasoning skills and have difficulties in expressing their thoughts in writing. First problem that the teacher must need to teach is how to improve the learners' writing skills. Likewise, constructing a sentence to make a reaction paper about the story read is difficult for learners and they need more guidance to be able to improve. Deshpande,2016; Saeheng,2017; Delfi&Yamat, 2017; Maybodi&Maibodi2017 and Nemati,2016; Ariyante, 2016 stressed that writing is the learned process of shaping experiences into text, allowing the writer to discover, develop,clarify, and communicate thoughts and feelings. The process must be implemented by teacher using the interesting approaches to the students (Noor,2016; Omar and Ghazali,2016; Nurhayati,2016; Martinez Lirola& Irwin, 2016; Qomariyah& Permana,2016; and Setyowati,2016)

The purpose of this study is to develop the writing skills among grade four learners. The learners have difficulty understanding complex grammar in speech and in writing, the learners also show grammatical difficulties when it comes to expressing their thoughts. Writing is a continuous process of thinking and organizing, rethinking, and reorganizing (JavedSahibzada, Yar Mohammad Bahrami Ahmadzai, Azadkhan Niaz & Susan Hussein (2020). Alkaaf& Al- Bulushi (2017) found out that storytelling is an effective strategy that benefits teachers when they want to advance students' writing skills. They further stated that learners often find it difficult to process and organize written information and when writing

stories. They cannot always retrieve the information required for the development of the story. However, Opinion, Reason, Explanation and Opinion (OREO) method is a very helpful strategy to develop their writing skills.

According to Tiong N. D (2021) One teacher had shared a writing scaffold she had found online, the "O.R.E. O". Named after household biscuit brand, this stands for Opinion, Reason, Explanation, Opinion a basic mnemonic device (Pitman, 2015) to help students organize their writing.

They conducted research to be reported to District Education Office (Pusat Pendidikan Daerah) found out that O.R.E.O is good and easy to use and most of teachers agreed saying it works for them to.

More evidence of the progress happens after two months. The teachers elaborate that O.R.E.O is not only useful for organizing student's written work, but also for helping students structure their verbal participation in the assessment. Furthermore, they did not only adopt the strategy but adapted and integrated it with other repertoire of practice.

Overall, O.R.E.O demonstrate a clear sense of progression, the seed of an idea being planted and going through iterative cycles of trials and reflection, where the strategy is not merely implemented, but adapted and integrated within a wider repertoire of practice.

Without a doubt, Sumika Rick (2019) his research project states that good writers can write papers that can complete the purpose as soon as the readers read (efficiently), including to persuade the audience to take specific actions or to let them agree with the writer's position. To do so, writers need to utilize logical explanations to 'make it sense.' Apart from this, it seems to be natural to build a paper logically, such as the classic logical paragraph structure of OREO: O (opinion), R

(reason), E (example), and O (opinion), as they have already studied these methods since their childhoods. It makes the discussion more logical (or generally called 'make sense'), argumentative, and credible as a result for everyone to understand. In addition, the grade four learners' level of writing skills in terms of: focus, content, viewpoint, organization, style, and convention have a progress after implementing the method.

Action Research Questions

This study aims to determine the improvement in writing skills of every learner in grade four. In addition, it would serve as a basis to whether the OREO method is effective in improving writing skills.

1. What is the level of learners' writing skills in terms of?
 - 1.1. focus
 - 1.2. content
 - 1.3. viewpoint
 - 1.4. organization
 - 1.5. style
 - 1.6. convention
2. How effective is the OREO (Opinion, Reason, Explanation, and Opinion) method in improving the story writing skills of Grade 4 English as revealed by their pretest and posttest mean scores?
3. Is there a significant difference between the pretest and posttest mean scores?
4. What lesson exemplar in OREO (Opinion, Reason, Explanation, and Opinion) method may be developed based on the findings of the study?

LITERATURE REVIEW

Level of terms in writing

According to Baye, Dachet, Inns, Haslam & Slavin (2019), a good writer must have something to say, must have a plan for how to put ideas into written form, and must be able to reflect and self-edit to be sure that a written product communicates with its desired audience. The aim of your writing will become clearer because of your focus, and readers will be able to follow your reasoning with ease. Your writing's dominating idea, main point, or guiding principle is called focus. Strong writing has a distinct focus, with secondary and related concepts strategically placed to complement or support it.

