Elevating Writing Skills of Senior High School Students: A Discourse Analysis

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ABSTRACT:
This study examined the quality of essay writing skills of Grade 11 learners before and after an instructional intervention, as well as their relationship with selected learner profiles. Using a descriptive-comparative research design, the study was conducted at Dagupan City National High School with respondents selected through stratified random sampling. A three-part survey questionnaire was utilized to gather data on learners' profiles and the quality of essay writing in terms of clarity, coherence, conciseness, and appropriateness.
Findings revealed that learners initially demonstrated fair to good levels of essay writing skills. After the intervention, all dimensions improved to an excellent level, indicating substantial enhancement in learners' ability to produce effective essay content. Statistical analysis confirmed a significant difference between pretest and posttest results, highlighting the effectiveness of the intervention.
Moreover, the results showed that academic strand and academic performance were significantly associated with the quality of essays, while sex and reading habits were not. The study concludes that structured and interactive instructional strategies play a crucial role in improving learners' essay writing skills. Based on the findings a Framework for Developing Effective Communication Skills Among Grade 11 Learners was proposed. It was recommended that students practice reflective writing and peer feedback while continuing to adopt varied and technology-integrated instructional approaches to further enhance learners' communication competencies in digital contexts..

Keywords: Essay Writing; Quality; Intervention; Communication Skills; Grade 11.

Introduction

Learning contexts no longer just have to be limited to the "four walls of the classroom" where students practice their communication skills, but instead incorporate a number of academic tasks that require structured and formal language expression, especially in written formats like writing an essay. It is not clear if the ability to be clear, coherent and confident in their communication can be consistently applied by students in academic writing tasks like essay composition. In addition to language ability, writing involves comprehending how to structure ideas logically and express them clearly and

meaningfully (Cai et al., 2022; Eklund & Isotalus, 2024).

Communication has long been considered one of the most critical skills of the 21st century that impacts academic achievement, employment, and civic participation. The OECD 2025 reports that communication competence, especially the ability to communicate in a structured written text, is one of the key abilities that students need to develop for entrance to higher education and the workplace. But, even with more exposure to writing assignments, learners still find it difficult to create coherence, grammatically correct sentences, and their ideas when writing essays. UNESCO (2023) reports that students are able to read and write at a basic level, but few have been able to produce well-organized and meaningful written products, indicating that there are some problems in the effective development of communication skills in academic writing.

In Asia, it is written communication that has been emphasized more, so that writing-centered instruction has been implemented in secondary schools. Singapore, South Korea, and Japan have made efforts to build up the curricula in academic writing to improve students' academic writing skills (Hussain & Phulpoto, 2024). Despite these attempts, research has shown that students struggle with essay organization, coherence and using the correct grammar and vocabulary for formal writing (Swanson & Valdois, 2022). This indicates that although theoretical lessons on communication are being offered in the course, the practice of communication in real writing tasks is not uniform, which shows the need for a structured communication skill development approach.

The task takes a more pronounced form in the Philippines, where concerns about writing proficiency remain with senior high school learners. The K–12 curriculum focuses on communicating ideas through writing, but some studies indicate that students' essay writing skills are weak in organizing their essay, using grammar, and clarity of ideas. Hero et al. (2025) found that many students from the Philippines had problems in writing well-developed essays, which manifested in poor cohesion and vocabulary. Likewise, Apat et al. (2023) pointed out that in the curriculum writing is taught, but there is a lack of structured frameworks that support students to develop their communication skills through writing systematically.

In the light of the above mentioned concerns at global, regional and national level, this study is aimed at formulating a plan to improve effective communication skills among Grade 11 learners based on essay writing skills. The study analyzes students' writing production in relation to the aspects of organization, coherence, grammar and clarity in order to offer a systematic way of enhancing teaching methods. The results will be used to inform the development of a framework which will assist learners in creating clear, coherent, academically appropriate written communication.

Literature Review

The choice of the theory of Communicative Competence by Dell Hymes (1972) is used as a basis for this study because the theory is not just limited to the knowledge of language and grammar but also focuses on using language in communicative situations. Effective communication is a skill that encompasses language structures as well as the ability to "organize ideas, express meaning clearly, and vary language to suit purpose and audience" (Hymes, 2025, p. 196). It focuses on four aspects of competence – linguistic competence, sociolinguistic competence, discourse competence and strategic competence, which are all interwoven and combined to help people communicate in a competent way, particularly in formal contexts such as academic writing (Salin, 2024).

Clarity and coherence are crucial aspects of communicative competence in the context of writing an essay. The term clarity relates to linguistic competence; that is, grammar, vocabulary and sentence construction are used appropriately and in a way that does not cause confusion. Coherence, however, is related to the

discourse competence that deals with the logic of structuring and the sequence of ideas in sentences and paragraphs. When writing essays, students should be taught not just to construct grammatically correct sentences but also to construct logically organized and coherent sentences and present ideas in a logically organized and coherent way, leading to a logical conclusion.

