

Grammar Skills Contained in Academic Portfolio of Students

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Abstract— *The main goal of this study is to determine the grammatical proficiency of the subjects covered in the academic portfolios of the Grade 10 students at Libagon National High School, including verb, expressive expressions, conjunctions, direct and indirect expressions, and expressing purpose or feelings. In order to determine which grammatical skills were the weakest, content, organization, vocabulary, usage, and mechanics were examined. The method used in this research was descriptive using descriptive statistics and anova to analyze the data. Forty-five (45) students were made participants. By contrasting the weaknesses of the skills found in each subject lesson, the differences in grammatical abilities of the subject lessons were examined. According to the findings, the direct and indirect expression topic was found to be deficient in grammatical use, while the conjunction subject was found to be lacking in grammatical substance, organization, vocabulary, and mechanics abilities. Additionally, it was found that while there is a slight significant difference in the grammatical organization skill of only one percent and there is no significant difference in the substance, vocabulary, use, or mechanics of the grammatical abilities included in the students' academic portfolios. These results led to the conclusion that students struggled with Filipino subject, especially when it came to consonance. Their inability to recognize consonants will make it more difficult for them to write compositions or any other kind of writing. An intervention was devised to assist students with their deficiencies based on the findings and conclusions.*

Keywords— *Grammatical abilities; indirect expression; mechanics; organization; vocabulary.*

I. RATIONALE

In contrast to what Lope K. Santos, known as the Father of Balarila, said, it is important to use the right words in making a composition whether orally or in writing based on the correct use of grammar to easily understand what is to be expressed. Many people argue that it does not matter if the grammar is incorrect as long as you understand what you want to say. It just serves to demonstrate that if language is used poorly, what is intended to be said cannot be represented accurately, and what is intended to be expressed is understood differently.

The academic portfolio is a teaching tool that the researcher uses to better determine and understand the students' areas of grammar strength and weakness. This is in compliance with DepEd Order No. 8. s. 2015 "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program" and the recognition of performance-based assessment and evaluation as one of the important parts of the learning process. The Curriculum and Learning Management Division of Region 8 emphasized to have a Portfolio Day in each grade based on the released Regional Memorandum No. 066, s. 2017 which was also approved by the Southern Leyte Division. Based on

Division Memorandum No. 170 s. 2017, there must be a Portfolio Day known as "Tabo sa Kinaadman" in each grade. This is done to display the pupils' work and demonstrate their skills. This prompted the researcher to use the student's academic portfolio to demonstrate their grammatical skills.

It demands someone who is skilled in both grammar and communication. Therefore, the researcher opted to incorporate the Academic Portfolio into his pupils' student development and learning. Students can use language acquisition as a tool to interact with people since they will have the skills and confidence to do so. The researcher thinks this to be true because in order for pupils to acquire grammar effectively, it is imperative that teachers develop their language proficiency. Language proficiency must be developed if one wants to communicate successfully and in an appropriate and effective manner. The ability to use listening, speaking, reading, and writing skills with ease in any discourse is referred to as this language competence. The Academic Portfolio is one technique to demonstrate grammar proficiency. According to the dictionary, a portfolio is a sort of assessment that necessitates the gathering of numerous items that can demonstrate what the student learnt in class (Merriam-Webster, 2015). This improves students' abilities, particularly their capacity for written expression. This makes it possible to see and understand the grammar abilities of pupils who have those skills documented in their academic portfolio. According to Borong and Yamson (2022), the beauty of the message in the story is meaningless if the writing tools and mechanics are wrong. According to the researcher, using proper grammar when writing fiction facilitates comprehension of the concept it contains. The present K to 12 curriculum places a strong emphasis on the idea that in order to become grammatically competent in language areas, each student's communicative skill must be developed.

