



GSJ: Volume 9, Issue 11, November 2021, Online: ISSN 2320-9186
www.globalscientificjournal.com

GRAMMAR ENRICHMENT PROGRAM AND THE DEVELOPMENT OF COMPOSITION SKILLS IN PUBLIC JUNIOR HIGH SCHOOLS

CRISTY D. SARCON, MAEd; MARILYN G. BILLONES, Ph.D.

Cotabato State University, Cotabato City, Philippines

ABSTRACT

Grammar Enrichment Program and the Development of Composition Skills in Public Junior High Schools

ABSTRACT

Grammar Enrichment Programs have been implemented in the Philippine Schools, but the onset of the COVID-19 health crisis resulted to having new normal education set-ups. With this, the government schools adopted the use of the Self-Learning Modules (SLMs) to provide basic education to the learners without compromising their health and safety. The adopted modality posed a great challenge in the implementation of the enrichment programs, thus this study was purposely conducted during the time of pandemic to determine the relationship between the implementation of the grammar enrichment program described in terms of (a) learning delivery modes, (b) learning assessments, and (c) learning assessment strategies and the development of composition skills in public Junior High Schools in the use of (a) subject-verb agreement, (b) verb tenses, and (c) verb forms. The descriptive- correlational research design was used and the Pearson r Product Moment Correlation analysis was employed to determine the relationship between the variables. The data were taken from the 85 respondents who were purposely selected as teachers who handle English subjects for school year 2020-2021. The findings revealed that the higher is the implementation of the grammar enrichment program, the higher is the development of composition skills. The correlational analysis between the variables revealed a relationship at 0.01 level of significance which

resulted to the rejection of the null hypothesis. The study concludes that the public Junior High Schools in the Schools Division of Cotabato City implement the grammar enrichment program to develop composition writing skills.

Keywords: *Grammar, Enrichment, Development, Grammar Enrichment Program, Composition Skills, Verbs, Descriptive-Correlational, Philippines, Asia*

INTRODUCTION

Globally, English has become important to academic, personal and professional advancement. Today, to succeed in the academic studies and to perform effectively as the expert they dream of becoming, students must be able to possess proficient English writing performance. Writers use grammatical rules in order to change meanings of words and sentences. Therefore, grammatical knowledge provides students with greater flexibility and ability as academic writers. Hence, it is significant that teachers focus on teaching pedagogical grammar in several academic writing contexts (Omar, 2019).

In the Philippines, the demands on the Filipino to be a skilled writer in English language for personal and ultimately for national development has become great. That is why students should develop their composition competence to articulate themselves through the written word which can provide opportunity for them to share their knowledge in a meaningful and productive way. Developing composition skills will enable students to compose ideas, organize their thoughts and arguments, support key points and share information. Acquiring these skills will also prepare students for their future academic and Professional endeavors (Domantay & Ramos, 2018).

According to National Commission on Writing (2014), reading is a widely needed skill, but writing is an elite skill. More than 90% of mid-career professionals indicate that writing is vital in their work. Writing is essential for success in higher education, yet more than 50% of first year college students have serious writing problems which can be connected to their high school foundation.

In Mindanao, many students are experiencing problems on English comprehension much more in developing their composition skills. Despite of the many programs in English communication development, still, the difficulty of using it proficiently in oral and in written communication has been noted by many teachers (Ali, 2018).

The schools under Region XII launched a lot of programs concerning the development of students' competencies in both oral and written communication. These programs include the conduct of enrichment and remediation to help alleviate students' English proficiency.

In this time of pandemic, Self-Learning Modules (SLMs) are given to the learners to ensure the continuous delivery of education. In addition, the Schools Division of Cotabato City gave supplementary instruction through Television and Radio (TV/RBIs). However, despite the efforts and innovations in the new normal education, the students expressed difficulties in learning grammar concepts and their application in composition writing (DepEd Ngayon 2020).

