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THE WRITING FLUENCY AND TECHNOLOGY APPLICATION OF GRADE 12 STUDENTS OF BONGA NATIONAL HIGH SCHOOL

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ABSTRACT

This study investigated the writing fluency and technology application of Grade 12 students at Bonga National High School during School Year 2017–2018. Using an experimental design, 66 students were divided into control and experimental groups to assess their writing performance in descriptive composition, specifically character sketches. Writing fluency was measured across five indicators: ideas and content, organization, word choice, grammar, and mechanics. Pre-test and post-test results revealed that students initially performed at the Developing level, with weaknesses in grammar, mechanics, and word choice. After the experimental treatment, the experimental group improved to the Early Fluent level, showing significant gains in organization, mechanics, and grammar. Statistical analysis confirmed a significant difference between pre-test and post-test scores, rejecting the null hypothesis. Teachers identified persistent problems such as subject-verb agreement errors, limited vocabulary, poor comprehension, and passive attitudes toward writing. A training design was proposed, integrating varied writing lectures and activities to enhance fluency. The findings highlight the importance of ICT integration and structured writing interventions in improving students' communication skills, preparing them for higher education, employment, and global participation.

Keywords: Writing Fluency, Technology Application, Senior High School, Experimental Study

1 INTRODUCTION

Writing is a fundamental skill that enables students to express ideas clearly, organize thoughts logically, and communicate effectively in academic and professional contexts. Globally, education systems emphasize writing proficiency as a core competency, particularly in the 21st century where technology plays a central role in learning and communication. In the Philippines, the K to 12 curriculum underscores ICT integration in teaching and learning, aiming to prepare students for higher education, employment, and lifelong learning. However, despite these reforms, many students continue to struggle with writing fluency due to limited reading exposure, weak grammar, poor organization, and overreliance on digital tools.

At Bonga National High School, teachers observed persistent difficulties among Grade 12 students in composition writing, particularly in expository and descriptive tasks. Writing fluency, defined as the ability to generate ideas, organize responses, and produce coherent texts with minimal errors, remains a challenge. Recognizing this, the present study focused on assessing writing fluency and technology application among Grade 12 students, comparing control and experimental groups through pre-tests and post-tests.

The study is significant as it addresses both pedagogical and policy concerns. For educators, it provides insights into effective strategies for teaching writing fluency. For policymakers and curriculum planners, it offers evidence to support ICT integration and targeted interventions. Ultimately, the research contributes to strengthening students' readiness for higher education, career opportunities, and global communication. By identifying specific weaknesses and proposing a training design, the study aims to enhance writing fluency and ensure that students are equipped with essential skills for academic success and beyond.

2 MATERIALS

The study utilized two primary instruments: (1) a composition writing task sheet, and (2) a survey questionnaire for teachers. The writing task required Grade 12 students to produce a descriptive composition, specifically a character sketch, which was assessed using five indicators: ideas and content, organization, word choice, grammar, and mechanics. This provided direct evidence of students' writing fluency.

The survey questionnaire was administered to 31 teachers of Bonga National High School to gather data on the problems encountered in teaching writing fluency. Questions focused on common grammatical errors, vocabulary limitations, organizational issues, and students' attitudes toward writing.

Secondary materials included references from books, journals, theses, dissertations, and online sources to support the theoretical framework and contextualize findings.

The subjects of the study were 66 Grade 12 students enrolled in both academic (HUMSS) and technical-vocational tracks (Automotive and Food and Beverage Services). These students were randomly assigned into control and experimental groups using the Fish-Bowl technique. The inclusion of teachers as respondents provided triangulated data, ensuring that both student performance and teacher perspectives were considered in analyzing writing fluency.

3 METHODS

The study employed an experimental research design to measure the impact of technology application on writing fluency. Sixty-six Grade 12 students were randomly assigned into two groups: 33 in the control group and 33 in the experimental group. Both groups underwent a pre-test and post-test in writing a descriptive composition.

The experimental group received targeted interventions integrating ICT tools and structured writing activities, while the control group followed traditional instruction. The writing outputs were assessed using a rubric covering ideas and content, organization, word choice, grammar, and mechanics.