In retrospect, lestarisetyowati (2016) said that there are many elements that must be considered by the writer to be able to produce a piece of good writing, namely clear purpose, organization, word choice, language use, and ideas. Writing, thus, is not just about ideas to write but also the way they compose the elements of writing well. Likewise, ideas are visible on paper and demonstrate how people express their emotions. Writing, on the other hand, is a challenging task because it is a difficult skill to master. To produce a good piece of writing, the writer must consider many factors, these are to inform, to explain, to narrate, and to persuade, using clear and

concise prose helps a writer communicate his or her message efficiently and with impact also including the organization, Careful and thoughtful word choice is an important factor in making sure that text remains on topic and sustains the reader's attention. Writing that it is vague or repetitive is ineffective just like the language use and ideas. Thus, writing is not only about having ideas to write about, but also about how well they compose the elements of writing.

According to Hacer and Ulcu (2019), texts written by students were evaluated according to subdimensions of originality, fluency of thoughts, flexibility of thoughts, lexical richness, sentence structure, organization, accuracy of style and grammar. Likewise, the quality of vocabulary in sentence structure, as well as the organization and style accuracy of grammar, are the most important things in writing a viewpoint or opinion. Additionally, their viewpoint on that story that they read is essential, attention in response to a switch in rules or to new or unexpected situations, the quality of their vocabulary in sentence structure are the most important things in writing a viewpoint or opinion.

Just like Anjum, Mehmood, Sarwat, & Ullah (2021), the results of the study indicate that most of the students at elementary level are unable to write grammatically precise English paragraphs. The findings of the study disclose that the main problems of students' English writing are due to poor command over English tenses, grammar, syntax, and insufficient vocabulary. Lack of creative ideas, writing anxiety, weak structural organization, and dependence on L1 are also the major causes of learners' poor writing in English. A well-structured essay is concise, focused, logical, and effective. The reaction paper from the story they've read is easier to understand when it is organized. It is easier for the writer to put the essay together and for the reader to understand the key concepts provided in the essay when all the components are in some form of order.

According to De Smedt (2019), as to writing strategies, students learn strategies for planning, revising, and/or editing texts. Peer-assisted writing involves students working together to plan, draft, and/or revise texts. When we revise our writing, we get a chance to take a step back and re-imagine it. We consider the paper's objectives and whether or not we have met them. We make certain that our concepts are well-supported and articulated. Furthermore, we ensure that grammatical and stylistic faults do not detract from our work or give the impression that the paper was rushed.

Ateş, Kaya, Rasinski, & Yıldırım (2019), the third-and fourth-grade students are expected to write correct, clear, and legible texts, to comprehend the essential and extra elements of letters, to apply these elements in their writing, and to become skillful at writing texts that are eligible for second parties. Conventions are used by writers to improve and clarify the meaning of their work. Conventions enable writers to indicate how a word or phrase should be construed by the reader, allowing the reader to fully comprehend what the writer intended.

Oreo method in improving writing skills

According to Sipayung (2018), by reading, people may get much information by understanding the content of the text and may know everything in the world. Connectedly, children start by making connections between the text and their personal experiences. When they grow older, their connections are made between books and ideas to identify similarities. In other words, to improve comprehension or understanding of the content of the text, encourage children to make text-to-text and text-to-world connections before, during and after reading. For example, discussing new or difficult vocabulary before reading the text can help improve children's understanding. As they read, they can achieve their prior knowledge of the new terms.

Meanwhile, Saragih et al (2019) defined writing as the ability to express ideas, opinions, and feelings to others through written language. Relatively, learning to write an opinion is the key to improve writing skills. Having them write an opinion can help them improve their critical and logical thinking skills.

However, according to Setyowati (2015) many students confessed that writing an opinion is more challenging to write. But there are some processes that can be employed successfully in writing an opinion and it includes guessing the substance of the text based on its title, predicting the plot and characters of the story, analyzing the moral values, and writing your opinion based on the context of the story. And the teacher should also choose the story carefully in terms of length, complexity, language difficulties, and arguable substance or values present in the story.

