
PUPILS' WRITING AND SPELLING ABILITIES THROUGH DIARY WRITING

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ABSTRACT

The study determined the effect of writing diary on the writing and spelling abilities (in Filipino) of Grade 3 pupils in Bagong Silang Elementary School, San Miguel, Bulacan during the School Year 2022 – 2023. Using the procedures described in the preceding chapter, with 22 pupils as respondents of the study and mixed methods as research design, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that in a 20-item pretest for spelling and writing, the mean scores were recorded at 15 and 8, respectively. Posttests were administered, the mean scores for spelling and writing were computed at 18 and 16, respectively. Significant difference was found between the pretest and posttest for spelling. Highly significant difference was found between the pretest and posttest in writing which was performed before and after exposing the Grade 3 pupils to diary writing. Based on the findings of the study, diary writing was effective in improving the spelling and writing abilities of Grade 3 pupils. The program of activities may be implemented in the entire school to improve the writing and spelling abilities of the elementary school pupils. Diary writing may also be used in some other subjects such as English, Science and others.

I. INTRODUCTION

Writing and spelling are important macro skills that the students need to learn and develop. Due to pandemic, modular distance learning was implemented for the past two years. Because students are not allowed to go to school to study and facilitate by their teachers, the reading performance continuously declined in the Philippines. Learning gaps became one of the problems in our educational system. Poor reading skills experienced by the learners especially in elementary level.

Less than 15 percent of schoolchildren in the Philippines, or about three in every 20, can read simple texts in large part due to the longest schools' closure of more than 70 weeks as of the middle of February caused by the COVID-19 pandemic, the United Nations Children's Fund (UNICEF) said in a report.

UNICEF noted that even before the pandemic more than half of 10-year-olds in low- and middle-income countries were unable to read or comprehend a simple story, now that figure is estimated to be as high as 70 percent. This has been exacerbated by two years of COVID-19-related school closures, which have deepened education inequality.

Writing has the potential to make significant contributions to the field of education. This is due to the fact that writings become permanent documents that can be retrieved today or in the future. Some people struggle with writing because it differs from speaking in terms of the complexity of the writing process and the interplay of its components. This is due to the fact that writing is harder than speaking. The difficulties that the writer will face include starting the paragraph, considering the diction as well as the grammar, developing the topic, which must be relevant, and communicating in written language

When an author writes, he or she is developing, arranging, and expressing ideas in a way that the audience or reader can understand. Continuous writing practice is one way to improve one's writing ability. When children write more, their writing skills develop as a result of the repetition. However, writing must have some meaning to the individual performing the writing and, more significantly, it must be interesting to readers.

Writing is harder in some ways than speaking. Writing must be self-contained, there is no body language or vocal emphasis as everything must be in the words themselves. But the ability to revise and edit dozens of times narrows the gap. With enough work you can revise your way into competence. Yet speaking is performance, there is no revision of an event. You can perform it again to improve on mistakes, but each instance must be done every time. When you finish an essay, it is done forever (Graham, 2018).

When students keep a diary, they can reflect on what they have learned, how they have learned it, what kind of challenges they have when writing in formal English, or what helps them overcome these and other difficulties

in the process of learning English. This informal writing is a very successful and natural method for both students and teachers since it allows students to reflect on what they have learned, how they have learned it, what challenges they have when writing in formal English, and what helps them overcome these obstacles.

A diary is similar to journal. Both are used to keep personal records, but diaries tend to deal with the day to day, we can express our feelings and emotions. Journals deal with bigger picture reflection/aspiration.

Keeping a journal, according to studies, is a key component of the learner-centered approach, which encourages students to take responsibility for their own education and results in more effective learning. Diaries play a vital role in the process of autonomous learning because they allow the writer to be in charge of his or her own writing without having to worry about grammar or writing mechanics.

For some people, for example, are unwilling to reveal their secrets because they are either embarrassed by them or simply do not want to. Keeping a journal or diary can serve a number of purposes. Diary writing can be done regularly, but it should be done at least once a week. Journals are also an important part of good language acquisition. Learners are in charge of their own education; they understand what they are completing and the goals they have set for themselves as when they make a mistake and are aware of how to make the required adjustments to correct it, educators can also help with this process. Their students under the condition that they read their diaries, give meaningful remarks, and write relevant entries in their own diaries' suggestions.

As a result of the findings of the preceding observation and the researchers' acknowledgment of the importance of writing, it is considered having the students keep diaries or journals as a means of enhancing their writing skills. Writing in the style of a letter to yourself is the most efficient method for learning to write. It suggests that keeping a writing diary or journal can help you improve your self-potential. This comprises the capacity to research the topic matter as well as the ability to convey in writing form, which aids readers in understanding the concepts. Keeping a diary and writing in it on a daily basis will help you save important ideas, insights, and memories and to further improve writing abilities.

