

Pre-writing Activities: Its Influence to the Motivation and Writing Skills

(Paunang Gawain Para sa Paglinang sa Motibasyon at Kasanayan sa Pagsulat)

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Abstract

Writing skills are important to the macro skills required for meaningful and successful communication. Writing has implications for the entire curriculum at all levels of education and affects students' academic skills in various disciplines. Students should practice this skill in various academic disciplines. This study aims to determine the impact of Pre-writing Activities on the motivation and academic writing skills of Grade 12 students in the Filipino subject, selected through purposive sampling. In a pretest-posttest group, 110 students with scores below 75 and between 75 and 84 were selected to participate in the study to undergo the Pre-writing writing intervention, such as Somebody Wanted But Then So, SAAC Method, 5W 1H, First Then Finally, listing, clustering, looping brainstorming, and graphic aid. The researcher discovered that students got the highest mean score in First-then-finally, 91.2%; in 5W 1H, 91.05%; in Somebody wanted to but then 89.8%; in Brainstorming Listing-Clustering Session, 87.3%; and in State, Assign, Action, Complete or SAAC Method 82.7%. It was found that students had a high level of motivation in writing, which came from enjoyment, followed by effort, confidence in self-ability, and recognition. Using a Paired Sample t-test, the results showed that the calculated t-values of -15.54 (Intervention 1), 4.47 (Intervention 2), -10.88 (Intervention 3), -23.19 (Intervention 4), and -19.77 (Intervention 5) were higher than the calculated P-values of -0.00032, 0.000, and 0.0036, respectively, which corresponded to the rejection of the initial hypothesis. Thus, there was a difference in the academic writing skills of Grade 12 students before and after the implementation of the initial activity, indicating that using initial activities effectively motivated students to write and was an effective way of developing students' skills in writing academic papers. The students had Fairly Satisfactory writing skills or a 77.8% grade before the intervention. After the pre-intervention activities, the students' skills became Very Satisfactory, with an 88.41% grade. The study recommends pre-intervention writing activities before the final writing activity to stimulate students' interest.

Keywords: Pre-writing activities; Motivation; Writing Skill

I. Introduction

Writing is considered the most challenging skill to master. It is a thoughtful activity that requires creative thinking and mental processes such as brainstorming, planning, and drafting. Students should learn this skill, which is complicated because there are many things to consider, like experience expressing ideas and motivation (Abas et al., 2016).

This skill is emphasized in the senior high school curriculum, including the Filipino in Focus subject according to the specific "track." Under the Filipino in Specialized Subjects in the academic track, one of the competencies is for students to produce a well-written composition for various disciplines as training to prepare them for college.

With the help of the Essential Learning Competencies (MELCs) from the Department of Education, the focus of teaching Filipino in the Academic Track has become clear through specific academic writings ranging from four to six pieces, based on the careful, correct, and appropriate use of language. Moreover, academic writing is a performance task that constitutes 50% of the total grade in the Filipino subject in the Academic Track. This means that writing competence is valued by the department and should be developed by the students.

Despite the attention given to its development, nurturing writing remains challenging. In fact, according to Felipe (2020), many Filipino students struggle with reading and writing throughout Southeast Asia. The Southeast

Asia Primary Learning Metrics (SEA-PLM, 2019) discovered that only one percent (1%) of fifth-grade students in the Philippines have writing proficiency. According to the study, the average score of Grade 5 Filipino students for the writing literacy assessment is only 288 points, suggesting that a typical student produces minimal writing with fragmented ideas and insufficient vocabulary.

This study is anchored in the "Connectionism" theory of Edward Lee Thorndike (1911), the "Cognitive Process" theory in Writing by Flower and Hayes (1981), Vygotsky's "Zone of Proximal Development" (1978), and the "Self-Determination" theory.

1.1. Theoretical Background

When an individual is ready to respond but is not immediately addressed, the effect on a person will be disappointing and unpleasant. Many studies have been conducted that emphasize writing as a product, but the current research will examine writing as a process. Therefore, it is appropriate to base it on the Cognitive Process Theory of Flower and Hayes (1981). According to them, writing involves basic and higher-level processes, decision-making, and selection (Pulungan, 2016).

Suppose the writing process is strictly monitored based on the cognitive process. In that case, some sub-categories must be followed: In planning, it includes creation, organization, formulation of hypotheses, and presentation of ideas. In the translation stage, thoughts are changed or modified from minor units to sentences, including applying ideas into words and their combination to express a complete text. Moreover, finally, in the review, the writer needs to revisit and go through the ideas one by one, as well as the interconnected language about the purpose of the text created (Sullera Jr, Calisang, Futralan, et al., 2020).