Looking forward to, Oliver (2020) discussed that reasoning is undoubtedly an important skill to develop within children and promoting reasoning about texts created can encourage students to make more reasoned decisions when creating their own texts, thus leading to deeper writing. Similarly, its importance can help them to give an opinion about the story which may also help to develop their point of view.

Connectedly, Adisaputera, Saragi, & Saragih (2019) mentioned that writing explanation text skills means the ability of students to express ideas, feelings, and experiences. However, the biggest problem for the learners in enhancing an explanation text is the organization, language use, vocabulary, and content. Difficulties in expressing ideas, choosing appropriate words, arranging ideas, and difficulty in using punctuation are some of the factors that hinder the students in writing.

Moreover, Liunokas (2019) study focuses on evaluating the students' writing ability in five aspects of writing namely content, grammar, vocabulary, and mechanics. These five aspects consider a measurement to know the learners' capabilities. Affirmatively, evaluation can make a big impact on this study which tends to reveal the accuracy or effectiveness of the method.

In correlation, Peyre, Latimier, and Ramus (2019), post-testing also promoted knowledge transfer to previously untested questions, whereas pre-testing did. Our results thus suggest that it may be more fruitful to test students after than before exposure to learning content. In addition, it is a design of a quasi-experiment in which participants are observed both and before an experiment. This means you need to test the learners' writing skills, then conduct another test again to see if anything has changed.

Thus, giving a reaction to a story read is a great way to explore the learners' thoughts and opinions to a certain story that they read. They need to think critically and analyze the content of the story. Learners also need to incorporate their views or sometimes their own experience on the story. In addition, they need to read a story, understand, and defend their opinion, in fact, there is no right or wrong answer on giving a reaction. But before writing a reaction the learner should fully comprehend the content of the story. To clarify, the one big problem most of the students nowadays are lack reading comprehension. As Claessen et al. (2020) coined, reading difficulties are present in the world. And based on the article in Philippine star dated December 3, 2019 stated that as a result from Programmed for International Student Assessment (PISA) 2018 revealed that among 79 participating countries and economies the Philippines scored the lowest in reading comprehension.

According to Mehmet Soyucok, Lifci Musa (2021) Many international studies have shown that it is really difficult to teach the story writing skill and that some extra application are needed in the addition to the curriculum (Ahmad et Al., 2020; Alkaaf and Al-Bulushi, 2017; Wilson, 2019) In their study they discover that the materials and strategies that needed in the teaching program for the story writing skills are insufficient; and they said that new approaches and activities are needed to enhance the story writing skills.

To conclude, we believe that OREO method is an effective strategy to improve the writing skills of our learners. This method tends to help learners start their writing a reaction paper. OREO stands for Opinion, Reasons, Explanation and Opinion (again) It can help the students to write by using this format. First, learners will give their opinion and tell how they feel about the topic/story. Second, the students will give reasons and details from the story to support their opinion and tell why they feel this way. Third, students will give an explanation to support their opinion. And lastly, they are going to restate their opinion and tell their feelings to the reader.

The advantages of using this strategy are (a) the learners can be able to express their viewpoint by writing, (b) learners can also understand how to construct his/her ideas using this format, (c) the improvement in writing a reaction paper can also developed their critical thinking skills, and (d) it can boost the of the learners in writing a reaction paper because there isn't wrong nor right in expressing a viewpoint. Hence, constructing a reaction paper from the story they read is kind of difficult. But before that, the learners must summarize the

important ideas from the story. After summarizing, the learners will write their opinion. This part is important to know if the students really did well in understanding the story. Although the reaction of the students is positive or negative it is a good sign that they have an idea on how to give a self-thought about what they read.

Theoretical Framework

This study is supported by the theory of Jean Piaget's Cognitive Theory which refers to thinking and specific things to remembered processes. Learners' view about writing can be developed so that this study proposed the intelligent stage theory of Jean Piaget can support the skills of the learners. Piaget develops a theory and intentional report of in what way a child and early period in life of animate being slowly acquire information to think about rationally and reliably. Moreover, hypotheses exist particularly common between educators Piaget tells from his theory that children can have good thoughts in everything.