Based on the observation of the researcher, the writing abilities of the pupils affected due to pandemic and become one of the problems of the teachers. Some of them can write slowly, with poor handwriting skills and cannot construct simple sentences. Their writing and spelling skills needs to improve and develop while they are in elementary level.

As reported by Magsambol (2020), that even some senior high school students cannot even write a decent English sentence and that data from the Southeast Asia Primary Learning Metrics (SEA-PLM) on 2019, showed that fifth grade students in the Philippines are falling behind their counterparts in some Southeast Asian countries in reading, writing and mathematics. Specifically, in terms of writing, only 1% of Grade 5 learners in the Philippines achieved higher levels of proficiency, or those that met the highest level in the standards used by the study by the Southeast Asian Ministers of Education Organization and United Nations Children's Fund (UNICEF).

Hence, the teaching of writing competencies should be anchored on highly effective approach especially in this time when the academic landscape has been reshaped due to the covid-19 pandemic.

The above-mentioned realities inspired the researcher to undertake this study with the hope of improving the writing and spelling abilities of elementary grade pupils, the researcher believes that conducting this research is very timely especially now that classes are being held face-to-face.

Statement of the Problem

The study determined the effect of writing diary on the writing and spelling abilities (in Filipino) of Grade 3 pupils in Bagong Silang Elementary School, San Miguel, Bulacan during the School Year 2022 – 2023.

Specifically, it sought answers to the following questions:

1. How may the Grade 3 pupils' spelling and writing abilities in Filipino be described in terms of pretest scores before exposing them to diary writing strategy?
2. How may the Grade 3 pupils' spelling and writing abilities in Filipino be described in terms of posttest scores after exposing them to diary writing strategy?
3. Is there a significant difference between Grade 3 pupils' spelling and writing abilities in Filipino in terms of pretest and posttest scores before and after exposing them to Diary writing?

4. How may the pupils' views as regards the importance of using writing diary in their writing and spelling abilities?
5. What program of activities can be crafted from the results of the study?

Hypothesis

The hypothesis that follows was tested in the study:

There is no significant difference between Grade 3 pupils' spelling and writing abilities in Filipino in terms of pretest and posttest scores before and exposing them to Diary writing.

Conceptual Framework

Diary writing on a daily basis can improve learners' writing skills. According to the Learning Theory of Vygotsky, through repeated experiences, children learn covertly or mentally to plan their activities. Such repeated experience he said, "proceeds here not in a circle but in a spiral, passing through the same point at each new revolution while advancing to a higher level." His ideas of cognitive development were not limited to oral language. He believed that written language grows from oral language and, in turn, becomes a container of knowledge transferring ideas and experiences.

Research has shown that solicited diaries, or diaries organized can provide unique insights into the life-worlds inhabited by individuals; their experiences, actions, behaviors, and emotions and how these are played out across time and space. Solicited diaries enable informants to actively participate in both recording and reflecting on their own data (Bartlett & Milligan, 2019). In contrast, the diary technique is underutilized, particularly in higher education research. This is surprising given that the diary approach has the potential to provide relevant research regarding students' and faculty's academic practices, and reflective writing is already a vital component of academic progress (Vinjamuri et al., 2017).

During diary research investigations, particularly longitudinal ones, not only the gathered diary data but also the method by which these data were generated contribute to the empirical analysis (Hyers, 2018). This is because the manner in which participants describe their tales alters the interpretation of the information they contain. This investigation analyzes this procedure via the prism of diary-keeping behavior, which we define as the method in which individuals complete and submit diaries. Participants in diary research projects commit more time and energy to data gathering than in the majority of other research approaches.

Moreover, unlike many other methods, participants have greater control because they can process and modify data prior to sending journal entries to the researcher. Consequently, it is important to examine participant diary-keeping behavior in terms of data quality and type, ethics, and the relationship between study participation and people' daily lives. This is the first article to address concerns regarding diary-keeping behavior, but others have (Wallin & Adawi, 2018).

On a report by Cao and Henderson (2020) based on a nine-month diary study augmented with pre- and post-diary interviews, also known as the diary-interview method, the study examined the employability management of Chinese international Master's in social sciences students studying in the United Kingdom for one academic year (2017–2018). Each month, 32 participants were required to document their employment-related activities for a full week. This longitudinal diary study raised substantial methodological difficulties; it was observed that participant diary-keeping behavior had a wide variety of effects on the findings. Therefore, the essay underlines the significance of in-depth methodological discussions on how the diary technique might be applied more successfully as a standalone method and in conjunction with other methods (Cao & Henderson (2020).