The essence of examining the strategies in developing the composition skills of the Junior High School students is an important aspect of teaching-learning development specially in this time of pandemic when face to face learning is not possible, thus, grammar enrichment programs serve their utmost purpose.

This motivated the researcher to conduct the study for the result may provide recommendations to maximize learning in the new normal education scenario.

Theoretical Framework

This study is anchored in two known theorists that have contributed in connecting grammar to composition skills development: Noam Chomsky whose theory on language explained that the most intricate structure is language. Guided by the precept that Grammar rules and other English concepts are becoming useless if not applied and if not used properly, then it can be postulated that applying them in composition writing is vital.

In studying language, one can discover many fundamental properties; cognitive structure, organization and also the genetic predisposition that provide the foundation for its development. So, the process in learning the English language is very complicated much more in determining different properties and language skills like in composition writing (Lemetyinen, 2012).

Another is Lev Vygotsky whose Socio-Cultural Theory pointed out the difference between the spoken language and that of the written language. Dissimilar to spoken language, written language requires artificial training, which entails students to know the system of signs and sounds that represent the reality. This means that English language learning strategies need to improve cultural and linguistic awareness about English in order to convey clear and concise messages through writing in English (Omar, 2019).

These theories are helpful in integrating different grammar enrichment activities which adopt the styles with content and is fulfilled through the use of grammatical rules that are helpful in composition writing. Accordingly, grammar is the backbone of a language; that is, without grammar, speakers or writers would find difficulties in expressing themselves clearly. Though there is a finite number of grammatical rules, these finite rules produce infinite number of structures and utterances. These finite rules, of course, help language users learn the styles and structures for one form and reveal their own voice through diversity of syntactic structures and grammatical rules.

Therefore, using the said theories in formulating the strategies integrated in the grammar enrichment programs of the students, the teachers will be able to connect the contribution of their instructional delivery and activities provided to the students to develop their composition skills using correct grammar.

Statement of the Problem

The study aimed to describe the grammar enrichment program and the development of composition skills in public Junior High Schools in the Schools Division of Cotabato City.

Specifically, the study sought to answer the following questions:

1. What is the level of implementation of the grammar enrichment program in public Junior High Schools in the Schools Division of Cotabato City in terms of:
 - 1.1 learning delivery modes;
 - 1.2 learning activities; and
 - 1.3 learning assessment strategies?
2. What is the development of composition skills in public Junior High Schools in the Schools Division of Cotabato City in the use of:
 - 2.1 subject-verb agreement;
 - 2.2 verb tenses; and
 - 2.3 verb forms?
3. Is there a significant relationship between the level of implementation of the grammar enrichment program and the development of composition skills in public Junior High Schools in the Schools Division of Cotabato City?

Hypothesis

The hypothesis of the study was tested at 0.05 level of significance.

Ho₁. There is no significant relationship between the level of implementation of the grammar enrichment program and the development

of composition skills in public Junior High Schools in the Schools Division of Cotabato City.

METHODS

Selecting the appropriate research design in the conduct of a research study is important in ensuring that the research questions are answered. The researcher used the descriptive – correlational research design in gathering and analyzing the data to describe the level of implementation of the grammar enrichment program and the development of composition skills in the public Junior High Schools in the Schools Division of Cotabato City. According to Willis et al (2016), this design is widely used since it provides clear basis that highlights the distinguishing features and similarities of the different variables under study.

The descriptive aspect of the study described the level of implementation of the grammar enrichment program and the development of composition skills in public Junior High Schools in the Schools Division of Cotabato City using an online survey questionnaire.

RESULTS AND DISCUSSIONS

The Implementation of the Grammar Enrichment Program in terms of Learning Delivery Modes

Table 1 shows the implementation of the Grammar Enrichment Program in terms of learning delivery modes.