The present K to 12 curriculum places a strong emphasis on the idea that in order to become grammatically competent in language areas, each student's communicative skill must be developed. In order to assess students' grammatical proficiency, the researcher thinks that teachers of grammar can benefit from using the Academic Portfolio. The researcher also thinks that the results of this study would be important for Filipino teachers to further strengthen their students' skills and be in line with the objectives of the Filipino curriculum. The major goal of this study is to determine the grammar competencies that students in Grade 10 incorporate in their academic portfolios. According to the academic portfolio's content, organization, vocabulary, and mechanics, this study identified the students' grammar skills specifically in the subjects of verbs, expressions that

express a point of view, consonants, direct and indirect statements, and expressions of purpose or feelings.

II. THEORETICAL CONCEPTUAL FRAMEWORK

This study is based on the theory of Fortunato (1991) which states that in order to acquire communicative ability it is important to cultivate students' knowledge of grammar and vocabulary. According to Hesse (2010) and Moore (2014), good fiction writing should have components of structure, language, tools, and mechanics. According to Bendalan (2006) that the determination of errors is clearly a difficult process that depends on the immediate context of the utterance in question as well as on the understanding of the content of the lesson so with the intent of the teacher or student at times, the prior learning of students.

The authors of this study also cited Hesse (2010) and Moore (2014), who claimed that the aspects of content, organization, language, tools, and mechanics must all be present while writing fiction. This implies that good expression becomes meaningless if the element of writing is incomplete. In this regard, Sugumlu (2020) outlined how grammar plays a significant role in the process of successful expression, including understanding the different sorts of words, how to use them correctly, and how to correctly associate words to create clear grammatical thinking. The proper study of word types and forms, proper word usage, and proper word expression in a statement to establish a clear thinking or spirit are all covered by grammar, he continued.

It is merely suggested that the structural point of view need not be abandoned while teaching grammatical skills, but that socio-cultural rules that are important for language use should also be developed. Effective presentations need knowing the various word varieties, utilizing them effectively, and connecting them correctly to create concise grammatical ideas.

The theory in this study is based on the grammatical proficiency displayed in the academic portfolios of Libagon National High School students in Grade 10. This study's output—the Strategic Intervention Material, or SIM—was the creation of a teaching tool to address the students' weak skills in grammar abilities.

III. METHODOLOGY

In this study, the descriptive research approach was employed, and the students' grammatical proficiency as evidenced by their academic portfolio was assessed using the set criteria. The participants' fictional works were assessed using a rubric based on the one developed by Tabec (2013), with each rubric having a corresponding point based on their strengths and weaknesses in the fictitious writings contained in their respective portfolios. Students from Libagon National High School's Grade 10 are the participants in this study. Forty-five (45) students were made participants from three sections. The researcher randomly selected fifteen (15) pupils from each segment.

The instruments used were five fictional tasks about the subject-study: verb, expression of viewpoint, consonance, direct or indirect statement, and expressing purpose or feeling in students' Grade 10 writing. Each Task has a distinct theme.

Students can follow the directions that follow each topic to complete the assignment. From this work, the researcher collected from the participants the generated writings to be included in the Academic Portfolio. After the data was collected, there was a discussion between the students and teachers of Grade 10. After the discussion, the researcher gave a writing task as stated in the research instrument. The researcher gathered the written works, incorporated them in the portfolio, and offered it to the review committees.

IV. RESULTS AND DISCUSSIONS

This section presents the study's findings.

Grammatical Skills of Students in the Subjects: Verbs, Expressions Expressing Point of View, Conjunctions, Direct and Indirect Statements, and Expressions Expressing Purpose or Feelings Included in Academic Portfolio

The basic descriptive statistics of the grammatical abilities included in the Academic Portfolio are shown in Table 1, with the content receiving the highest mean score (21.6) and the mechanics receiving the lowest mean score (3.2). Based on the results of this data, it is clear that the student struggles with mechanical skills, particularly with correct spelling, upper and lower case letters, and effective use of correct punctuation, which are common in student writing. However, the student performs better when developing content that refers to the main idea of the fiction that was developed.