The strategic competence is related to essay writing. The theory that can be used to measure the competence of the ability of a speaker to express his thoughts clearly, without unnecessary repetition and irrelevant details, is the theory called Communicative Competence. Shortness is a useful quality in academic essays in which students can convey key ideas, support their arguments and engage the reader, and show mastery in the use of language.

Appropriateness is correlated to the sociolinguistic competence, which is learning to select language that is appropriate for a situation, for a purpose and for the audience in the academic context. This is considered as proper tone, appropriate vocabulary, and formatting of an essay. Students will be expected to demonstrate the expectations of writing by presenting ideas objectively and employ credible language and appropriate academic level of formality. Learners apply appropriate language in their writing assignments, both to express their language proficiency and their understanding of situation in communication.

Theory of Change is a systematic method of improving writing skills that clearly outlines the connections between the teaching and learning of writing. When applied to writing development, this theory focuses on understanding the root issue, like students' inability to write coherent, clear, audience appropriate texts, and the following steps are taken: Students' problems are listed; prerequisite conditions for improvement are listed. The ability to make a causal connection to desired outcomes for teaching activities (e.g., guided writing activities, peer feedback, explicit teaching of text structures, etc.), will enable the development of more intentional and evidence-based writing programs (Anderson, 2005; Vogel, 2012). It is a systematic process that guarantees that the process of teaching is not random, but is based on long term goals, such as producing competent and confident writers.

Moreover, Theory of Change has been crucial to the writing program and helps to ensure that learning is constantly monitored and evaluated. Progress can be monitored using formative assessment and writing portfolios and reflection activities and the effectiveness of planned interventions can be assessed. If it is expected that peer review will improve coherence and organization, for instance, it is important for teachers to observe over time whether this is the case. When the results are not the ones teachers are expecting, Theory of Change enables teachers to reflect and fine-tune strategies to make it a continuous, dynamic, and responsive learning process (Connell & Kubisch, 1998). This cycle is repeated multiple times, allowing for a more student-centered method of teaching with instruction tailored to students' changing needs and performance.

Finally, Theory of Change brings a feeling of community and common ground to educators, students and stakeholders to improve writing. Increasing the transparency of the learning process, whether through making the learning objectives, learning strategies, and learning outcomes explicit, results in students' awareness of their own learning process as writers and their ability in learning independently. Besides this, it helps to bring in contextual aspects, such as language background and socio-cultural issues, that are crucial to writing competence (Taplin & Clark, 2012). This process thus enhances instructional design and, by providing clear educational outcomes, helps to ensure more sustainable improvements in writing proficiency.

Conceptual Framework

The legal support and foundations for this study are based on national and international policies supporting effective communication, academic writing skills and quality education. This study

falls in line with the Republic Act No. 10533 which focuses on the development of communication skills and twenty first century competencies of the learners, including the ability to communicate clearly and effectively in written and spoken modes. The law emphasizes the need to provide students with the skills needed to achieve academic success and ongoing learning, such as the ability to communicate effectively in writing (essay).

The study also reinforces the DepEd K-12 Curriculum Guide in English, which emphasizes the four features of effective communication—clarity, coherence, conciseness and appropriateness. These aspects are highlighted especially in the writing skills, wherein students are expected to create logical, grammatically correct and significant written products. The curriculum contains the standards and learning competencies to guide students in developing the skill of writing essays for academic communication development.

Moreover, this study is in tandem with DepEd Order No. 44, s. The year 2021 is the year in which we need to continue and improve communication skills in the context of changing learning environments. Flexible learning modalities are noted in the policy, but also the importance of strong reading and writing skills, which learners can use to express ideas in structured academic tasks such as essays.

In an international perspective, the study is based on the UNESCO frameworks, namely Media and Information Literacy Framework (2011), and Digital Literacy Global Framework (2018). These approaches encourage critical thinking, clarity of expression and responsible communication. These, in general, are principles applied to digital contexts but can also be transferred to academic writing, where learners' responsibility is to present ideas clearly, logically, and in a suitable manner.

Research Questions/Objectives

This study seeks to answer the following questions:

1. What is the profile of the learners in terms of the following:
1.1 Strand;
1.2 Sex;
1.3 Frequency of Reading;
1.4 Reading materials; and
1.5 Academic performance in Effective Communication subject?
2. What is the quality of essay writing skills of the learners prior to the intervention in terms of the following:
2.1 Clarity;
2.2 Coherence;
2.3 Conciseness; and
2.4 Appropriateness?
3. What is the quality of essay writing skills of the learners after the intervention in terms of the following:
3.1 Clarity;
3.2 Coherence;
3.3 Conciseness; and
3.4 Appropriateness?
4. Is there a significant difference in the quality of the essay writing skills before and after the intervention?
5. Is the quality of essay writing skills dependent on the profile of the learners?
6. Based on the findings, what proposed model can be developed to enhance learners' essay writing skills in terms of clarity, coherence, conciseness, and appropriateness?