Table 1
**Mean Rating on the Implementation of the Grammar Enrichment Program
in terms of Learning Delivery Modes**
n = 85

Item	Mean	Interpretation
1. Gives lectures on subject-verb agreement through video presentations.	2.88	Implemented
2. Conducts lectures on tenses of verbs through individual modules with online sessions.	2.98	Implemented
3. Provides lectures on verb forms using power point presentations.	2.81	Implemented
4. Holds online discussions on the concepts of composition writing guidelines.		

Item	Mean	Interpretation
5. Discusses composition writing in group chats.	2.84	Implemented
	2.91	Implemented
Overall Mean	2.88	Implemented

Legend:

3.25 – 4.00	Highly Implemented	1.75 – 2.49	Less Implemented
2.50 – 3.24	Implemented	1.00 – 1.74	Least Implemented

The implementation of the Grammar Enrichment Program in terms of learning delivery modes got an overall mean of 2.88 interpreted as implemented. This means that the teachers are providing different approaches and strategies to help students learn correct grammar more effectively.

This confirms Kasan (2018) who concluded that teachers are effective in providing grammar learning activities which contributed to students' English literacy under the ECARP program.

The respondents rated the conduct of lectures on tenses of verbs through individual modules with online sessions as implemented with the highest mean of 2.98. This means that online sessions are good alternative modes in supplementing grammar lessons that are in the students' modules.

The respondents agreed that providing lectures on verb forms using power point presentations was implemented with the lowest mean of 2.81. This is due to the time that a teacher needs to spend in the preparation of the slides for the presentations. As one of the respondents said in an informal interview, it takes her hours to prepare the slides for the power point presentation, that's why she seldom uses it in her sessions with her students.

Though it was given the lowest mean, it still signifies that teachers made use of this modality in giving lectures on verb forms to better build the grammar skills of the students.

The Implementation of the Grammar Enrichment Program in terms of Learning Activities

Table 2 shows the implementation of the Grammar Enrichment Program in terms of learning activities.

Table 2
**Mean Rating on the Implementation of the Grammar Enrichment Program
in terms of Learning Activities**

n = 85

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Item	Mean	Interpretation
1. Provides puzzle activities for students' online assignments.	2.85	Implemented
2. Asks students to write a short story.	3.01	Implemented
3. Requires students to make daily journals about the things they do at home.	2.91	Implemented
4. Gives online composition writing sessions.	2.87	Implemented
5. Requires online submission of writing outputs.	2.73	Implemented
Overall Mean	2.87	Implemented

Legend:

3.25 – 4.00	Highly Implemented	1.75 – 2.49	Less Implemented
2.50 – 3.24	Implemented	1.00 – 1.74	Least Implemented

The table further shows that the learning activities got an overall mean of 2.87 interpreted as implemented. This signifies that varied activities were used by the teachers to provide learning sessions to meet the needs of different learners.

Ahmad (2015) presented that different instructional strategies are effective strategies used in enhancing students' personal competencies to learn on their own way. This is often done by allowing the students to explore on their own and present their ideas on the topics and learning activities.

Most of the respondents answered that asking students to write a short story was implemented which got the highest mean of 3.01. This result denotes that the use of modern technology is becoming a popular mode of learning activities to students. This can increase students' motivation and interest in learning grammar.

In the same view, they answered that requiring online submission of composition writing outputs was also implemented with the lowest mean of 2.73. This means that integrating social media which is a favorite site used by people today is an effective learning modality that can increase learners' interest in the learning activities for the English subject.

In the study of Croombs (2014), it was explained that the use of alternate learning modalities in vocabulary building like technology based

instruction increases students' participation due to its attractiveness to the millennial learners.

The Implementation of the Grammar Enrichment Program
in terms of Learning Assessment Strategies

Table 3 shows the implementation of the Grammar Enrichment Program described in terms of learning assessment strategies.

