

Performance in Editing Sentences among Language Students

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Abstract - This study sought to determine the performance of fourth year Language students in editing sentences. Descriptive-correlational design was used in this study with the complete enumeration of the respondents who had taken and passed the subject in English. The main instrument used in gathering data was in a form of a questionnaire which was adopted. Findings showed that the respondents performed low in editing sentences. In addition, there was a significant relationship between the grades of the respondents and their performance. However, the profile variables most preferred reading material in English and type of high school graduated from were not significant predictors in their performance. Therefore, it is recommended that Language students should be encouraged by their English teachers to take serious application all the aspects of editing sentences which will result to performing well in their course.

Keywords – Performance, Editing, Sentences

INTRODUCTION

English is a language that is used as a medium of expression and a very important tool that one uses in the various fields of learning. It serves as the lingua franca or the international language.

English has four language skills such as reading, writing, speaking, and listening. Writing is the skill that this research focuses. When one writes, the ideas and opinions are expressed in sentences. Sentences tell how knowledgeable the writer is in terms of paragraph development, unity, and coherence. The more clear, correct, and concise the sentences are, the easier the messages will be conveyed. This can be manifested from the words of Ferguson (2013) when he said that critical components of learning to write are learning the grammar rules and learning the mechanics of writing.

Consequently, Morgan (2013) stressed that editing sentence structure can make one's message more accessible to readers. He added that one's work might have a great thesis, solid research and believable conclusions, but if one does not take the time to edit, one could end up losing a lot of readers. Poor sentence structure in particular can make audience struggle to

understand the message and actually damage the credibility as an author.

However, many students lack interest in writing, a problem that needs to overcome since writing is one of the best ways to communicate ideas and that the competence in the language of the Filipino learners has declined. Moreover, when Filipino citizens are highly competent in English, they can easily integrate themselves globally; other countries will look up to them with admiration and respect.

Thus, this research talks about editing sentences with the following formulated objectives: (1) To determine the profile of the respondents such as grade in English, most preferred reading material in English, and type of high school graduated from; (2) To determine the level of performance in editing sentences among the Language students; (3) To determine the significant relationship between the respondents' profile and their performance level in editing sentences.

METHODOLOGY

Descriptive-correlational design of research. It is a designed which aims to

investigate the extent to which variations in one or more factors correlate with variations in one or more factors based on correlation coefficient. The respondents of this study were the 36 students who were selected through complete enumeration. This study used a questionnaire as the main data gathering instrument which was adopted. The data were tallied, categorized, analyzed and subjected to normative measures by the use of frequency counts, percentage distribution, mean, standard deviation, chi-square and Pearson-r product.

RESULTS AND DISCUSSIONS

Profile of the Respondents

The results show that all the respondents passed the subject in English. However, it can be noted that the most obtained grade is 2.75 while 1.75 is the least obtained grade. This signifies that most of them have poor performance.

Since editing is correcting errors in grammar, punctuation, sentence structure, and spelling (Buscemi and Strugala, 2005), this could be learned in the English subject. With this result, it is similar in some way to the study of Corpuz, et. al (2013) where respondents also performed fair in their English subjects.

Meanwhile, regarding the profile most preferred reading material in English, the results show that out of 36 respondents, twenty-five (25) or 69.4 percent chose **books** as their most preferred reading materials in English. This means that the respondents were fonder and gave more importance to the books as their best references in English.

The result is different from the case of Noorizah Mohd (2011) which indicated that the first type of reading material preferred by the students was internet materials while books was only the third. This means that computers had really become part of college students' lives and they did not only depend on books as their references.

On the other hand, the profile variable type of high school graduated from, findings show that majority of the students with a frequency of 34 or a percentage of 94.4 were products of high schools handled by the government. It can be manifested from this data

that the senior Language students' class is dominated by students who came from public schools during their high school days.