Participants

Descriptive-comparative research was used in this study as it does not manipulate variables, but rather describes and compares the essay writing skills of the Grade 11 learners before and after the intervention. It was carried out at Dagupan City National High School with one hundred ninety-four (194) students from the STEM strand and ASSH strand selected using stratified random sampling with Yamane's formula for proportional representation. There were also three (3) teachers who assessed their essay and also carried out remedial activities.

Methodology

The study design was descriptive-comparative research design which was used to describe, interpret and compare the current characteristics, practices, behaviors of a specific group with other group variables or categories (Sirisilla, 2023). This design was not about intervention with variables, but it describes and records what happens in nature, which allows one to make patterns, similarities, and differences between groups (Heath, 2023). It was especially appropriate if the object is to compare the significance of differences between groups according to specific characteristics, in terms of quantitative data obtained with structured instruments (Kotronoulas, 2023).

The descriptive-comparative design was suitable for this study because it was used to analyze the learners' profiles based on strand, sex, reading materials, and academic performance in the subject of effective communication before and after the intervention, which is measured by the learners' performance in writing their essays and determined by four aspects: clarity, coherence, conciseness, and appropriateness.

Instrumentation and Data Collection

The first research instrument used in this study was a questionnaire in the form of a survey questionnaire that was designed to collect quantitative data for the research problems. The instrument was divided into four major parts which correspond to the four specific sub-problems of the study: The first part collected the learners' demographic and academic profile such as the learner strand, sex, reading materials, and academic performance in the subject of Effective Communication. This information helped to gain a fuller picture of the characteristics of the learners and was used as a basis for analysing the social media communication practices of these learners.

The second part of the instrument was the pre-intervention assessment of the quality of the learners' writing in the form of essays which examined the characteristics of clarity, coherence, conciseness, and appropriateness. This section used a four-point assessment tool to determine the responses of the following points: Excellent (4), Good (3), Fair (2), and Needs Improvement (1). This rubric was used to assess the current level of communication skills in online platforms in a systematic way.

The third part focused on the quality of Essay Writing Skills following the intervention, which was assessed again with respect to clarity, coherence, conciseness and appropriateness. Like the second part, this was also used with the four level assessment tool (Excellent – Needs Improvement) as a point of comparison to gauge the effect of the intervention on the online communication skills of the learners.

The data collection process started with formal approval from the division office through to the principal, assistant principal, department head, research committee, education program supervisor and the superintendent, ensuring that it was in line with institutional policies and ethical guidelines, followed by the research adviser down to the school authorities, including the principal, assistant principal and department head. The researcher received the list of enrolled Senior High School students in Dagupan City National High School after approval and stratified them by the strand then used Stratified Random Sampling (SRS) to select the respondents which is proportional to the given strand. All respondents were informed about the survey and the confidentiality and voluntary nature of participation in the survey was assured before conducting the survey. The student and teacher respondents were then given questionnaires to be completed manually, with instructions given and ample time provided for the honest and complete answers. The data retrieved were then counted, coded and systematically organized in a systematic way for statistical analysis to solve the specific research problem of the study, which was the relationship of learners' profile and the quality of essay writing skills before and after the intervention.

Ethical Considerations

The main purpose of the observation of the ethical consideration in this study was to ensure the protection of the rights, welfare, dignity and privacy of the respondents which are three (3) teachers and one hundred ninety-four (194) grade 11 students. The purpose of this study was to collect valid information about the learners' profile, students' writing in social media before and after the intervention and did not harm or cause any disadvantage or discomfort to the participants. Ethical considerations were taken care of to ensure the voluntary nature of participation, confidentiality of data, and the limited use for academic and educational improvement.

The study followed the ethical guidelines of research such as informed consent, confidentiality, anonymity, non-maleficence and academic integrity. School authorities were contacted for permission before data was collected. The teachers and participants were well informed on the objectives, scope and procedure of the study.

Written informed consent was obtained from the teachers and the students (assent letter for minors) prior to the study. The data collected on learners' profile (strand, sex, reading materials, and academic performance) was so designed that it does not lead to the identification of the individual respondents. All collected data were properly kept and only accessed by the researcher. Findings were presented in an aggregated manner to avoid bias, misinterpretation or harm and only in reference to the research question on communication skills, and learner profiles. At the end of the study, the data were well disposed of in line with ethical guidelines for research.