Table 3
Mean Rating on the Implementation of the Grammar Enrichment Program
in terms of Learning Assessment Strategies
 n = 85

Item	Mean	Interpretation
1. Provides short quiz through text.	2.80	Implemented
2. Conducts online long examinations.	2.46	Less Implemented
3. Provides question and answer evaluation activity to measure grammar learning.	2.93	Implemented
4. Conducts assessments after every learning activity.	3.14	Implemented
5. Provides feedback on the assessment results of students' performance.	3.18	Implemented
Overall Mean	2.90	Implemented

Legend:

3.25 – 4.00	Highly Implemented	1.75 – 2.49	Less Implemented
2.50 – 3.24	Implemented	1.00 – 1.74	Least Implemented

As shown in the table, the learning assessment strategies got an overall mean of 2.90 interpreted as implemented. This means that monitoring of the learning outcomes is done by the teachers. This may serve as a basis for the teachers in the development of other learning assessment strategies for it can provide data on the areas that need improvement.

According to Castillo and Baylon (2015), learning assessment activities are important aspects of evaluating effective learning outcomes. Assessments done through short quizzes, long term examinations or oral

questioning, enable the teacher to identify the main factors affecting the performances of the students through assessment results.

Specifically, the respondents answered that the provision of feedback on the assessment results of students' performance were implemented with the highest mean of 3.18. This shows the importance of asking the students on the difficult areas of examinations for it can help the teachers in planning the kind of activities to be provided to help the students in their difficulties.

However, the respondents answered that the conduct of online long examinations was less implemented, it got the lowest mean of 2.46. This agrees with the mandate of DepEd that modular learning is most commonly used due to the problems on gadgets and signal in using the online learning modality and assessments.

Learning assessments using the technology like online examinations are good alternatives but to schools located in far flung areas, this might not be applicable. So, there is a need to use different learning assessment strategies to encourage students to study their lessons.

The Development of Composition Skills in the Use of Subject-Verb Agreement

Table 4 presents the development of composition skills in the use of subject-verb agreement.

Table 4
**Mean Rating on the Development of Composition
Skills in the use of Subject-Verb Agreement**
n = 85

Item	Mean	Interpretation
1. Identify singular and plural subjects in the sentences.	3.16	Developed
2. Distinguish the subjects and the verbs in the sentences.	3.15	Developed
3. Use correct subject-verb agreement in composition writing.	2.95	Developed
4. Apply appropriate rules in using irregular verbs in the sentences.	2.96	Developed
5. Apply the rules of exceptions in subject verb agreement.	2.94	Developed

Item	Mean	Interpretation
Overall Mean	3.04	Developed

Legend:

3.25 – 4.00	Highly Developed	1.75 – 2.49	Less Developed
2.50 – 3.24	Developed	1.00 – 1.74	Least Developed

The answers on the development of composition skills in terms of subject-verb agreement got an overall mean of 3.04 interpreted as developed. This means that the ability to put the ideas into writing was developed as evidenced by the constructed sentences using appropriate grammar which is basic to composition writing skills development.

In the study of Ulla (2019), it was mentioned that the composition skills of writers must reflect good and appropriate use of subject and verb agreement. The use of singular subjects must agree to the number of the verbs used. Furthermore, the use of irregular verbs must also agree to the subjects in number and in tenses. This is one of the most difficult aspects of composition skills development.

Further, the answers on identifying singular and plural subjects in the sentences revealed the highest mean of 3.16 interpreted as developed. This denotes the ability to match the number of persons to the verbs used which is basic to grammar rules in English literacy.

Also, the respondents noted the ability to apply the rules of exceptions in subject-verb agreement, though it got the lowest mean of 2.94, but still interpreted as developed. This means that the rules of grammar are used in different situations including those troublesome verbs and subjects.

In the study of Lindenmeyer (2014), it was mentioned that one sample skill that may need further development (depending on the needs of the individual student group) is following composition skills and abilities. The teacher should then locate the questions pertaining to the correct subject-verb agreement present in the test and highlight them in the test.

The Development of Composition Skills in the Use of Verb Tenses

Table 5 shows the development of composition skills in the use of verb tenses.