Level of Performance of the Respondents in Editing Sentences

Classification	Mean	Standard Deviation	Descriptive Rating
Subject-Verb Agreement	11.47	4.736	Low Performing
Capitalization	7.08	3.675	Low Performing
Punctuation	5.19	3.069	Very Low Performing
Spelling	13.11	4.261	Average Performing
Total	36.81	12.421	

The table reveals that among the four classifications, the students got the highest scores in spelling with a mean score of 13.11 and a standard deviation of 4.261. Next to it is in the subject-verb agreement wherein the students gained an average score of 11.47 with 4.736 in standard deviation. However, the respondents seemed to have difficulty editing the sentences in terms of punctuation with a mean of 5.19 and capitalization with a mean of 7.08. Therefore, it implies that the respondents performed better in spelling and performed low in punctuation.

Overall Level of Performance of the Respondents in Editing Sentences

	Mean	Descriptive Rating	Standard Deviation	Skewness	Kurtosis
Performance in Editing Sentences among Language Students	36.81	Low Performing	12.421	.743	-.461

The overall mean score is said to be low performing because there were more students who got scores below than the above the mean.

The highlights that the Language students are low performing in editing sentences which is evident in the computed mean, standard deviation, skewness, and kurtosis.

In this is to be compared in the study of Al-Nafiseh (2013) where it investigated the effect of collaborative writing and peer-editing on the writing skills of their respondents, they performed well in their writings and class interaction when peer editing and collaborative writing were to be done. In the present study, editing sentences was made individually by the respondents which resulted to low performing.

Relationship between the Profile of the Respondents and their Performance Level

The profile variable on final grade in English was a significant predictor towards the performance of the respondents which made the researcher accepts the hypothesis.

The result agrees on the findings of Benitez (2001) as cited by Avila (2010) that grades given in a particular subject gave resemblance to the scores a student earned in a given examination and that the accomplishments and performance of pupils and students were reflected in the grades they had earned in every grading period.

As regards the profile variable most preferred reading material in English, the researcher rejects the hypothesis because it was higher than the set alpha. This variable did not affect the performance of the respondents in editing sentences.

The study of Johnson (2013) could be compared to the present study because the researcher also found that no matter what type

of preference the respondents had, it did not affect their high performance in their quiz.

Moreover, it also discusses the relationship between the type of high school graduated from the level of performance in editing sentences. It revealed that the said profile variable does not affect the performance of the respondents.

In Adeyemi's (2013) and Nzabihimana's (2010) studies, the result revealed that there was a difference in the performance between those who graduated in private and public schools. Based on the results, students who came from private schools performed than those who graduated in public schools. The results of the study found that majority of the respondents were from public high schools, and that they performed low in their performance in editing sentences. Therefore, the findings in the studies of Adeyemi and Nzabihimana can be related to the present study.

CONCLUSIONS

Based on the foregoing summary of findings, the following conclusions are drawn:

1. The Language students find difficulty in editing sentences which is characterized by low performance.
2. The Language student's grades in English subject and their performance in editing sentences are significantly related. However, there is no significant relationship between the student's level of performance in editing sentences and the profile variables which are the most preferred reading material in English and the type of high school graduated from.

RECOMMENDATIONS

Based from the finding and conclusions drawn in the study, the following recommendations are presented:

1. The Language Department should be aware and be guided by the findings of this study so that they can incorporate other approaches and strategies in teaching grammar to their students particularly to the English

major students for these can help the students in maximizing their understanding and for them to be grammatically competent.

2. The Language teachers should incorporate more activities and exercise like peer editing because this could serve as the students' application on what they have learned and totally improve their skills in writing and editing sentences.

3. Language students should be encouraged to by their English to take serious application and to have an in-depth learning in all the aspects of editing sentences not only on the four classifications which this study focuses so that they will have enough knowledge which will result to performing well in their course.

4. Future researches may conduct similar studies which include other variables and courses as their subject of investigation.

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