Findings and Discussion

Profile of the Learners

The profile of the learners is a representation of the learners' demographic features, reading pattern and academic achievement. The data collected gives information about the distribution of learners across strands, the gender of learners, frequency of reading materials used, types of reading materials used and learners' performance in the Effective Communication subject.

Of the 194 who responded, 99 students (51%) were from the STEM strand, 95 students (49%) were from the ASSH strand. The data show that the respondents are almost evenly distributed between the two strands, with a slightly higher proportion coming from STEM. This means that there is a good balance between both academic strands when considering the overall study and that when analysing students' responses in relation to their academic orientations, a balanced view is maintained. Since the proportion of students in STEM and ASSH are almost equal, the results of this study can be interpreted as representing a range of academic perspectives and learning experiences. The slight majority of STEM students also could suggest an increasing trend in students' interest in science and technology related programs. Basing on the UNESCO 2024 report, the trend of more people taking part in STEM education has spread throughout the world, where education systems continue to promote the development of scientific and technological skills required for modern industries. This is a balanced representation that thus bolsters the trustworthiness of the study as it includes the views of science-oriented students and social science–humanities oriented students.

Out of 194 respondents, 129 (66%) are female and 65 (34%) are male. No one responded other than these categories. This means that the study was conducted on the female students. The higher number of females in the sample may indicate higher involvement of female students in the selected courses or in school activities. The trend is also observed in numerous educational institutions across the world, where the number of females in school exceeds that of males, particularly in certain strands and academic programmes, as revealed by UNESCO (2024). This gender balance needs to be taken into account when interpreting results to ensure that findings reflect the characteristics of participants.

Most respondents reported “Sometimes” (117 students, 60%), followed by “Often” (52 students, 27%), “Rarely” (18 students, 9%), and “Always” (9 students, 5%). There were no responses for "Never". This means that although most students read fairly regularly, few read regularly each day. The data indicate that students might be moderately involved with reading activities, which is sometimes due to time constraints or academic workload. This is corroborated by the OECD (2024) study which indicated that adolescents do not read on a frequent basis for leisure or school-related purposes, and thus, there is a need to develop better reading habits among learners.

The most common ones were Social Media/Blogs (131, 68%), Textbooks (78, 40%) and E-books/Online Articles (77, 40%). Fewer respondents read Journals/Research Papers (46, 24%) and none read “Others.” This suggests that while students use informal and online sources more than academic sources such as journals, academic sources are used less.

Comments on the preference for social media and online information show the digital nature of current students and the move away from traditional textbooks and towards easier access to information online. This is congruent with the study by Haddock et al. (2022) who found that younger learners are turning to online platforms for reading and information more and more but academic information is still vital for developing their academic understanding.

A majority of students scored 90-100 (130 students, 67%), followed by 85-89 (53, 27%), 80-84 (8, 4%), and 75-79 (3, 2%), with no students scoring below 75. This means that the majority of pupils achieve very good standards in the subject and a minority achieve average standards.

The high-performance indicates that students have robust skills in Effective Communication, which may be supported by their reading interests and exposure to a variety of texts. The study is in line with Wani & Hanim Ismail (2024) who noted that frequent reading, especially reading materials of a diverse nature, has been found to correlate with achieving good communication skills and academic performance.

Quality of Essay Writing Skills of the Learners Before the Intervention

This is the pre-intervention performance of learners in terms of the quality of their writing skills in Essay Writing with respect to four aspects namely: clarity, coherence, conciseness and appropriateness. These reflect the learner's presentation ability in terms of conveying ideas clearly, organising ideas appropriately, expressing messages efficiently, keeping ideas relevant and suitable for the intended audience.

Overall mean clarity of learners' essay writing, based on five indicators, is Good (2.53). Learners were good in expressing the main idea clearly (2.70) and in arranging sentences to make the message understood (2.60). On the other hand, they failed to do so at a slightly lower level with simple and precise language (2.42) and avoiding ambiguous statements (2.41) that were rated Fair. This indicates that students are able to express their ideas in a large part understandable way, but there is still room for more precision, less ambiguity in their posts. In this regard, from their research, Carag & Quimbo (2022) identified that students frequently communicate the ideas well, but the problem is that they don't quite communicate the ideas linguistically in a way that is precise. This may make the audience's understanding difficult.

The overall mean of the Learners' posts was 2.48 (interpreted as Fair) in coherence. They could express logical flow (2.54) and well connected sentences (2.51), and not as well developed in focusing on a single main idea (2.44), transitions between sentences (2.41), and maintaining relevance and consistency (2.47). The data show that learners can structure ideas reasonably well, however, there are some posts where ideas were not smoothly connected together or there is lack of focus, which is reducing the readability. Rahman et al. (2023) found that students tend to write coherently in general, but require guidance to keep their sentences coherent and logically flowing.