In addition to retrospectively examining how the diaries were kept, researchers should examine diary-keeping behavior when conducting a diary method study. Planning for diary-keeping behavior would raise the possibility that diaries will result in major findings about both content and form. Research indicates that keeping a journal enhances pupils' writing skills. The vast majority of studies in the academic literature focused on journal writing (Cao & Henderson, 2020). Only studies in which the researcher used the terms diary and journal interchangeably were reported.

In diaries, students were less fearful of expressing themselves and making mistakes. They concluded that the children's writing skills are generally strong. Journals were helpful tools for assisting pupils in enhancing their writing. They observed, however, that children continued to struggle with grammar and vocabulary.

Diaries are also beneficial for language learning. Successful language learners make use of different types of learning strategies. The language learner who is able to use a wide variety of language learning strategies appropriately, is better equipped to improve their language skills. However, being able to use the best strategies out of a carefully cultivated range does not always come by itself. Students need guidance in learning how to learn. The language teacher must be able to help students recognize the various components which make up the learning process. Writing a diary will help the learners to improve their language skills with the guidance of their teachers and parents.

While previous diaries examined the use of diaries, journals and blogs as a tool for course content reflection, other studies examined the effectiveness of diaries as a writing tool. Vinjamuri et al. (2017) examined the diaries of eighty Persian-speaking undergraduates majoring in English who were enrolled in an advanced writing and essay writing course in order to inspire reflection on the students' needs, sentiments, attitudes, and gains. Students were instructed to keep a two-week diary. According to the data, students viewed journaling as a positive activity. The activity was greatly liked by the students. The author proposed that students receive comprehensive teaching in order to participate fully in the procedure. It is preferable to change the topic so that the student does not quickly lose interest.

Consistent with the findings of Wallin and Adawi's (2018) study, in which participants perceived diary-keeping as a meaningful activity in and of itself, the majority of participants reported in the second-round interview that participating in the research caused them to pay more attention to their employability management and self-reflection. In health sciences research, such as the two cited studies, diary-keeping is designed as a study instrument and intervention. In some social scientific areas, such as higher education research, it is less acceptable for a study project to have a deliberate impact on the lives of participants; rather, it is expected that research will proceed with minimal interference. However, as in the health sciences, all research engagement, let alone solicited diary-keeping, has an impact on the lives of participants (Hyers, 2018), therefore it may be worthwhile to regard diary-keeping as a deliberate and carefully designed intervention.

From the theory, related studies and literature cited, presented and explained above, the researcher came up with the paradigm that served as guide in the conduct of the study.

Paradigm of the Study

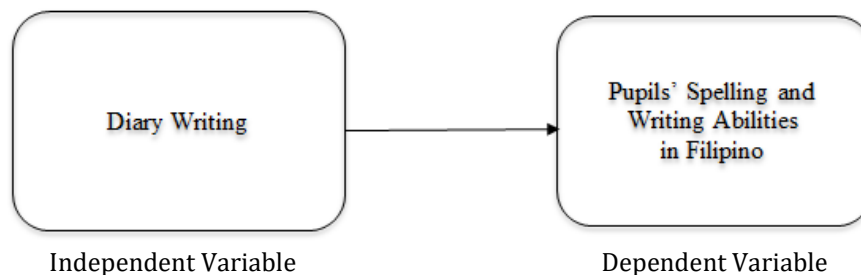


Figure 1. Paradigm of the Study

Figure 1 shows that the independent variable is diary writing. This variable was hypothesized to influence (as implied by the arrowhead) the dependent variable which is the pupils' writing and spelling abilities in Filipino.

Significance of the Study

The study is beneficial and important in the educational arena. It will help the educators determine the effect of writing diary on the writing ability in Filipino, and it will ultimately benefit the following:

Pupils. The outcomes of this study had the most substantial impact, in terms of overall significance, on the students' abilities to write in Filipino. Further research will be conducted to see whether or not keeping a journal is an effective way for a person to improve their talents.

Teachers. The study is important for instructors because it will produce knowledge and awareness about whether diary writing is an effective technique to improve students' writing skills. Furthermore, the study's findings could serve as a foundation for teachers to refine and develop their ways for teaching writing in Filipino.

School Administrators. The findings can provide school authorities with actual proof on the effect of diary writing on Filipino writing skills. They can incorporate the factors under investigation into their plan of activities for assisting teachers in enhancing and developing their teaching strategies.

