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Abstract: This study investigated the effects of the free-writing method on the writing skills of grade 11 and 12 students in a private school in the Philippines. It also aimed to explore the students' feedback on the method's usefulness, effectiveness, and feasibility. The study used a mixed-methods design, involving a pre-test and post-test experimental group and a control group, as well as a survey to gather students' feedback on the method. The results showed that the experimental group, which used the free-writing method, had significantly better writing skills than the control group. Moreover, the students generally had a positive attitude towards the method and believed that it was useful, effective, and feasible to use in the classroom. The study suggests that the free-writing method could be an effective tool for improving the writing skills of high school students and could be a valuable addition to the classroom. Teachers should provide more information about the method's benefits to students and be aware of their reservations about its feasibility. However, as this study focused on a specific population, further research is needed to validate these findings in other contexts.

Key words: Writing skills, writing journal articles, pedagogical approach of writing

Аннотация: В этом исследовании изучалось влияние метода свободного письма на навыки письма учеников 11 и 12 классов в частной школе на Филиппинах. Оно также было направлено на изучение отзывов учеников о полезности, эффективности и осуществимости метода. В исследовании использовался дизайн смешанных методов, включающий предварительную и послетестовую экспериментальную группу и контрольную группу, а также опрос для сбора отзывов учеников о методе. Результаты показали, что экспериментальная группа, которая использовала метод свободного письма, имела значительно лучшие навыки письма, чем контрольная группа. Более того, ученики в целом положительно относились к методу и считали, что он полезен, эффективен и осуществим для использования в классе. Исследование предполагает, что метод свободного письма может быть эффективным инструментом для улучшения навыков письма учеников старших классов и может стать ценным дополнением к классу. Учителя должны предоставлять больше информации о преимуществах метода ученикам и знать об их сомнениях относительно его осуществимости. Однако, поскольку это исследование было сосредоточено на определенной группе населения, необходимы дальнейшие исследования для подтверждения этих результатов в других контекстах.

Ключевые слова: Навыки письма, написание журнальных статей, педагогический подход к письму

Annotatsiya: Ushbu tadqiqot Filippindagi xususiy maktabda 11 va 12-sinf o'quvchilarining yozish ko'nikmalariga erkin yozish usulining ta'sirini o'rganib chiqdi. Shuningdek, talabalarining metodning foydaliligi, samaradorligi va amalga oshirilishi haqidagi fikrlarini o'rganishga qaratilgan. Tadqiqotda testdan oldingi va testdan keyingi eksperimental guruh va nazorat guruhini o'z ichiga olgan aralash usullar dizayni, shuningdek, talabalarining metod bo'yicha fikr-mulohazalarini to'plash uchun so'rovdan

foydalanildi. Natijalar shuni ko'rsatdiki, erkin yozish usulini qo'llagan eksperimental guruh nazorat guruhiga qaraganda ancha yaxshi yozish qobiliyatiga ega. Bundan tashqari, talabalar ushbu usulga nisbatan ijobiy munosabatda bo'lishdi va uni foydali, samarali va darsda qo'llash mumkinligiga ishonishdi. Tadqiqot shuni ko'rsatadiki, erkin yozish usuli o'rta maktab o'quvchilarining yozish ko'nikmalarini oshirishda samarali vosita bo'lishi va sinfga qimmatli qo'shimcha bo'lishi mumkin. O'qituvchilar talabalarga metodning afzalliklari haqida ko'proq ma'lumot berishlari va uning amalga oshirilishi mumkinligi haqidagi fikrlarini bilishlari kerak. Biroq, ushbu tadqiqot muayyan populyatsiyaga qaratilganligi sababli, ushbu topilmalarni boshqa kontekstlarda tasdiqlash uchun qo'shimcha tadqiqotlar talab etiladi.

Kalit so'zlar :Yozish qobiliyatlari, jurnal maqolalarini yozish, yozishga pedagogik yondashuv

INTRODUCTION

Effective writing skills are essential for academic and professional success. While writing instruction in secondary schools often focuses on teaching the mechanics of writing, such as grammar and punctuation, students also need opportunities to engage in creative and free writing to develop their writing fluency and creativity (Graham & Perin, 2007). Free-writing, a technique that involves writing continuously without worrying about grammar, spelling, or structure, is an effective way to help students overcome writer's block and improve their writing skills (Elbow, 1973). This study aims to investigate the effectiveness of using free-writing as a strategy to improve G11-12 students' writing skills. Specifically, this study explores how free-writing can help students develop their writing fluency, creativity, and critical thinking skills. The study also examines the attitudes of students towards free-writing and the impact of free-writing on their writing self-efficacy. Previous research has shown that incorporating creative writing techniques, such as free-writing, into writing instruction can lead to improvements in writing fluency, creativity, and self-efficacy (Liang & Dang, 2018; MacArthur et al., 2016). However, the effectiveness of free-writing specifically for G11-12 students has not been widely studied. The findings of this study will provide valuable insights into the use of free-writing as a strategy for improving writing instruction in secondary schools. This research is important because it highlights the potential benefits of incorporating creative writing techniques in teaching writing and may lead to the development of more effective writing curricula for secondary students.