A dry run was conducted with junior high school students to validate the assessment tool before implementation. Data collection involved administering the pre-test, conducting the intervention for the experimental group, and administering the post-test after two months.

Survey questionnaires were distributed to teachers to identify common problems in teaching writing fluency.

Statistical treatment included frequency counts, weighted mean, and t-tests to determine significant differences between pre-test and post-test results. A 4-point Likert scale was used to categorize writing fluency levels: Emerging, Developing, Early Fluent, and Above Fluent.

4 RESULTS

The pre-test results revealed that students in both groups were generally at the Developing level. In the control group, organization scored lowest (1.48, Emerging), while grammar (1.67), mechanics (1.73), and word choice (1.94) were categorized as Developing. Ideas and content scored slightly higher at 2.09 (Developing).

In the experimental group, pre-test scores were relatively stronger, with grammar (2.88) and ideas/content (2.52) at Early Fluent, while organization (2.27), word choice (2.24), and mechanics (1.64) remained Developing.

Post-test results showed improvement in both groups, but more significantly in the experimental group. The control group improved modestly, with ideas/content reaching Early Fluent (2.51), while other indicators remained Developing. In contrast, the experimental group achieved Early Fluent across most indicators: organization (2.91), word choice (2.82), mechanics (2.79), and grammar (2.76). Ideas and content, however, slightly declined to 2.42 (Developing).

Statistical analysis confirmed significant differences between pre-test and post-test scores in both groups, with t-values (19.05 for control, 20.8 for experimental) exceeding the tabular value of 2.04 at the 0.05 level.

Teachers identified persistent problems such as subject-verb agreement errors, limited vocabulary, poor comprehension, and passive student attitudes. These findings underscore the need for structured training programs to address writing fluency challenges.

5 DISCUSSION

The findings highlight that writing fluency among Grade 12 students remains a challenge, particularly in grammar, mechanics, and word choice. While both groups showed improvement, the experimental group demonstrated greater gains, validating the effectiveness of ICT integration and structured writing interventions.

The decline in ideas and content in the experimental group's post-test suggests that while technology and structured activities improved technical aspects of writing, students may still struggle with creativity and originality. This aligns with concerns that excessive reliance on digital tools can hinder independent thinking.

Teachers' observations reinforce these findings, pointing to persistent issues in subject-verb agreement, vocabulary use, and comprehension. These problems reflect broader challenges in language acquisition and highlight the need for continuous practice and exposure to reading and writing.

The study emphasizes that writing fluency is not merely about accuracy but also about confidence, coherence, and the ability to express ideas meaningfully. Integrating ICT tools provides opportunities for interactive learning but must be balanced with activities that foster originality and critical thinking.

6 CONCLUSIONS

This study concludes that Grade 12 students of Bonga National High School initially performed at the Developing level in writing fluency, with weaknesses in grammar, mechanics, and word choice. Through experimental treatment involving ICT integration and structured writing activities, students in the experimental group improved to the Early Fluent level, demonstrating significant gains compared to the control group.

The results confirm that targeted interventions can enhance writing fluency, particularly in technical aspects such as organization, grammar, and mechanics. However, the decline in ideas and content in the experimental group suggests that interventions must also prioritize creativity, originality, and independent thinking.

Teachers identified recurring problems including subject-verb agreement errors, limited vocabulary, poor comprehension, and passive attitudes toward writing. These issues highlight the need for continuous teacher support, innovative instructional strategies, and student motivation.

The study recommends implementing the proposed training design, which includes varied writing lectures and activities, to strengthen students' writing fluency. Collaboration among teachers, curriculum planners, and policymakers is essential to ensure that interventions are sustainable and aligned with educational goals.

Ultimately, writing fluency is a critical skill for academic success, career readiness, and global communication. By integrating ICT tools with traditional methods, schools can equip students with both technical accuracy and creative expression. This dual focus ensures that learners are prepared not only for higher education and employment but also for meaningful participation in the global community.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of Ethical Approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Albay

Statement of Informed Consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

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