TABLE 1: General Descriptive Statistics of Grammatical Skills of Students included in the Academic Portfolio

Elements	Maximum Score	Mean
Content	30	21.6
Organization	20	14.39
Vocabulary	20	14.9
Usage	25	15.58
Mechanics	5	3.2

According to Baquial's (2012) research, pupils struggle with the formation of verbs, spelling words, choosing the right words for sentences, and spelling. According to Coronel's (2009) citation of Campbell's theory, a writer must be adept in organizing the specifics of what he wishes to convey because his writing will demonstrate his capacity, proficiency, and effectiveness in evoking emotion.

According to Yamson (2022), grading compositions can occasionally be tedious for teachers since despite repeated explanations of the proper usage technique, the student's frequent errors continue. Because of this, the teacher will have a difficult time molding the students into writers who can develop believable characters in their fiction and use the right words and speech patterns to show the students' personalities. In fact, Emberda (2021) noted that words are ever-evolving and expanding. Expanding vocabulary and evolving writing and spelling conventions. As a result, in order to help the pupils acquire grammar, the teacher must be critical and attentive when teaching them about the grammar element.

The findings and justifications for the content, structure, terminology, use, and mechanics are given below. The content of the writing or composition serves as the primary criterion for

evaluation because it demonstrates the students' depth of knowledge and comprehension of the subject, presenting the conclusion of a tale in literary works. Content includes a topic's proper explanation, evidence of comprehension in the form of unique, concrete detail, a description, a simile, an example, and a cause-and-effect chain.

It can be seen in Table 2 that the subject expression expressing a view obtained the least grammatical skills according to the content of the students and the subject

expression expressing a view and expressing the purpose or feeling obtained the greatest skill. The students' mean grammar skills were highest in the verb subject, while they were lowest in the conjugation subject. In comparison to other topics, expressive expression of view pupils' grammatical proficiency is the most skewed from the mean. According to the substance of the conjugation subject compared to other subjects, a sizable portion of students tend to have poor grammatical abilities.

TABLE 2. Grammatical Skills of Students Contained in Academic Portfolios by Content

	Content				
	Verb	Expressive Expressions	Conjunction	Direct and Indirect Statements	Expression of Purpose or Feeling
Minimum Skill	13.330	10.330	14.670	11.670	13.000
Maximum Skill	27.330	28.000	27.000	27.670	28.000
Mean	22.644	21.237	20.326	22.185	21.622
Std. Deviation	3.919	4.539	3.282	4.234	4.333
Distribution of Students' Grammatical Skills	-0.914	-0.612	0.135	-0.765	-0.224

TABLE 3. Grammatical Skills of Students Included in Academic Portfolios by Organization

	Organization				
	Verb	Expressive Expressions	Conjunction	Direct and Indirect Statements	Expression of Purpose or Feeling
Minimum Skill	8.000	6.333	6.330	7.330	7.000
Maximum Skill	18.670	19.000	16.670	19.330	19.000
Mean	15.155	14.185	13.467	14.926	14.207
Std. Deviation	2.686	3.239	2.238	2.685	3.383
Distribution of Students' Grammatical Skills	-0.848	-0.709	-1.060	-1.129	-0.556

According to Javier's (1997) idea, when instruction is given in a clear and understandable language, learning will go more quickly and be more successful. As a result, if the topic is written in fiction, pupils can easily find the knowledge. Writing is not a simple process, as Pabuaya (2014) shown in his study's findings. He believes that his pupils have a moderate level of criticality and little originality. It just serves as a sign of the students' capacity for creative thought. However, it was predicted by both researchers in the studies by Papong (2013) and Montezon (2007) that teachers would continue to assign written work. Additionally, it implies that writing is a challenging talent that most pupils detest. In order to help pupils expand their abilities, this study will be one of them.

Table 3 is the organization refers to the clarity of the idea and the way the topic is structured from the beginning, body and end. According to the organization, the students' grammatical proficiency was lowest in the subject of conjunctions and highest in the subject of direct and indirect expression. While the students demonstrated the highest mean grammar proficiency in the verb subject and the lowest proficiency in the conjunction subject, respectively.

When compared to other topics, the subject of expressing purpose or feeling has pupils' grammatical skills that are the most skewed from the mean. According to how all of the courses in the academic portfolio are organized, a big percentage of students often achieve excellent scores in grammar proficiency.