Table 5
Mean Rating on the Development of Composition Skills in the Use of Verb Tenses

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n = 85

Item	Mean	Interpretation
1. Identify verbs in the present tense.	3.06	Developed
2. Use the progressive tense of verbs in sentence construction.	2.99	Developed
3. Construct sentences with verbs in the perfect tenses.	2.98	Developed
4. Use the past tense of verbs in report making.		
5. Use the correct tenses of verbs in composition writing.	3.00	Developed
	2.92	Developed
Overall Mean	2.99	Developed

Legend:

3.25 – 4.00	Highly Developed	1.75 – 2.49	Less Developed
2.50 – 3.24	Developed	1.00 – 1.74	Least Developed

The answers of the respondents revealed that in the use of verb tenses, the overall mean is 2.99 interpreted as developed. This means that the ability to use the correct tense of verbs based on the sentences constructed and in the composition outputs showed evidence of development.

This agrees with the study of Salvador (2015) who highlighted that lectures in grammar must focus on developing skills in using the 12 tenses of verbs and on the agreement with the subject and how they are used in the sentences. This can be a good foundation of knowledge in English literacy development.

Mohammed & Abdalhussein (2015) conducted a study on a number of students on the use of grammar tenses of verbs and concluded that “The difficulty of university study arises when it comes to academic writing specially in the use of grammar and correct S-V agreement during group discussions and critical thinking analysis.

Similarly, the respondents have answered that the ability to identify verbs in the present tense which got the highest mean of 3.06 interpreted as developed denotes that the students are familiar with the use of verbs

in the present tense in formulating sentences. This is a good indicator of a well-founded knowledge in grammar usage.

Meanwhile, the respondents gave the lowest mean of 2.92 interpreted as developed to the ability to use the correct tenses of verbs in composition writing. This also signifies the development of skills in letter and paragraph writing.

Owu-Ewie and Lomotey (2016) conducted a study on error analysis to fifteen Akan speakers in the Junior High School (JHS) in Ghana. The study made use of ninety (90) written essays that were subjected for analysis. Findings revealed the importance of identifying correct tenses of verbs and their uses since this is a weak area in the students' capability to do well in grammar lessons.

The Development of Composition Skills in the Use of Verb Forms

Table 6 presents the mean values on the development of composition skills in the use of verb forms.

Table 6
Mean Rating on the Development of Composition Skills in the Use of Verb forms
n = 85

Item	Mean	Interpretation
1. Identify the forms of the verbs used in the simple tenses.	3.06	Developed
2. Identify the irregular forms of the verbs.	3.02	Developed
3. Observe the rules in using the participle forms of verbs in sentence construction.	2.99	Developed
4. Construct sentences with correct verb forms.	2.94	Developed
5. Use different verb forms in composition writing.	2.93	Developed
Overall Mean	2.99	Developed

Legend:

3.25 – 4.00	Highly Developed	1.75 – 2.49	Less Developed
2.50 – 3.24	Developed	1.00 – 1.74	Least Developed

The mean values of the development of composition skills in the use of verb forms got an overall mean of 2.99 interpreted as developed. This

means that there is development on verb conjugation to be able to use the appropriate forms in constructing sentences.

The respondents gave the highest mean of 3.06 interpreted as developed to the ability to identify the forms of the verbs used in the simple tenses. This implies familiarity with the different forms of verbs in the simple tenses as used in sentences which is considered as a good start in learning the other verb forms that are deemed necessary in composition writing.

On the other hand, the answers revealed the lowest mean of 2.93 on the use of different verb forms in composition writing. Though it has the lowest mean, it is still interpreted as developed which indicates the ability to write journals and paragraphs using the different forms of verbs. This is also a manifestation of good composition skill development.

This is in consonance with the results of the research conducted by Nelson (2017) where she mentioned that proficiency in the correct use of verbs remains a serious grammatical challenge.

She further stated that the ability to use verb tenses and their corresponding verb forms correctly remains an important skill necessary to acquire communicative competence.