Learners received an overall mean of 2.48 (Fair) with regard to conciseness. They excelled most in summarising thoughts adequately (2.51) and in delivering a message in a concise yet complete manner (2.50). Some redundancy/verbosity in posts was also noted (2.44) with rating Fair, as well as succinct expression (2.46) with rating Fair, but this was considered unnecessary. This indicates that in some posts learners are able to communicate efficiently but sometimes they include unnecessary words and repetitions. In support of this, Karima et al. (2022) pointed out that conciseness is one of the most frequently occurring problems in students' writing, which are generally difficult to edit and revise, and to express ideas concisely in writing.

Learners' posts show moderate alignment with audience and purpose with an overall mean of 2.49 (Fair). Learners did well in using appropriate language and tone (2.51) and maintaining relevance (2.60), but struggled less with following social norms/ethical guidelines (2.42) and avoiding inappropriate content (2.42). This indicates that the learners have a general knowledge of relevance and tone of writing, but there are needs for their adherence to ethical standards and sensitivity to the audience. In support of this, Sozon et al. (2024) reported that students tend to create content that is relevant, readable, but often an unintentional breach of social norms or ethics as a result of not being aware or trained.

Quality of Social Media Posts of the Learners After the Intervention

This shows the quality of learners' Essay Writing Skills after the intervention which was measured on four dimensions of clarity, coherence, conciseness and appropriateness. These focus on the learners' performance, indicating significant gains in the learners' ability to effectively communicate clearly, structure ideas logically, communicate efficiently and maintain relevance and suitability for the audience.

Learners' posts after the intervention had an overall mean of 3.25 (Excellent with regards to clarity). They did well in making the main idea clear (3.42), making the reader understand the message (3.33), and organizing the sentences (3.26). Using simple and precise language (3.20) and avoiding ambiguous statements (3.04) had lower scores but still were rated Good, showing good improvement from pre-intervention scores. The improvement shows that targeted actions can make a positive impact on students' effectiveness in communicating ideas clearly and effectively. This is supported by the findings of Ramadhan et al. (2024) that students' clarity in digital writing is better in learning that uses structured instructional strategies.

The overall mean for the coherence of Learners' posts was 3.31 (Excellent). Logical flow (3.30), connected sentences (3.36), focus on a single idea (3.27), and use of appropriate transitions (3.41) were rated Excellent. There was a fair amount of consistency and relevance of ideas (3.19, Good) and this indicated positive progress. The findings indicate that learners were able to improve the organization of their posts and create written content that is easier to follow. Rahman et al. (2024) concluded that providing training on structure ideas can improve logicality, which in turn can produce coherent and focused digital contents.

Overall the learners achieved 3.34 (Excellent) in conciseness. They did very well with avoiding unnecessary repetition (3.44), expressing ideas succinctly (3.34), summarizing effectively (3.29) and communicating efficiently (3.53). Slightly lower scores were given to brief but complete expression of ideas (3.12, Good) with a significant improvement from the pre-intervention scores. The results show that learners are able to now express ideas more efficiently without loss of meaning, which suggests that the interventions focusing on editing and accurate expression were successful. In this way, Kalmendal et al. (2024) found that instructional approaches that emphasize brevity and clarity contribute to conciseness in student digital writing.

Overall mean scores of the learners' posts were at the Excellent level (3.41) after the intervention.

They performed very well on all dimensions – they were suitable for audience (3.39 points), used the right language and tone (3.40 points), respected social norms (3.28 points), they did not have offensive content (3.55 points) and their content was relevant to the topic (3.46 points). This represents a great improvement over pre-intervention levels. The intervention resulted in a higher level of digital responsibility among learners in the production of their content in accordance with the expectations of the audience, social norms and ethical guidelines. This is in line with the results of Chowdhury & Begum (2025) which stated that targeted guidance contributes to students' awareness of ethical and audience-appropriate communication in writing.

Significant Difference in the Quality of the Essay Writing Skills Before and After the Intervention

Table 1 Paired Sample Test Between Before and After the Intervention

Variable	Pretest M (SD)	Posttest M (SD)	Mean Difference	t	df	p-value
Clarity	12.63 (2.84)	16.25 (0.91)	-3.62	-16.25	194	< .001
Coherence	12.38 (2.99)	16.54 (1.25)	4.15	17.67	194	< .001
Conciseness	12.39 (2.74)	16.71 (1.06)	-4.32	-19.84	194	< .001
Appropriateness	12.43 (2.96)	17.07 (1.43)	-4.64	-18.80	194	< .001

The findings from the paired samples t-test show a significant and consistent improvement of learners' essay writing skill post the intervention. The mean scores for the post test are significantly higher than pre test mean scores across all 4 dimensions: clarity, coherence, conciseness, and appropriateness. For example, clarity went from a mean of 12.63 to 16.25, and appropriateness went from 12.43 to 17.07. Post intervention increases in these outcomes were found to mean that learners were able to communicate their ideas more clearly, organise their ideas more logically, communicate more briefly and effectively, and use language more appropriately for their target audience.