The relationship and interaction between grammatical proficiency or understanding of linguistic conventions are

referred to as communicative capacity, in accordance with Canale and Swain's (1980) theory. According to Martha Kolln's (1999) thesis, pupils must have a personal awareness of their grammatical knowledge, which can be accomplished by looking at its level and structure. It merely states that organization is required while writing fiction in order to more effectively define the story's order.

According to Lee (2015), excellent grammar is vital for speaking language; the correct consideration of grammar allows one to compose meaningful sentences and makes speaking possible for one to communicate clearly and effectively. This study made clear how crucial it is to be able to communicate both orally and in writing. Therefore, to improve their students' writing skills in this area, grammar instructors should only concentrate on the capacity to compose grammatically correct sentences.

Duenas, et al. (2012) explained in the book by Duenas, et al. (2012) that writing helps a lot in shaping people's emotions and thoughts. Also because of writing, the students became organized in the development of various fictions.

The vocabulary in Table 4 measures the proper selection and application of words, idioms, and metaphors in providing the story's resolution. According to vocabulary, students demonstrated the least grammatical proficiency in the subject area of expression expressing Point of view, consonance, and expressing purpose or feeling, and the greatest proficiency in the area of direct and indirect expression.

The students' mean grammar proficiency was highest in the verbs topic, whereas it was lowest in the conjunctions subject.

In comparison to other disciplines, expression expressing the view has students' grammatical proficiency that deviates from the mean the most. According to vocabulary in all topics

contained in the academic portfolio, a significant share of students tend to acquire strong grammatical skills.

TABLE 4. Grammar Skills of Students Included in Academic Portfolio by Vocabulary

	Vocabulary				
	Verb	Expressive Expressions	Conjunction	Direct and Indirect Statements	Expression of Purpose or Feeling
Minimum Skill	9.000	7.000	7.000	7.330	7.000
Maximum Skill	18.670	19.670	16.330	21.670	18.670
Mean	14.711	14.207	13.407	14.422	14.185
Std. Deviation	2.519	3.210	2.083	2.862	3.108
Distribution of Students' Grammatical Skills	-0.490	-0.726	-1.091	-0.451	-0.455

TABLE 5: Grammatical Skills of Students Included in Academic Portfolios by Usage

	Usage				
	Verb	Expressive Expressions	Conjunction	Direct and Indirect Statements	Expression of Purpose or Feeling
Minimum Skill	10.670	6.000	5.670	6.670	7.330
Maximum Skill	21.670	22.000	19.670	19.330	22.670
Mean	16.363	16.296	14.933	14.785	15.518
Std. Deviation	3.143	4.122	2.621	3.051	3.837
Distribution of Students' Grammatical Skills	-0.072	-0.830	-1.367	-0.901	-0.257

According to the theory of Rivers, (1983) the acquisition of sufficient knowledge is important to the success of using the second language because when the person is poor in vocabulary he will have difficulty in using the structures and uses of the language. This demonstrates the need for everyone to be skeptical of new terms and on the lookout for them in order to further expand their vocabulary. As a result, the composition's construction will be simpler because the words have a wealth of knowledge.

The table demonstrates that students may organize concepts in the organizational component. This finding is connected to Pabuaya's (2014) study, which found that primary school pupils can now put together events. The result of the study of Guinoo (2015) and Paping (2013) indicates that vocabulary, use, and mechanics received the lowest score. Many of their students lack word knowledge, which is disturbing in studies like Huy (2015) and Oyedelle (2016).

Table 5, usage refers to the efficiency of using part of speech, aspect ratio, number and word. In the subject of conjunction, the students obtained the least grammatical skills according to the use, and in the subject of expressing purpose or feeling, the students obtained the greatest skill. Meanwhile, in the verb subject, students obtained the highest mean grammar skills and in the direct and indirect expression subject, students obtained the least skill. When compared to other topics, expressive expression has students' grammatical proficiency that deviates from the mean the most. A sizable percentage of pupils who typically achieve good grammar skills according to vocabulary in all topics included in the academic portfolio.