In the study of Ulla (2019), it was also mentioned that the composition skills of writers must reflect good and appropriate use of subject and verb agreement. Furthermore, the use of irregular verbs must also agree with their subjects in number, in tense and in form. This is one of the most difficult aspects of composition skill development.

Domantay & Ramos (2018) also explained that the appropriate use of the verb tenses and verb forms contribute to the organization of ideas, thus, become important indicators of competency in composition.

As students learn how to use verbs appropriately, they will be better able to create authentic, meaningful communication within the four language domains: reading, writing, listening, and speaking. If the communicative approach elicits successful results, the students will be able to comprehend texts, will apply correct verb conjugation to their own writing, and possibly improve their high stakes test scores. (Nelson 2017).

Correlational Analysis Showing the Relationship Between
the Implementation of the Grammar Enrichment Program
and the Development of Composition Skills

Table 7 presents the relationship between the implementation of the grammar enrichment program and the development of composition skills.

To determine the significant relationship, the Pearson r Product Moment Correlation Coefficient at 0.05 level of significance was used.

Table 7

**Relationship between the Implementation of the Grammar
Enrichment Program and the Development of
Composition Skills**

Implementation of the Grammar Enrichment Program	Development of Composition Skills							
	Subject-Verb Agreement		Use of Verb Tenses		Use of Verb Forms		Overall Development	
	r	Sig	r	Sig	r	Sig	r	Sig
Learning Delivery Modes	.557**	.000	.466**	.000	.543**	.000	.554**	.000
Learning Activities	.542**	.000	.397**	.000	.486**	.000	.505**	.000
Learning Assessments	.549**	.000	.505**	.000	.462**	.000	.538**	.000

** . Correlation is significant at 0.01 level (2-tailed).

Results show that the correlation between the implementation of the grammar enrichment program in terms of learning delivery modes; learning activities; and learning assessments; and that of the development of composition skills in the use of subject-verb agreement; use of verb tenses; and use of verb forms yielded the overall development ratings of .554**, .505**, and .538** respectively.

Since all the p-values are lower than 0.05, therefore, the null hypothesis of no significant relationship between the implementation of the grammar enrichment program and the development of composition skills was rejected. This means that there is a significant relationship between the implementation of the grammar enrichment program and the development of composition skills in the public Junior High Schools in the Schools Division of Cotabato City.

The result also means that the higher is the implementation of the grammar enrichment program, the more developed is the composition skills.

This supports Brearley (2017) in his statements that enrichment programs offer a huge number of benefits and provide opportunities for students to further their interests from the classroom. Thus, helping them develop a love for learning in their own time, expand their mind and gain skills that will help in their studies.

This further shows that the teachers are implementing the grammar enrichment program in their language classes despite the emergence of the new normal educational set up.

As remarked by one of the students in an online feedback mechanism, he is truly grateful for the extra time given by his language teacher to accommodate the class's queries regarding grammar instructions.

The table also reveals the correlation of learning delivery modes to subject-verb agreement with a rating of .557**; use of verb tenses with a rating of .466**; and use of verb forms with a rating of .543**. The overall development showed .554** which clearly indicates a significant relationship. This means that the modes of learning employed by the teachers were significantly related to the development of composition skills.

The findings of this correlational analysis also support the teachers' ability to employ different strategies in handling the enrichment program to ensure learning in correct S-V agreement.

The result further establishes the correlation of the strategies used in making the students learn the correct use of verb forms.

As Schleppegrell (2016) pointed out that teachers need research based pedagogical approaches that enable them to focus on necessary scope and sequence goals in teaching grammar while supporting English language development in the classrooms.

The conduct of grammar enrichment program via different modalities served as a helpful tool to alleviate the learning difficulties brought by the new normal education.

The table also shows that the correlation value between learning activities and subject-verb agreement is .542**; learning activities and use of verb tenses is .397**; finally, learning activities and use of verb forms is .486**. The overall development shows .505**, indicating significant relationships among the variables.