Future Researchers. Results of the study will serve a reference for researchers who have the same interests. The researcher ultimately believe that the findings of this study will help the future researchers to fully understand effect of diary writing in the writing skills in Filipino.

Scope and Limitation of the Study

The research focused on the effect of diary writing on the writing and spelling skills in Filipino of public elementary school pupils.

Diary writing activities were created to and written by the students on a daily basis to assess if there is an improvement on the students' writing skills upon being exposed to the activities meant for their improvement.

A pre-test/post-test was devised and administered to assess the effect of diary writing on Filipino writing abilities.

The respondents of this study were the Grade 3 pupils in Bagong Silang Elementary School, San Miguel, Bulacan during the School Year 2022 – 2023.

Location of the Study

The study was conducted in Bagong Silang Elementary School, San Miguel, Bulacan.

Bagong Silang Elementary School is located in Bagong Silang, San Miguel, Bulacan. It is about seven (7) kilometers away from the town proper. The school's total land area is 2,460 square meters. The school's lot is genuinely given by two good Samaritans namely SPS Aguilas Mossesgeld and Conception Victorino.

The school was built in 1956 and formally opens for Grade I pupils in June, 1957. The school was first accommodated by 31 pupils under the supervision of Mrs. Mercedes Encarnacion as the first teacher in the school. It was then a satellite school under Salacot Elementary School.

In the year 1959 additional grade was accommodated. It was in 2011 when Bagong Silang Elementary School completed Grades I – VI. The first batch of 20 Grade Six pupils graduated the following year (2012) under Mr. Jesus R. Mesina, Jr. who eventually became the school's Teacher-In-Charge effective in July 12, 2012.

It was in August 1, 2012 when DepEd's Building was finally used for Grades V and VI. At present Bagong Silang Elementary School has seven (7) classrooms for Kinder to Grade VI and another one (1) room serves as an office/faculty room.

In school year 2014-2015, Bagong Silang Elementary School houses (two hundred, twenty-one) 221 school children from Kinder to Grade VI, six (6) regular permanent teachers and one (1) kinder volunteer teacher still under Mr. Jesus R. Mesina, Jr. He is now Head Teacher I which made him the first Head Teacher I of the School after Mr. Rodolfo M. Manahan TIC (May 2013-June 2013) and Mr. Felipe S. Lazaro, Head Teacher III (2008 – April 2012).

At present Bagong Silang Elementary school has a total of 199 pupils from Kinder to Grade Six with eight dedicated teachers and one School head.

The school is one of the well improved schools in the districts. It is known for its accomplishments in academic aspects and in sports, scouting also in related programs. Graduates from this school was those that everyone can be proud of.

Definition of Terms

To shed the light in understanding, the following operational definitions are hereby presented.

Diary writing. It refers to the daily activity of writing a diary using Filipino as medium.

Pre-test score. It refers to the scores obtained by the students before exposure to the intervention.

Post-test score. It refers to the scores obtained by the students after exposure to the intervention.

Spelling abilities. It refers to the ability of the students to spell the words correctly without using any help from others.

Writing skills. This refers the students' ability of writing clearly and fast.

II. METHODOLOGY

The information about the research and sampling procedures that were utilized by the researcher are provided in this chapter. The research design that was employed, as well as the data gathering techniques, and data analysis scheme are also discussed in this chapter.

Research Design

The purpose of this research study is to determine the effect of writing diary on the writing and spelling abilities in Filipino using an explanatory sequential mixed methods design. An explanatory sequential design, according to Creswell and Plano Clark (2018), is a two-phase design in which quantitative data is collected and evaluated first, followed by qualitative data obtained and analyzed based on the quantitative results. The quantitative data is explained using qualitative data.

During the quantitative data collection phase of the study, the researcher collected the necessary data using an experiment using a one-group pretest-posttest design. A single instance is studied at two time points in this design, one before and one after treatment. Changes in outcomes or scores are attributed to the intervention or treatment. There is no control or comparative group.

For the qualitative part of the study, the interview was conducted to generate data that supported and validated the quantitative results of this research.

Data Gathering Technique

Prior to the submission of request letter to the Division Office of Bulacan, the researcher first accomplished all the needed requirements by the said office. Moreover, the researcher saw to it that ethical consideration was properly observed during the collection of qualitative and quantitative data needed in the study. Informed consent was obtained from the respondents before the conduct of the study. Respondents of the study were informed and oriented on the goal of the research is and provisions of the agreement including the potential risks and the possible benefits of taking part in the study and details of alternative options that may benefit the respondents. It was emphasized also that the participation of every respondent is voluntarily and that they have the right to withdraw at any time in accordance with College Memorandum No.9 s 2022. The respondents were guaranteed anonymity. All information that was obtained, were stored electronically, and at no time would participants be identifiable, as no identifiable information were collected.