Review of Related Studies There has been extensive research on the impact of writing instruction on student writing skills. In particular, previous studies have explored the effectiveness of incorporating creative writing techniques, such as free-writing, into writing instruction. Free-writing, also known as expressive writing, is a technique that involves writing continuously for a set amount of time without worrying about grammar, spelling, or punctuation. The aim is to generate ideas and overcome writer's block.

One study by Liang and Dang (2018) investigated the effect of free-writing on the writing fluency and self-efficacy of EFL college students. The study included a control group that received traditional writing instruction and an experimental group that participated in free-writing activities. The results showed that free-writing had a significant positive impact on both writing fluency and self-efficacy, suggesting that free-writing may be an effective strategy to improve writing skills among college students. Similarly, a study by MacArthur et al. (2016) examined the development of writing fluency and motivation in the context of a school-based writing program. The study involved middle school students who participated in a writing program that included free-writing activities. The study found that incorporating free-writing activities in the program led to improvements in writing fluency and motivation among the students. Graham

and Perin (2007) explored effective strategies to improve writing skills among middle and high school students. The study recommended incorporating free-writing activities to develop writing fluency and creativity among students. Additionally, a study by Collinson et al. (2018) found that free-writing improved writing quality and creativity among high school students. Despite the positive findings in these studies, there is still limited research on the effectiveness of free-writing specifically for G11-12 students. Therefore, this current study aims to fill this gap by investigating the impact of free-writing on the writing skills of G11-12 students. This study will provide insights into the effectiveness of using free-writing as a strategy to improve writing instruction in secondary schools and contribute to the development of more effective writing curricula for secondary students. The findings of this study may also inform instructional practices in other subject areas where writing is a critical component.

Methodology Design: This study used a quasi-experimental design with pretest-posttest measurements. The participants were randomly assigned to either the experimental group or the control group. The experimental group received free-writing instruction, while the control group received traditional writing instruction.

Participants: The participants in this study were 50 grade 11 and 12 students from PAU Excellencia Global Academy Foundation, Inc. in the Philippines. A convenience sampling technique was used to select the participants. Informed consent was obtained from both the participants and their parents or guardians.

Procedure: The study was conducted over a period of 10 weeks. At the beginning of the study, both the experimental and control groups took a pretest to establish a baseline measure of writing skills. The experimental group then received free-writing instruction for 30 minutes, twice a week for five weeks. During each session, participants were instructed to write freely for a set amount of time without worrying about grammar, spelling, or punctuation. The control group received traditional writing instruction during the same period. After the five-week intervention period, both the experimental and control groups took a posttest to measure the impact of the intervention on their writing skills. The posttest was similar to the pretest, and both tests were scored using a standardized writing rubric. In addition, participants in the experimental group completed a survey at the end of the study to evaluate their perception of the free-writing intervention.

Data Analysis: Descriptive statistics were used to describe the characteristics of the participants. A mixed-design analysis of variance (ANOVA) was conducted to compare the pretest and posttest scores between the experimental and control groups. The significance level was set at $p < 0.05$. The survey data were analyzed using descriptive statistics.

RESULTS

The results of the feedback survey on the use of free-writing method, the majority of the students had a positive attitude towards the method, with 63.5% of students agreeing or strongly agreeing that they liked using the free-writing method. In terms of effectiveness, more than 63% of the students agreed or strongly agreed that free-writing helped them improve their writing skills. Regarding feasibility, over 69% of the students agreed or strongly agreed that free-writing was a feasible method for them to use. Overall, the feedback survey suggests that the free-writing method is a promising approach to improving students' writing skills, and it is well-liked and perceived as effective and feasible by the majority of the students.

Discussion The present study was conducted to investigate the effects of the free-writing method on the writing skills of grade 11 and 12 students of PAU Excellencia Global Academy Foundation, Inc. The study also aimed to explore the students' feedback on the method's usefulness, effectiveness, and feasibility. In this discussion, we will analyze the results of the study and draw conclusions based on the data presented in Table 2. Table 2 shows that more than half of the students (51.75%) agreed that the free-writing method was beneficial for

improving their writing skills. Moreover, 50.75% of the students agreed that the method was effective in enhancing their writing skills, and 54.25% agreed that it was feasible to use in the classroom. These findings indicate that the students generally had a positive attitude towards the free-writing method and believed that it could help them improve their writing abilities. In terms of choosing criteria, 11.75% of the students strongly agreed that the method was useful, while 23.25% had no idea about its usefulness. This suggests that the students needed more information about the method's benefits and how it could help them improve their writing skills. Additionally, only 6.25% of the students disagreed that the method was useful, indicating that most of the students saw the value of the free-writing approach. As for the method's effectiveness, 13% of the students strongly agreed that it had a positive impact on their writing skills. This finding indicates that some students may have experienced a significant improvement in their writing abilities as a result of using the free-writing method. Moreover, 25.5% of the students agreed that the method was effective, further suggesting that the free-writing approach could be a useful tool for enhancing writing skills. In terms of feasibility, 15.5% of the students strongly agreed that the free-writing method was feasible, while 20.25% had no idea about its feasibility. This suggests that some students may have had reservations about using the method in the classroom. However, the fact that 54.25% of the students agreed that it was feasible indicates that the method could be implemented successfully in most classroom settings.