Moreover, the statistical results strongly support the effectiveness of the intervention. The t values of all variables (from -16.25 to 17.67) are significantly high and all p values are less than .001. This means that the improvements observed are not due to chance, but are statistically significant. The uniformity of these results along all dimensions indicates a holistic effect of the intervention on the different aspects of writing skills in essay writing.

Relationship Between the Quality of Essay Writing Skills and the Profile of the Learners

Table 2 Chi-Square Test of Strand and Essay Quality

Variable	χ^2	df	p-value	Contingency Coefficient	Interpretation
Clarity	44.74	3	< .001	.434	Significant
Coherence	43.19	3	< .001	.428	Significant
Conciseness	35.09	3	< .001	.392	Significant
Appropriateness	33.30	4	< .001	.384	Significant

Note: $p < .05$ indicates significant relationship.

The results of the chi-square test showed that there was a statistically significant relationship between students' academic strand and the average quality of the students' essay writing skill in all four dimensions of the students' essay writing skill which were clarity, coherence, conciseness and appropriateness. This is reflected by the computed chi-square (χ^2) values ranging from 33.30 to 44.74 with corresponding p-values all < .001, which is far less than the 0.05 level of significance. The results show that the observed differences in essay quality are not random, but are related to the learners' belonging to different strands.

Table 3 Chi-Square Test of Sex and Essay Quality

Variable	χ^2	df	p-value	Contingency Coefficient	Interpretation
Clarity	0.97	3	.809	.070	Not Significant
Coherence	1.48	3	.687	.087	Not Significant
Conciseness	0.56	3	.907	.053	Not Significant
Appropriateness	2.87	4	.581	.121	Not Significant

Note: $p < .05$ indicates significant relationship.

The findings of the Chi-square test indicated that there is no statistically significant relationship between sex and the quality of essay writing skills for all four dimensions of clarity, coherence, conciseness and appropriateness. The computed χ^2 values are relatively low (0.56 to 2.87) with the p values (.809, .687, .907, .581) exceeding the 0.05 level of significance. The results suggest that if variation in performance is seen between male and female learners, this is not likely to point to any significant association.

Further, the contingency coefficients (.053 to .121) indicate very low association between the sex and the aspects of essay writing quality. These low scores again reflect that gender does not significantly affect the learners' capacity to write clear, coherent, concise and appropriate essay. The effect of sex is relatively small, when compared to other variables, such as academic strand.

Table 4 Chi-Square Test of Reading Frequency and Essay Quality

Variable	χ^2	df	p-value	Contingency Coefficient	Interpretation
Clarity	5.84	9	.756	.171	Not Significant
Coherence	3.82	9	.923	.139	Not Significant
Conciseness	1.63	9	.996	.091	Not Significant
Appropriateness	10.99	12	.530	.231	Not Significant

Note: $p < .05$ indicates significant relationship.

Based on the results of the Chi-square test, it can be concluded that there is no statistically significant relationship between the frequency of reading and the quality of essay writing skills for all four aspects of essay writing skills, namely: clarity, coherence, conciseness and appropriateness. This is reflected by the computed χ^2 values (1.63; 10.99; .996; .530) which are all above the 0.05 level of significance. The results of this study indicate that there is no significant difference between learners' reading frequency and their performance in writing an essay.

Moreover, the contingency coefficients of .091 to .231 suggest very weak to weak connections between reading frequency and the various

components of post quality. Despite the generally positive attitude towards reading as a language development activity, the low coefficients suggest that a simple increase in the frequency of reading is not necessarily a guarantee of an increase in the clarity, coherence, conciseness or appropriateness of the language in writing an essay. Other factors, including instructional strategies or the practice of these skills, might have more direct effects on these skills.

The data indicated that there was no strong difference between the type of reading material on the ability of the learners to produce quality good essay, but there was a possibility that it might affect the learners' ability to produce a good essay in terms of clarity when exposed to varied reading materials. This aligns with the results presented by Chen & Macleod (2021) who noted that although readers' experiences can augment comprehension, digital communication skills can be more directly cultivated through practice and engagement.

Table 5 Chi-Square Test of Academic Performance and Essay Quality

Variable	χ^2	df	p-value	Contingency Coefficient	Interpretation
Clarity	21.08	9	.012	.313	Significant
Coherence	22.56	9	.007	.323	Significant
Conciseness	21.87	9	.009	.318	Significant
Appropriateness	26.13	12	.010	.345	Significant

Note: $p < .05$ indicates significant relationship.