Prior to the recording stage, the respondents were informed and permission to be recorded was secured from the respondents. An informed consent form for recording interview was obtained before the conduct of the study. They were oriented on the type of gadget used, the time allotted for the recording and also informed that the interview was recorded. They were given an opportunity to hear the recording, if the respondents desire to do so and were given an option to remove the portion they deemed to be offensive. They were given an option to repeat the recording process and an assurance that the content of the recording was used solely for the study and was not used for other purpose without prior consent of the respondent.

The study involved learners below 18 years old so an assent form was secured from the respondents' parent or guardian before the conduct of the study. During this process, the parent or guardian of the respondents was given the option to ask questions or clarifications. It was emphasized also that the participation of every respondent is voluntary and that they have the right to withdraw at any time. The content of the informed consent form was written in plain language for clarity and easy to be understand by the respondents. The researcher ensured that the inform consent has no misleading or deceptive statements and that the consent form has undergone a critiquing from a competent reviewer or panel of experts.

Data gathered were stored in password-protected laptop or files. The recordings were stored in a secure location. Consistent with the presumption that anonymity accords with the privacy preference of respondents. Upon completion of the research study, the recordings were destroyed. Only the researcher had the access to gather data for security purpose and confidentiality of the respondents. Paper records were disposed by burning it. Recordings and videos were destroyed by deleting on the type of gadget used.

The researcher ensured that after the specific purpose for which the data were gathered and used, the data were subjected for disposal. The respondents were provided informed consent to the purposes, uses and retention of the data collected.

Upon completing all the needed documents, the researchers sought approval letter from the Schools Superintendent of Bulacan to use the Grade 3 pupils of Bagong Silang Elementary School as subject of this

research. Upon receiving the approved permit, she coordinated with the school principal for the schedule of the experiment.

A pre-test/post-test was devised to assess the effect of diary writing on pupils' spelling and writing abilities in Filipino. Research design that include a pre-test and a post-test are commonly used to compare groups and/or assess change as a result of experimental treatments.

Table 1 presents the timetable of the study which served as guide and was followed in the entire period of the experiment.

Table 1. Timetable of the Study

Duration (Week)	Topic/Content	Learning Competencies	Activities
	Parents' Orientation	To orient to the parents about Diary Writing Assessment.	Conduct of Parents' Orientation
Week 1	Pre-test	To assess the knowledge and understanding of pupils regarding the topics.	Administration of Pre-test
	Guide Questionnaire	To assess the level of pupils' writing and spelling abilities through diary writing.	Answering of Guide Questionnaires
Week 2	Administration of 1 st Diary Writing Assessment		
Week 3	Checking and feedbacking of 1 st Diary Writing Assessment		
	Administration of 2 nd Diary Writing Assessment	To implement the teachers conventional teaching strategy.	Implementation of Teachers conventional teaching strategy
Week 4	Checking and feedbacking of 2 nd Diary Writing Assessment		
Week 5	Administration of 3 rd Diary Writing Assessment		
Week 6	Checking and feedbacking of 3 rd Diary Writing Assessment		
Week 7	Post-Test	To examine the effect diary writing strategy.	Conduct of Post-test
	Survey Questionnaire	To know the level of pupils' writing and spelling abilities before and after exposing them to diary writing strategy.	Answering of Survey Questionnaires
Week 8	Interview	To know the views and insights of the respondents regarding diary writing.	Interview

For the qualitative part, the researcher interviewed 10 Grade 3 pupils. The topic of the said interview was about the views, insights and experiences during the conduct of the experiment

Sampling Procedures

Total population or universal sampling was utilized in the conduct of the study. All Grade 3 pupils handled by the researcher served as respondents of the study.

Table 2. Distribution of Respondents of the Study

Grade 3 Pupils	Total
Male	13
Female	9
Total	22

Data Analysis Scheme

After collecting all the questionnaires, these were organized, tallied, tabulated, and analyzed using some statistical tools.

Descriptive statistics such as range, mean and standard deviation were computed to describe the pupils’ writing and spelling abilities in the pretests and posttest which were administered before and after exposing them to diary writing.

T-test analysis was performed to determine if significant difference existed in terms of pretest and posttest scores of the pupils before and exposing them to Diary writing.

III. RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of discovering the effect of Diary Writing as strategy in improving pupils’ writing and spelling abilities through diary writing.