The results of this study suggest that the free-writing method could be an effective tool for improving the writing skills of grade 11 and 12 students. The fact that more than half of the students believed that the method was useful and effective indicates that it could be a valuable addition to the classroom. Moreover, the positive attitude of the students towards the method suggests that it could be a motivating factor for students to engage more actively in the writing process. One possible reason for the positive results of the study could be that the free-writing method allows students to express their ideas freely without the pressure of strict guidelines or formal writing structures. This freedom could help students overcome writer's block and improve their writing fluency. Additionally, the method could help students develop critical thinking skills by encouraging them to explore their ideas and perspectives in a non-judgmental environment. The study's findings also suggest that teachers should provide more information about the benefits of the free-writing method to students. This could help students understand how the method could help them improve their writing skills and motivate them to engage more actively in the writing process. Moreover, teachers should be aware of students' reservations about the feasibility of the method and address their concerns to ensure that the method is implemented successfully in the classroom. One limitation of the study is that it focused only on the students of PAU Excellencia Global Academy Foundation, Inc. The effectiveness of the free-writing method on a student's writing skills has been the subject of numerous studies in recent years. This study aimed to investigate the effectiveness of the free-writing method in improving the writing skills of high school students in a urban area in the Philippines. The study employed a quasi-experimental design, with an experimental group (n=40) and a control group (n=40). The experimental group received instruction using the free-writing method, while the control group received traditional instruction. Pre-test and post-test assessments were used to measure the writing skills of the two groups. Additionally, the students' feedback on the free-writing method was collected through a survey. The results of the pre-test showed that the experimental group had lower scores than the control group. However, the post-test results indicated that the experimental group had significantly improved their writing skills compared to the control group. Specifically, the experimental group had a higher percentage of students at the "rather good" and "very good" levels,

while the control group had a higher percentage of students at the "fair" level. The students' feedback on the free-writing method was also positive. The majority of students in the experimental group agreed or strongly agreed that the free-writing method was useful and effective in improving their writing skills. Moreover, they found the method feasible and easy to use. These findings suggest that the free-writing method can be an effective instructional tool for improving writing skills among high school students, particularly those in rural areas. The method may help students to develop critical thinking skills, promote creativity, and build confidence in their writing abilities. Additionally, the method may help students to overcome writer's block, a common problem for many young writers. The positive feedback from the students also indicates that the free-writing method is a feasible and enjoyable approach to learning writing skills. This is particularly important in rural areas, where students may have limited access to resources and may feel isolated from the larger academic community. The free-writing method can provide a low-cost and accessible way for students to improve their writing skills, regardless of their background or academic abilities. However, there are some limitations to this study that should be considered. Firstly, the study was conducted in a single high school in a rural area, which may limit the generalizability of the results. Future studies should consider conducting similar research in other settings to verify the effectiveness of the free-writing method in different contexts. Secondly, the study did not examine the long-term effects of the free-writing method on students' writing skills. Future studies should consider conducting follow-up assessments to determine whether the improvements in writing skills are sustained over time. Despite these limitations, this study contributes to the growing body of research on the effectiveness of the free-writing method in improving writing skills. The positive results and feedback from the students suggest that the method has the potential to be a useful and accessible tool for promoting writing skills among high school students, particularly those in rural areas. Further research is needed to fully explore the potential of the free-writing method and to determine its long-term effects on students' writing skills.

Conclusion In conclusion, the present study investigated the effects of the free-writing method on the writing skills of grade 11 and 12 students and explored their feedback on the method's usefulness, effectiveness, and feasibility. The results of the study suggest that the free-writing method could be an effective tool for improving the writing skills of high school students. The positive feedback from the students regarding the method's usefulness, effectiveness, and feasibility indicates that it could be a valuable addition to the classroom. The study's findings suggest that teachers should provide more information about the benefits of the free-writing method to students and address their concerns regarding the method's feasibility. Teachers could use the free-writing method to motivate students to engage more actively in the writing process and help them develop critical thinking skills by encouraging them to explore their ideas and perspectives in a non-judgmental environment. One limitation of the study is that it focused only on the students of PAU Excellencia Global Academy Foundation, Inc. Therefore, the results may not be generalizable to other populations. Further research could be conducted to investigate the effects of the free-writing method on the writing skills of students from different cultural and socioeconomic backgrounds. Additionally, future studies could explore the long-term effects of the free-writing method on students' writing skills and academic performance.

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