The results of the chi-square test showed that the academic performance level differed significantly by clarity, coherence, conciseness and appropriateness of essay writing skills. All the computed χ^2 values are less than the level of significance (0.05) and the p values are also less than 0.05 (0.012, 0.007, 0.009 and 0.010). The results in this study show that the discrepancies between the quality of learners' essays are not random, but are related to their academic achievement.Furthermore, the contingency coefficients (ranging from .313 to .345) indicate a moderate level of association between academic performance and the different components of the communication quality. This means that those students who do well in their academic work will be more apt to generate clearer, coherent, concise and appropriate essay content. Academic achievement does not necessarily impact on the communication skills, however, it does seem to have some impact on the manner in which students are able to express and organise their ideas effectively on digital platforms.

This indicates that students' scores in the Effective Communication topic have a significant impact on the production of a quality essay. It suggests that academic achievement is not necessarily correlated with the development of essay writing skills and that there is a need to learn by doing and apply knowledge practically. To support this, Zahari et al. (2025) showed that students' academic scores were high in doing practical communication tasks.

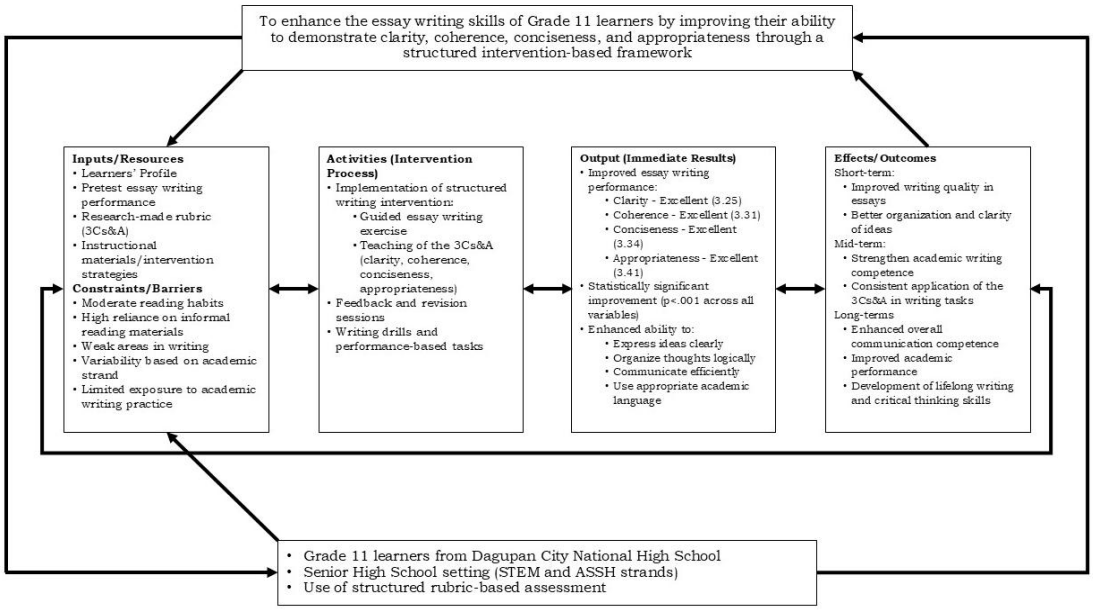

Figure 1: Framework for Developing Effective Communication Skills Among Grade 11 Learners

Based on the four-fold framework of good writing, namely clarity, coherence, conciseness and appropriateness, the proposed model aims to improve the ability of grade 11 students in writing essays. The function of the model is to enhance learners to express ideas clearly, organize ideas logically, communicate briefly and completely, and use language appropriate to the subject and audience. This purpose is the direction that is followed in the whole framework and is the main purpose of the study, which is to develop an approach that was structured, intervention-based, in order to strengthen learners' ability in writing.

The model starts with the inputs or resources that are used as the basis for the intervention. These are the learners' profile (strand, sex, reading frequency, reading materials and academic performance on Effective Communication) and the pre test essay writing. Learners' performance before the intervention was found that they were at Good level in clarity and at Fair level in coherence, conciseness, and appropriateness. The researcher design rubric developed based on the 3Cs&A and the instructional materials or intervention strategies are also among the key resources that are used in the model. In addition to these inputs, the model acknowledges that there are several constraints or barriers that affect the students, such as moderate reading disposition, moderate reliance on informal reading materials like social media and blogs, weak writing disposition, variability depending on academic strand, and limited exposure to academic writing practice. These obstacles provide a reason for the difficulties learners had at first when writing essays and account for the necessity of intervention.

The next component of the model is the activities or intervention process, which are the activities that are taken to remedy the areas of weakness. This includes a structured writing intervention that will incorporate guided essay writing activities, explicit instruction on the 3Cs&A, feedback and revision, as well as writing drills or performance-based tasks. These activities are designed to be used to gradually develop writing skills and provide opportunities for learners to practise, be corrected and tweak their written products. The intervention process is thus the main pathway by which the model produces the learning outcomes of better writing skills from initial learner weaknesses.