Campbell (2008) noted that Shabani et al. (2010) identified the origin of the zone of proximal development (ZPD) as a concept developed by Lev Semenovich Vygotsky in the 1920s and further refined until he died in 1934, defining it as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers." Moreover, in achieving development from the actual stage to the next, the assistance that comes from symbols and tools, as well as the guidance of an adult or interaction with peers, is crucial.

According to McLeod (2023), the social context of the "zone of proximal development" shows that the zone should not be seen only between the student and the teacher but rather because the student is participating in a specific social setting. The meaning of the zone of proximal development is the social structure in which the student learns, formed through the active interaction between the student and the teacher. According to him, this trust is the main idea in the educational process. The target of the zone of proximal development is individual change and development (McLeod, 2023).

Writing skills are a crucial aspect of macro skills necessary for meaningful and successful communication. Writing has implications for the entire curriculum at all levels of education and affects students' academic skills in various disciplines. Students must perform this skill in various academic disciplines.

According to McLeod (2023), elders teach children what to think (knowledge) and how to think (processes and thinking tools). Interactions with others significantly impact the development of higher-order cognitive functions, such as formal reasoning, in addition to the amount of information and the number of skills a child acquires.

With the help of the Essential Learning Competencies (MELCs) from the Department of Education, the focus of teaching Filipino in the Academic Track has become clear through specific academic writings ranging from four to six pieces, based on the careful, correct, and appropriate use of language. Moreover, academic writing is a performance task that constitutes 50% of the total grade in the Filipino subject in the Academic Track. This means that writing competence is valued by the department and should be developed by the students.

Another is the Self-Determination Theory (SDT) proposed by Ryan and Deci in 2017. This explains three psychological needs that can be considered universal, encompassing all ages, genders, cultures, and socio-economic statuses. These three are competence, autonomy, and relatedness. It is believed that addressing these needs results in a sense of purpose and understanding of one's actions or deeds. These needs do not need to be taught or studied; rather, their satisfaction arises from them, which allows them to fully fulfill their responsibilities in studying (Guay, 2021). Diligence refers to the ability to make decisions and develop one's capabilities.

According to Cherry (2022), people will be more vigorous when their abilities develop, their connections with others flourish, and they can fulfill other personal decisions. O'Hara (2017) further suggests the "Self-Determination" theory, which posits that an individual achieves a high level of motivation when they wholeheartedly engage in activities that provide them with essential skills and experiences.

From the abovementioned perspectives, students will learn more if they are diligent. The activities that students experience inside the classroom play a significant role in sparking their interest. This study will be conducted in which the researcher will provide preliminary activities to spark the students' interest before starting the writing training.

Meanwhile, Izquierdo, Aquino-Zúñiga, and García-Martínez (2021) explain that some variables that decrease motivation in learning are lack of self-confidence, avoidance of mistakes, unencouraging teachers, and lack of reading and learning materials. The lack of motivation in writing is observed through late submissions, rushed outputs, and copied projects.

1.2. Legal Bases

It is also essential to consider the Department of Education or DepEd Memorandum No. 89, S. 2020 | Clarifications on the use of the essential learning competencies (MELCS) and other related issues on a legal basis. The proposal stipulates that schools should refer to the MELCs when drafting learning activity sheets, self-learning modules, and other instructional materials. Furthermore, the schools should unite in following the MELCs' contents, and using other competencies not specified in the MELCs is prohibited.

The MELCs are the necessities for a student to continue with their grades, advance to the next level, and have a successful life shaped by quality education. The focus of teaching Filipino in the Academic Track is specific and clear through specific academic writings, which can range from four to six pieces, based on careful, accurate, and appropriate language use. The determination of the level of writing proficiency is based on the score set by the official designated by the Department of Education, derived from DepEd Order No. 31, s. 2020, titled Interim Policy Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan. A review of the literature and studies was conducted to enhance the researcher's understanding of the problem.

1.3. Review of Related Literature

Writing is essential to language and requires a highly complex cognitive activity in which the writer must simultaneously control multiple variables. This includes controlling content, format, sentence structure, vocabulary, grammar, and letter formation at the sentence level. Beyond the sentence, the writer must be able to construct and integrate information into coherent paragraphs and texts (Durga & Rao, 2018).