In this study, it means that the varied learning activities integrated by the teachers to teach the correct use of subject-verb agreement, verb tenses and verb forms hit their objectives.

Due to the new normal set up in education, most of the learning activities are done with the use of the online platforms, thus making them appealing to a majority of the students who find the submission of outputs fast and comfortable.

According to the Institute of International Teachers Training (2018), the approaches to language enrichment consist of many ways with which the students will experience the entire language and for this reason, conducting language enrichment among the students would help a lot in developing language proficiency.

It conforms to the result of the present study by stating that in a language enrichment program, grammar is taught so that the ability to apply in the spoken and written outputs the grammar rules learned made communication with others easy and comfortable.

It further stated that through enrichment programs, students learn basic grammar concepts which are essential in formulating different kinds of sentences. By acquiring the idea of the sentence structure, one will also develop a strong vocabulary that leads to the improvement of the language usage.

This is supported by Nelson (2017) as she stated in her research that as students learn how to use verbs appropriately, they will be better able to create authentic, meaningful communication within the four language domains: reading, writing, listening, and speaking.

Finally, the correlation between learning assessment strategies and subject-verb agreement result shows a rating of .549^{**}; with the use of verb tenses is .505^{**}; and with the use of verb forms is .462^{**} and the overall students' development is .538^{**}.

The results also indicate significant relationships among the variables which support the conclusion of Castillo and Baylon (2015) in his research work stating the importance of learning assessment activities in evaluating effective learning outcomes. He further stated that assessments done by means of short quizzes, long term examinations or oral recitations, enable the teachers to identify the main factors affecting performances towards achieving better learning results.

Summary of Findings

The results of the study revealed that the grammar enrichment program is conducted in public Junior High Schools in the Schools Division of Cotabato City as evidenced by the data showing a consistent overall mean rating interpretation of implemented in terms of the learning delivery modes (2.88), learning activities (2.87), and learning assessment strategies (2.90), with a grand mean of 2.88.

Further, the results also revealed that the development of the composition skills obtained a grand mean of 3.00 interpreted as developed. The consistent rating of developed in all of the indicators which include subject-verb agreement (3.04), use of verb tenses (2.99), and use of verb forms (2.99) shows the development of composition skills.

The study also showed that the correlational analysis between the grammar enrichment program and the development of composition skills showed the overall development in terms of learning delivery modes (.554^{**}); in terms of learning activities (.505^{**}); and learning assessment strategies (.538^{**}) in relation to the use of subject-verb agreement, verb tenses and verb forms. The correlation revealed a significant relationship at 0.01 level of significance which resulted to the rejection of the null hypothesis.

Conclusions

Based on the findings of the study, the researcher concluded that the public Junior High Schools in the Schools Division of Cotabato City implement the grammar enrichment program to develop composition writing skills. The learning delivery modes, activities and assessment strategies implemented in the conduct of the enrichment sessions resulted to the acquisition of essential learnings in grammar lessons.

It further revealed a developed composition skill in terms of the correct use of subject-verb agreement, verb tenses and verb forms which serve as a foundation of good English communication skills. This enabled the construction of grammatically correct sentences and paragraphs as evidenced by the learning outputs submitted to the respective teachers.

The strategies used which are embedded in the implementation of the program contributed in developing and in using the right activities, resources, and assessment strategies to help develop the abilities and to be equipped with essential learning competencies in composition writing.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are given:

The Department of Education should provide support in the grammar enrichment program and at the same time monitor its implementation.

The school principals should supervise and guide their teachers and provide additional professional development programs to help improve the competencies of the teachers in grammar teaching-learning activities.

The teachers who handle English subjects must enhance their proficiency in providing effective grammar activities to the learners to establish good foundation for literacy skills.

The other stakeholders should intensify and extend additional support in monitoring the students at home, especially during similar educational set ups like this time of pandemic.

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