The Grade 3 Pupils’ Writing and Spelling Abilities in Filipino – Pretests

Among the four macro skills, writing is considered to be the hardest to teach and learn. It is very challenging for it is similar to teaching a child how to swim. A child who wants to learn how to swim must be exposed to various activities in swimming. Thus, several theories, principles, and practices must be taken into account. Likewise, for a child to successfully learn how to write, he must be exposed to different activities relating to writing.

Before exposing the Grade 3 pupils to diary writing, pretests in writing and spelling were administered and Table 3 displays their scores.

Table 3. Descriptive Measures of Grade 3 Pupils’ Pretest Scores in Writing and Spelling in Filipino

Score	Spelling		Writing	
	F	%	f	%
17 – 20	12	54.55	2	9.09
13 – 16	4	18.18	3	13.64
9 – 12	2	9.09	5	22.73
5 – 8	4	18.18	4	18.18
0 – 4	0	0.00	8	36.36
Total	22	100.00	22	100.00
Range	7 – 20		1 – 18	
Mean	15		8	
Standard Deviation	5		6	

The 20-item pretest for spelling, majority or 54.55 percent of the pupils obtained scores that lie within the highest bracket of 17 to 20. Meanwhile, 18.18 percent registered scores from 13 to 16; 9.09 percent garnered scores from 9 to 12; and the remaining 18.18 percent yielded scores from 5 to 8. A closer look at the table reveals that the scores of the pupils in the said pretest ranged from 7 to 20. Meanwhile, the mean was computed at 15 while the standard deviation which measures the spread of the pupils’ scores from the mean was calculated at 5. The results disclose that 15 pupils got scores from 10 to 20. The 20-item pretest in writing, more than one-third or 36.36 percent of the pupils received scores that lie within the lowest bracket of 0 to 4.

On the other hand, 18.18 percent got scores from 5 to 8; 22.73 percent garnered scores from 9 to 12; 13.64 percent obtained scores from 13 to 16; and the remaining 9.09 percent yielded scores that lie within the highest bracket of 17 to 20. A close examination of the tabulated data shows that the pretest scores for writing ranged from 1 to 18 with a mean of 8 and standard deviation of 6. The results mean that 15 pupils got scores from 2 to 14.

As to the computed mean scores, findings show that the Grade 3 pupils had a greater baseline knowledge in spelling as compared to their writing abilities. In the same manner, the computed standard deviation for spelling suggests that the scores of the pupils in spelling has more compact and nearer to the computed mean as compared to writing.

The results imply that Grade 3 pupils are familiar to the words that were given in the pretest for spelling. Additionally, these pupils had more practice in spelling than in writing.

Accordingly, Reyes (2021) affirmed that the students' approach to knowledge and the efficient use of various textual types becomes relevant in their spelling abilities. By registering a word and its spelling, it's more likely that a child will identify it in new texts, say it correctly in their own speech and spell it correctly in their own writing. Spelling can be difficult, but if children are taught spelling patterns, structures and exceptions, it can make decoding new words easier.

The Grade 3 Pupils' Writing and Spelling Abilities in Filipino – Posttests

Writing is such a complex skill; thus, an individual needs necessary competency to effective writing to come up with an acceptable output. Basics to writing are adherence to the 'writing mechanics', including writing form, spelling, punctuation, and writing conventions. Mentioned basics of writing will serve as an important foundation for learners in effective written communication.

Table 4 exhibits the results of the posttests in spelling and writing which were administered after exposing the Grade 3 pupils to daisy writing.

Table 4. Descriptive Measures of Grade 3 Pupils' Posttest Scores in Writing and Spelling in Filipino

Score	Spelling		Writing	
	F	%	f	%
17 – 20	16	72.73	9	40.91
13 – 16	5	22.73	10	45.45
9 – 12	1	4.55	3	13.64
5 – 8	0	0.00	0	0.00
0 – 4	0	0.00	0	0.00
Total	22	100.00	22	100.00
Range	12 – 20		10 – 20	
Mean	18		16	
Standard Deviation	3		3	

The table indicated the 20-item posttest for spelling, has almost three-fourths or 72.73 percent of the pupils registered scores that lie within the highest bracket of 17 to 20. Meanwhile, more than one-fifth or 22.73 percent got scores from 13 to 16 and the remaining 4.55 percent obtained scores from 9 to 12. A closer look at the table shows that the scores of the pupils in Spelling posttest ranged from 12 to 20. The mean was computed at 18 and the standard deviation was recorded at 3. This indicates that 15 pupils got scores from 15 to 20.