This finding is connected to that of Sala et al(2013) 's study, which showed that certain pocketbooks wrongly affix suffixes to the core word. The similar outcome was seen in Yamson & Borong (2022) study, which looked at how well their students used suffixes. According to Southwest Tennessee Community

College's John Fridlander (2010), effective writing considers about elements. The components of writing are what direct a writer to create a successful piece of writing. The components are proper punctuation, appropriate word choice, and writing fluency.

The researcher attempted to apply these ideas through exercises that would measure the students' aptitude for fabricating something both useful and appealing. In this method, the teacher may support the growth of the students' skills and, most importantly, encourage any creative ideas that may come to them.

Yamson (2022) stated that education is crucial to human development and to a changing society. It is regarded as one of the foundations for developing talent or abilities so they can be completely utilized and exist; it will also open the door for creating a better society. Misuse of rhetorical devices and grammar will have a significant impact on a student's ability to learn. As early as possible, let them know the words that should be used.

Table 6 presents the mechanics. Mechanics, on the other hand, refers to demonstrating proficiency in writing conventions, spelling errors, punctuation, notation and capitalization. According to mechanics, the students performed the least well in the subject of verbs and conjunctions and the best in the subject of direct and indirect expression. Students' mean grammatical skills were highest in the area of direct and indirect expression, whereas conjunctions was the area in which they showed the least proficiency.

Comparing all subjects, expressing views has the most variance from the mean (0.638/3.229 or 19.76%). When compared to other subjects, the verb subject has a higher percentage of students who tend to achieve high levels of grammatical proficiency.

TABLE 6. Students' Grammatical Skills Included in the Academic Portfolio by Mechanics

	Mechanics				
	Verb	Expressive Expressions	Conjunction	Direct and Indirect Statements	Expression of Purpose or Feeling
Minimum Skill	2.000	2.330	2.000	2.330	2.330
Maximum Skill	4.670	4.670	4.330	5.000	4.330
Mean	3.207	3.229	3.044	3.400	3.133
Std. Deviation	0.591	0.638	0.495	0.661	0.565
Distribution of Students' Grammatical Skills	0.032	0.305	0.326	0.349	0.034

According to Baquial's (2012) study's findings, students consistently make severe mistakes when it comes to punctuation usage. Every student, he said, needs to understand the significance of punctuation while writing fiction since it is so important to human writing in all fiction. Magno's (2007) asserts that writing is a complex skill. The type/topic, goal, interaction, and developing awareness of composition, as well as one's own value system, mechanics, and writing process, are all crucial variables that must be sufficiently understood by the writer.

According to Saucó (2007), a learner needs to invest a lot of time in various training techniques to develop a suitable vocabulary that may be employed as needed. In addition to this, one need have knowledge of terminology, grammar, order, and good word choice, particularly when writing a formal essay. Fiction is one of the essentials secondary school pupils will require. According to the results, it can be concluded that the pupils' proficiency with consonants has not been greatly developed as seen by the level of this lowest score. They still struggle a little bit to use them. The errors in both the study and this study demonstrate that pupils still require more practice in conjunction usage.

Subjects: Verbs, Expressive Expressions, Consonances, Direct and Indirect Statements and Expressing Purpose or Feelings Included in the Academic Portfolio are Weak Based on the Following Grammar Skills of the Students

Table 7 shows the topics included in the Academic Portfolio using Tabec's (2013) rubric.

TABLE 7: Academic Subject Matter Portfolio with Poor skills

Content	Conjunction
Organization	Conjunction
Vocabulary	Conjunction
Usage	Direct and Indirect Statements
Mechanics	Conjunction

This table's results show that the conjunction subject received the lowest marks for its content, organization, vocabulary, and mechanics, while the direct and indirect statement subjects received the lowest marks for their usage. It only has a basic understanding of the subject, and there aren't enough specifics to help develop the composition. Even now, many primary school graduates struggle with writing (Bernales and Villafuerte, 2008). Despite the fact that they can write, their writing does not adhere to the standards for their level of education.