The intervention was thoughtfully brought into the model, which yielded clear output/immediate result. The learners' improved essay writing skills were obtained after the intervention with the mean of learners' ability in all four dimensions:

clarity (3.25), coherence (3.31), conciseness (3.34), and appropriateness (3.41). These improvements were also statistically significant as verified by the paired sample t-test and all p-values were less than .001. These findings revealed that the intervention helped to strengthen the learners' skills in expressing ideas clearly, organizing thoughts logically, communicating efficiently and to use proper academic language. The outputs are therefore a direct measure of the success of the activities in creating measurable improvements in the quality of the writing in the essays.

The model also highlights the impact or results of the intervention in short, medium and long term. Learners' writing skills improve in the short term, and their ideas are organised and clear. In the medium-term, they should become more able to apply the 3Cs&A model in their writing in class and improve their academic writing ability. The long-term goal of the model is to help develop writing and critical thinking skills, academic achievement, and overall communication competence. These outcomes demonstrate the benefits of the model, not just for the immediate post test gains, but for the academic and personal growth of the learners in general.

Lastly, the model is anchored in a particular context or condition. It is designed for the Grade 11 learners of the Dagupan City National High School, specifically the students in the STEM strand and the ASSH strand and is implemented in a Senior High School (SHS) context with a structured rubric-based assessment. This context is relevant because it provides an understanding of the context in which the intervention was put into place and helps to ensure the model will be applicable to the needs and conditions of the target learners.

Implications

The results of this research have implications for the following groups. Students should be encouraged to think about their own essay writing and assess their writing for clarity, coherence, conciseness and appropriateness. They will learn to compose and edit posts and ensure that they are well organized, succinct, and appropriate for their target audience. Also, students can actively engage in peer reviews to receive feedback and enhance their skills related to digital communication. A range of reading materials and viewing a variety of good quality material online can also give students good examples of effective communication practice.

Teachers are advised to maintain the use of various teaching methods that have proven effective to improve learners' digital communication skills, such as lectures, discussions, demonstration, cooperation, using multimedia and hands-on activities. They should make explicit guidance for the use of such skills in online environments, provide frequent feedback on students' written essays, and include practical activities that mimic real-life situations of digital communication. Formative assessments can also be used to help track progress and determine students' needs for support.

Administrators should provide opportunities for teachers to build their capacity to incorporate digital communication skills into their teaching through professional learning activities. Policies and initiatives could promote development of a guideline or workshop on ethical, clear and appropriate online communication. Additionally, the accessibility of technological tools and platforms that allow for hands-on learning could be a topic of interest for administrators, as it enables students to practice and build their skills in a safe and controlled environment.

Digital communication competencies are encouraged to be integrated into the Effective Communication curriculum by curriculum developers. This might involve some structured modules or learning activities that will help students learn to communicate effectively with formal communication purposes online, while ensuring clarity, coherence, conciseness and appropriateness. Technology, social media simulations, and cooperative digital activities can help to include technology into learning, tie in classroom instruction with students' digital

interactions in the real world, and make learning more relevant and practical.

Conclusion

The study findings revealed that the learners had moderate level in essay writing skills with fair to good level in clarity, coherence, conciseness and appropriateness. Once the implementation was undertaken, however, there was a clear improvement in all dimensions to an overall excellent level. It means that instructional strategies that are structured and interactive (including discussion, demonstration, group work, multimedia, and hands-on) are important strategies for improving learners' essay content production ability.

Moreover, the results indicate that learners' language strand and gender, as well as their reading behavior and achievement, are not the sole factors responsible for the improvement in their language skills, but rather, the intervention itself. The study, therefore, confirms that intentional instructional design is needed to enhance digital communication skills of learners.

It is also demonstrated that there is statistically significant difference between the quality of essay writing skills before and after the intervention. The intervention has successfully made learners clear, coherent, concise and appropriate in essay writing. Thus, the alternative hypothesis is accepted.

Academic strand and academic performance do have significant impact on the quality of learners' writing in their essay. But, there is not any significant difference between sex and reading frequency to explain the quality of communication. Thus, the accentuation on the improvement of learners' skills in writing should be placed more on academic and instructional aspects and not on the demographic aspects.

Furthermore, future studies are encouraged to investigate other variables that might affect the digital communication skills, such as the socio-cultural background, frequency of social media use, and communication patterns across different platforms. Longitudinal studies might be conducted to see if skills are retained over time. Additional studies could also examine the effectiveness of similar interventions in other age groups, school settings, or digital platforms to expand the knowledge of student communication in online settings.

Statements and Declarations

No authors declare conflict of interest for this study.

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