Further observation of the same table reveals that in the posttest for writing, more than two-fifths or 40.91 percent got scores that lie within the highest bracket of 17 to 20. A considerable portion, 45.45 percent obtained scores from 13 to 16, and the remaining 13.64 percent registered scores from 9 to 12. The scores of the pupils in the posttest for writing ranged from 10 to 20 with a mean and standard deviation of 16 and 3, respectively. The findings show that 15 pupils got scores from 13 to 19.

Results of the analyses indicated alike with the pre-test, the Grade 3 pupils performed better in spelling than in writing in so far as the computed mean scores for posttests are concerned. However, same standard deviation was obtained for spelling and writing which indicates that the variability or dispersion of the pupils' scores from the mean in the aforementioned tests are similar.

The results imply that when the teacher asked the pupils to write diary, their spelling and writings skills was improved. This may due to the fact that they got familiarized with the words used in everyday diary writing.

Based on the result of the study of Mendoza et al., (2021) the use of diary appears to be a promising means of collecting real-time information and important details about the participants. Just like what the Grade 3 pupils done with their diary, they shared some important events in their lives. They expressed their feelings, opinions and emotions while improving their writing and spelling skills through diary writing.

This conforms with the present findings, Wardani (2019) states that writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by keeping journals or diaries. Further, she points out that writing a journal or a diary is keeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity. In addition, diary writing is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing and spelling skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about.

In the conducted interview with the Grade 3 pupils, they were asked about their feelings while writing a diary. The respondents answered that at first, they felt uncomfortable because writing a diary is an additional task or work for them that they need to accomplish every day. However, these respondents also said that after a week of writing diary, they felt happy and satisfied that they were able to construct sentences with sense. Additionally, they also said that writing diary is a fulfilling task because they were able to look back at their experiences from the past by just reading their own work.

The Difference between Grade 3 Pupils' Writing and Spelling Abilities in Filipino in terms of Pretest and Posttest Scores

In this part of the study, the pretests and posttests for spelling and writing were compared to determine if diary writing is effective.

Spelling

Table 5 displays the results of the t-test analysis which was performed to determine if significant difference existed between the pretest and posttest for spelling before and after subjecting them to diary writing.

Table 5. Results of t-test Analysis on the Difference between Grade 3 Pupils' Spelling Abilities in Filipino in terms of Pretest and Posttest Scores

Test	Mean	Mean Diff.	t-value	p-value
Pretest	15			
Posttest	18	-3	-2.638*	0.012

Legend: * – significant ($p \leq 0.05$)

Significant difference was found between the pretest and posttest for spelling as manifested by the computed t-value of -2.638 and probability value of 0.012. The significant difference was brought about by the fact that the computed probability value is less than the 0.05 significance level. The results disclose that the performance of the Grade 3 pupils in spelling significantly improved when they were exposed to diary writing.

The results imply that the spelling abilities of the pupils increase when they write diary. Moreover, when pupils are exposed to writing, they would be able to remember the spelling of the words that they commonly used in their diary.

In conjunction to the findings of the present study, Indriyani (2020) conducted mixed methods research wherein the quantitative data were gathered from tests while qualitative data gathered from observation and interview. Based on qualitative data showed that students become more familiar with the writing process so that they would be encouraged to write frequently on their own. In addition, quantitative data from the tests

indicate that students helped using writing diary in enriching their ability on recount text. Results of the study showed significant improvement in spelling and writing and thus fulfill the criteria of action success. Furthermore, she concluded that the implementation of using writing diary is believed to be an effective way to improve the students' spelling and writing abilities.

In the conducted interview with the Grade 3 pupils, they were asked about the benefits of writing a diary. The respondents replied that writing a dairy helped them improve their writing and spelling abilities. After writing their daily diary, they reviewed their work and if there are misspelled words, they were able to correct it by themselves. Further, they said that through diary writing they were able to review or look back at their experiences from the previous days.

Writing

Table 6 summarizes and presents the results of the t-test analysis which was done to determine if significant difference existed between the pretest and posttest for writing.

Table 6. Difference between Grade 3 Pupils' Writing Abilities in Filipino in terms of Pretest and Posttest Scores

Test	Mean	Mean Diff.	t-value	p-value
Pretest	8	-8	-5.225**	0.000
Posttest	16			

Legend: ** – highly significant ($p \leq 0.01$)

Highly significant difference was found between the pretest and posttest in writing which was performed before and after exposing the Grade 3 pupils to diary writing. This highly significant difference is manifested by the computed probability value of 0.000 which is less than the 0.01 level of significance. These results indicate that the performance of the Grade 3 pupils in writing improved when they were asked to write a daily diary.