Writing is the highest and most important talent that students should develop, claims Fajardo (2013). The information gathered indicates that students' writing lacks a

strong foundation because this skill is developed at every learning stage. Students move through multiple levels without developing this competence, which results in limited vocabulary and thoughts owing to possible apathy toward reading. A factor of weakness can also be the lack of knowledge of the convention of writing this text. And the lack of feedback to find out the mistakes.

Arocha (2010), argues that language is the most useful instrument for interacting with our neighbors. It just serves to demonstrate how much teachers have to do with what pupils learn.

As a result, the researcher in this study will clearly describe the frequent error in the consonant fabrications that the participants will make. Students' abilities will improve if they can admit their faults, especially those who carry on to senior high school. These errors will eventually be accessible. Finding errors will help writers decide which aspect of the issue to stress.

Significant Differences in Grammatical Skills based on Subjects: Verbs, Expressions Expressing Perspective, Conjunctions, Direct and Indirect Statements and Expressing Purpose or Feelings Included in Students' Academic Portfolios

In terms of content, vocabulary, use, and mechanics, Table 8 shows no differences distinctions between the skills contained in students' academic portfolios. However, there are significant differences in the skills included in students' academic portfolios by organization and one percent level. Additional findings suggest that the data are sufficient to demonstrate that the students' proficiency is higher in accordance with the subject verb's organization than its conjunction.

TABLE 8. Differences in Subject-Based Grammatical Skills Included in Students' Academic Portfolios

Ho: There is no significant difference in the skills included in the students' academic portfolio according to the following:	Significance Level	Decision
Content	0.076ns	Accept Ho
Organization	0.047*	Reject Ho
Vocabulary	0.249ns	Accept Ho
Usage	0.079ns	Accept Ho
Mechanics	0.068ns	Accept Ho

ns – not significant
* - significant at 5%

The result that can be seen in the table indicates and realizes that the teacher should give clear correction or suggestion to guide the students in their mistake especially in the topic of consonance. It just means that as a teacher who is a shaper to the minds of young people give clear suggestions on what the

students should change. In such a way that the students can be encouraged to work hard because they think that their work has been given attention and value.

The result, which is shown in the table, shows that the teacher should provide a clear correction or recommendation to help the students when they make a mistake, particularly when it comes to the topic of consonance. It simply implies that you should provide clear recommendations for what the students should alter as a teacher who shapes the minds of young people. In a way that the students will feel motivated to put forth their best effort because they believe that their work has been valued and given attention. The discovery of grammar mistakes improved each person's attitude toward proving their writing ability with proper grammar. It is a fact that errors are made in all forms of communication. The linguistic barrier is the root of several blunders, and the influence of contemporary technologies on Filipinos makes it more difficult for them to use the language.

V. CONCLUSION AND RECOMMENDATIONS

As a result of the study's findings, which categorize the students' grammatical abilities in the subjects of verbs, expressive expressions, conjunctions, direct and indirect expressions, and expression of purpose or feelings in academic portfolios, it can be concluded that: a) subject pronouns have the least grammatical abilities while subject verbs have the most abilities; b) in terms of organization, the subject of the conjunction demonstrated the worst grammatical ability, whereas the subject of the verb demonstrated the most ability; c) in terms of vocabulary, the subject of the consonant demonstrated the weakest grammatical ability; d) using the subject of direct and indirect expression obtained the least grammatical skill while the verb subject was the greatest skill, e) mechanics the subject of conjunctions obtained the least grammatical skill while the subject of direct and indirect expression was the greatest skill. Weakness in the students' ability to recognize consonants suggested that they were struggling, especially in this subject, in the Filipino subject. Their inability to recognize consonants will make it more

difficult for them to write compositions or any other kind of writing. The study's findings lead the researcher to make the suggestion that in order for students to compose well-written compositions, teachers should place a strong emphasis on consonant knowledge. In addition, teachers should give students the option to practice other grammar rules using the Academic Portfolio, with an emphasis on conjunctions.

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