There are some studies examining Piaget's measures of real movement about particular school-type tasks that are popular and trying to link intelligent thinking and school knowledge. The theory shows that by having critical thinking skills one can acquire power to construct a writing and to express and form an understanding about the narrative arrangement of grammatical structure. Learners will state and arrange a narrative writing to put language down on paper to express their own. In addition, it also tends that in writing an opinion to be able to give a reaction from the story we've read it needs a deep-thinking skill.

One of the goals of Jean Piaget theory is to explain the method and action by which the child, and then the child, develops into an individual who can reason and think using assumption. Jean Piaget's theory of cognitive development tells those children will face the four different stages of cognitive development. It pointed out that in stages the child will form a viewpoint that can help them to give reason about their own opinion. Jean Piaget's theory focuses not only on how the child understands everything to acquire knowledge, but also to understand the nature of intelligence.

Piaget believed that children play a big role in the learning process, they can observe and learn about the world. That part of a child's skills which makes them think about some aspects on how to react in every story that they have read. The child's interaction with the world around them can help to add new knowledge and adapt from the new ideas to accommodate new information.

Much of Piaget's interest in the cognitive development of children was created because he observed his own nephew and daughter. His observations reinforced his hypothesis that children's minds were not only smaller versions of adult minds. Just like in this research study, we will observe grade four

learners to know if the method is effective in improving their writing skills.

Piaget is one of the first to identify that child think different from the way adults think. Likewise, in elementary grades we can measure the critical thinking skills of a learner by writing their reaction from the story they've read. In some other aspects, they realize that their actions can cause things to happen in the world around them.

Piaget believed that developing object constancy will lead, to continue to understand the objects that exist even if they can't be seen, it was an important element at this point of cognitive development. Taking this aside, when the learners begin to imagine the story that they've read, they can also create in their mind about how the story works.

Children's thinking becomes more logical and organized, but still very concrete. In this state, they can be more thoughtful when they've read a story and formulate an opinion.

Children begin using inductive logic, or reasoning from specific information to a general principle. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation.

While thinking becomes much more logical during the concrete operational state, it can also be very rigid.

Learners in the concrete operational stage also begin to understand their thoughts which makes them unique and that not every person can share their thoughts, feelings, and opinions.

Another part of adaptation involves changing or altering our existing schemas considering new information, a process known as accommodation. Accommodation involves modifying existing schemas, or ideas, because of new information or new experiences.

Piaget believed that knowing an object means acting upon it, constructing systems of transformations that can be carried out on or with this object. Knowing reality means constructing systems of transformations that correspond to reality.

Piaget's theory of cognitive development helped add to our understanding of children's intellectual growth. So, in grade four learners we must help them to express their intellectual skills in writing. It also stressed that children are not passive recipients of knowledge. Instead, children are constantly investigating and experimenting as they build their understanding of how the world works.

METHODS

This study examines the effectiveness of the Opinion, Reason, Explanation, and Opinion (OREO) method in improving the writing skills of grade four learners with the use of pretest-posttest design. The study determines how this innovation helps the students improve their writing reaction from the story. More specifically, this study investigated what is significantly different between the pretest and posttest on the

implementation of Opinion, Reason, Explanation, Opinion (OREO) method in improving the skills to write a reaction based on the story they've read. The researcher will conduct on thirty (30) Grade IV students that study at Elementary schools around in the Division of San Jose del Monte City, Bulacan during the school year 2020-2021. The respondent of the study was purposely selected as members of the research study. Purposive sampling technique was used in this study. It is a sampling procedure where similar traits or specific characteristics of the participants. (Samosa 2020)

The study is Quantitative research, researchers used it as a technique for generating reliable and accurate outcome data through analyzing the pretest and posttest mean score. The significance of quantitative research is that it aids in the objective and reliable collection of data, which is then discussed logically, analytically, and comprehensively, highlighting key findings.