The findings imply that through constant practice, the pupils writing abilities improved. Moreover, this only proves that exposure to writing makes the pupils interested and develop their writing capabilities.

Congruent to the present findings, Purwan (2021) conducted quasi-experimental research aims at looking at the effect of Diary Writing technique on the ability in writing a paragraph. Specifically, the research answers the research questions about the students' ability in writing, the effect of Journal Writing technique on the students' ability in writing. The sample are one class from the second semester of English Department students. The data were collected through writing tests and the distribution of a set of questionnaires. From the results, nearly 60% of students' ability in writing is at Average to Good level before the treatment. After the treatment, 56.76% of their ability is at Good to Excellent level. To test whether the increased score is statistically significant or not, the data were analyzed using t-test. Having t-comp (8.26) which is higher than t-table (2.030), there is a plausible reason to believe that the teaching of writing using Diary Writing technique significantly affects the students' ability in writing paragraph.

In the conducted interview with the Grade 3 pupils, they were asked about the things that they had written in their daily diaries. The respondents answered that most of the times the content of their diaries are their experiences during the whole day. They wrote in their diaries what had happened in their lives in the school and when they are spending times with the members of the family. Upon doing this, the respondents stated that they were able to express themselves by writing diary. During the interview, the respondents were also asked if it is important that pupils like them must be required to know how to write a diary. Respondents replied that yes, it is important for them to write a diary. The respondents also said that by writing a diary, they were able to express their feelings, their expectations and their plans in the future. In the last question, respondents were asked about the benefits of writing a diary. They answered that writing a diary made them conscious of the words that they are using. Further, they added that they became more observant of the spelling of every word that they used to express their feelings. Ultimately, the respondents said that diary writing improved their skills in constructing sentences with complete thought.

Intervention/s or Program of Activities Crafted from the Results of the Study

The study determined the effect of writing diary on the writing and spelling abilities (in Filipino) of Grade 3 pupils in Bagong Silang Elementary School, San Miguel, Bulacan during the School Year 2022 – 2023.

Results of the study revealed that Diary Writing is effective in improving pupils' writing and spelling abilities. Hence, the researcher proposed program of activities which is shown in Table 7.

Table 7. Proposed Program of Activities

Objectives	Action	Timeline	Persons Involved	Expected Outcome
To share knowledge in utilizing diary writing in teaching.	Conduct LAC session	1 st Quarter of S.Y. 2023-2024	Researcher, All teachers in the school	At the end of the session, teachers are expected to utilize diary writing in their own lessons.
To learn more the strategies and techniques in diary writing in improving pupils' writing and spelling abilities	Attend seminar or workshop	2 nd Quarter of S.Y. 2023-2024	Researcher, All teachers in the school	Teachers will become more equipped with the strategies and techniques in diary writing strategy.
To improve writing and spelling skills through diary writing among elementary school pupils.	Conduct lecture and provide activities focusing on writing and spelling skills for elementary school pupils.	3 rd Quarter of S.Y. 2023-2024	Researcher, teachers and pupils	Pupils are expected to be aware of the techniques on how to improve their writing and spelling skills through the application of diary writing strategy
To monitor and evaluate the pupils' writing and spelling abilities through diary writing strategy	The teacher and parent work collaboratively in monitoring the pupils' progress in diary writing	4 th Quarter of S.Y. 2023-2024	Researcher, teachers, parents and pupils	Pupils are expected to improve their writing and spelling abilities through diary writing strategy

IV. FINDINGS

This study determined the effect of writing diary on the writing and spelling abilities (in Filipino) of Grade 3 pupils in Bagong Silang Elementary School, San Miguel, Bulacan during the School Year 2022 – 2023.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that in a 20-item pretest for spelling and writing, the mean scores were recorded at 15 and 8, respectively. Meanwhile, when posttests were administered, the mean scores for spelling and writing were computed at 18 and 16, respectively.

Significant difference was found between the pretest and posttest for spelling. In similar vein, highly significant difference was found between the pretest and posttest in writing which was performed before and after exposing the Grade 3 pupils to diary writing.

V. CONCLUSION

Based on the findings of the study, the conclusion that diary writing is effective in improving the spelling and writing abilities of Grade 3 pupils was drawn.

VI. RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are hereby offered:

1. The program of activities may be implemented in the whole school to improve the writing and spelling abilities of the elementary school pupils.
2. The teacher may also test the effectiveness of diary writing in enhancing the pupils' vocabulary.
3. DepEd should craft plan or programs to improve the writing and spelling abilities of the learners.
4. For future researchers, further research along this line could be conducted. Diary writing may also be used in some other subjects such as English, Science, etc.

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