Furthermore, the study utilized pretest-posttest true-control group design to determine the effectiveness of Opinion, Reason, Explanation, and Opinion (OREO) method in improving the writing skills which mostly need to improve in grade four learners. According to Samosa (2020), the treatment group needs to be measured before and after the utilization of the strategy or program implementation. Samosa (2020), where he gave emphasis to the role of Content Validity Procedure by finding out whether the test content of the test fairly reflects the content of the subject. In this study, the researcher utilized a method to test the effectiveness of OREO method in improving the writing skills of each learner. The Teacher in Charge and the Research Coordinator were tasked to give their constructive suggestions and recommendations for the improvements of the strategy in teaching O.R.E.O method, where they analyzed the agreement of the test items to the learning competencies.

In conducting the study, the researchers carried out a request letter noted by the school principal and research coordinator that is sent to the school division superintendent for the approval and permits to undertake the study to the chosen school. Once approved, the researchers can now distribute the informed consent form to all the learners' parents/guardians. Another letter is to be given to the principal of the chosen school for the permission to conduct the study.

To protect the privacy of the respondents, the researchers will consider taking proper consent from all the respondent's guardian of the study. The data that will be collected will be treated with confidentiality and validity of the conduct of this study.

The researchers will ensure to have a proper communication and cooperation with the participants and ensure the safety of the documents. All information shall not be exposed without the proper consent of the participants.

RESULTS AND DISCUSSION

Table 1. Level of performance of students in the pretest and posttest

	PRETEST SCORE	POSTTEST SCORE
MEAN	2.4	4.3

As shown on Table 1 the learners achievements based on the pretest and posttest results using OREO (Opinion, Reason, Explanation, and Opinion) method to improve learners' writing skills. According to the pretest score was 2.4 and their posttest was 4.3. As can be seen in the table, there is a significant difference between the pretest and posttest results, indicating that using OREO to improve learners writing skills among Grade 4 Learners had a positive impact on the learners' achievement, as evidenced by the significantly higher mean in the posttest than in the pretest.

Table 2. Grade four learners' level of writing skills

Level of writing skills	PRETEST	POSTTEST
Focus	2.45	4.67
Content	2.07	4
Viewpoint	2.43	4.23
Organization	2.13	3.67
Style	2.93	4.17
Convention	2.17	3.5

The data shows about the level of writing skills of the learners in pretest and posttest. According to the data, grade four learners had a difficulty in writing a content which has a mean score of 2.07. On the other hand, the style in writing has a 2.93 which shows that every learner has a potential.

After the pretest and posttest, grade four learners make a progress level in focus when it comes to writing which has a mean score of 4.67. While in convention of writing skills has a mean score 3.5.

Table 3. Significant difference on the pretest and posttest mean score of the learners on the implementation of OREO as an Innovation to improve learners writing skills

N	t-test value	t-test critical value	Probability level	Standard Deviation		Statistical Significance
				Pretest	Posttest	
30	34.11	2.05	P < 0.0001	0.86	0.75	TRUE

In the tabulated data on Table 3, it shows that the t-test value is 34.11 which greater to the t-test critical value of 2.05. The result of the score is significant a 0.005 which implies that the null hypothesis is rejected. Thus, there is a significant difference in the pretest and posttest score of the learners assessed by the researchers using OREO method as an innovation in improving the writing skills of the learner.

CONCLUSION

1. The level of appropriateness of the OREO method as an innovation in improving the writing skills of the learners that was assessed by teacher-in-charge and research coordinator was acceptable.
2. The level of the learners writing skills in terms of focus, content, viewpoint, organization, style, and convention have significant difference when assessed by the teachers-in-charge and research coordinator.
3. There was a high level of significance between the pretest and posttest scores of the learners based on the data gathered by the researchers.
4. The learners encountered challenges in terms of comprehension level when using the OREO method.

RECOMMENDATION

Based on the findings of the study and the conclusion drawn from the results, the following recommend are:

1. Further research is needed on using OREO method innovation in improving the writing skills of the learners.
2. Implementation of the OREO method as an innovative strategy in improving the writing skills of the learners. For further research on a much larger group of learners.
3. Educators in any field should try to apply an OREO method as an innovation in teaching any subjects because it shows a positive result in the performance of the learner, and it is an imparting life-long learning outcomes.

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