Kaplan, Courtney, and Skowronski (2023), stress that writing skills encompass more than just the act of writing itself. The critical elements of the writing process include research, planning, outlining, editing, revising, spelling and grammar, and organization. Thus, teaching practices, assessment methods, language development, and reading and language curriculum should consider the multidimensional nature of writing.

The research by Mallahi et al. (2016) advocates for a quantitative-qualitative design to explore and understand the writing skills, processes, and the quality of the texts produced by the students. He found that pre-writing is essential to motivate students to understand and draft written works interactively. To be participatory, the teacher must be creative in using writing tasks in teaching.

There are many ways to enhance writing skills, including the clustering technique. It is used while the student is conducting preliminary writing activities (Anggitaningrum, Alimatun, Wibowo, Minkhatunnakhriyah, and Albiansyah, 2021). Clustering is one effective way for students to prepare their necessary ideas before starting to write.

According to Maghsoudi and Haririan (2013), brainstorming is a method used to motivate students to generate ideas and create a list of possible solutions for a specific problem. They further explain that brainstorming helps students transfer ideas from the human brain to their tongues or other fields, such as writing.

On the other hand, listing presents information quickly by creating a broad understanding and then forming associations for more detailed ideas. This process effectively develops or initiates a topic, mainly when a researcher extracts a specific subject from a broad idea.

Looping is a method in free writing that allows students to continue focusing on their thoughts while searching for a topic. This way, the student will identify the most important topic or idea in their writing. After this, he will repeat the process for five to ten minutes until he achieves a series of increasingly fluent and coherent writing.

Meanwhile, the Somebody-Wanted-But-So-Then strategy was implemented during or after reading. According to Jamerson (2016), it provides a framework for identifying key elements when summarizing the actions of a story or historical event. The strategy also helps students identify key concepts, determine cause-and-effect relationships, make generalizations, distinguish between characters, and analyze multiple perspectives (National Behaviour Support Service, 2013)

The SAAC method, the acronym for "State, Assign, Action, and Complete", is another way to summarize text (such as a narrative, an article, or a speech). Each letter in the "SAAC" acronym represents a unique part that should be included in the summary, such as naming the article, book, or short story; the author's surname; what the author is doing (for example, telling or explaining); and how to end the sentence or summary using relevant keywords and information (Bales, 2021).

The 5W's and 1H are another strategy that can be used as a preliminary task in writing (Morelent, Naini, and Hamdani, 2019). According to Er (2021), this process is also called referential questions. From the perspective of Dewi and Aisyah (2023), these questions can be used as a guide for students when writing a story or even to direct the idea in writing and develop the details.

Another pre-writing strategy is the First, Then Finally. According to Bales (2021), it helps students summarize events by stating the details in sequence. First: What happened first? Include the main character and the main event/action. Then: What important details occurred during the event/action? Finally, what are the results of the event/action?

Studies have found that prewriting strategies are essential for students to learn and use throughout their high school and college careers. These strategies help students write, generate ideas, describe in their own words, and develop higher-level word choices.

In Servati's (2012) study, he discovered that prewriting activities such as graphic organizers allow students to produce higher-quality writing. The collected data indicate that the correct strategies and materials used by the teacher and proper time management enhance the quality of students' writing.

In the study by Cabigao (2021), a 1.56 increase in the students' overall scores from the pretest to the posttest was observed. Specifically, there was an 80% increase in the students' basic writing skills, proving that the prewriting intervention effectively achieved the learning objectives. This study also proved the significant role of teachers in motivating students in writing.

In the study by McDonough, K., and De Vleeschauwer, J. (2019), sixty Thai students underwent writing assessments. The essays were graded using a rubric (content, organization, grammar, and vocabulary) and linguistic measures were applied to measure the number of errors, coordination, and subordination. In the end, the results indicate that students who individually planned before writing received high scores in writing.

In another study conducted by Anggitaningrum et al. (2021), it was stated that clustering significantly affects the ability to write narrative essays among 10th-grade students at SMA Tulus Bhakti. Based on the data analysis, it was found that the use of the clustering technique positively impacts writing skills.

Puspita's (2018) study proved that the clustering method affects students' writing abilities. The clustering method improved the students' texts' content, organization, and coherence. In the study by Dewi (2020), she divided the class into two groups, experimental and non-experimental groups, using the cluster random sampling technique to select 30 students from class VIII-1. The experimental group was taught using the cluster method. The data from this study, collected from a pre-test and a post-test of a written examination, revealed that the cluster method significantly impacts the student's ability to write descriptive texts.

In the study by Maghsoudi and Haririan (2013), the brainstorming method positively affected the writing skills training of Iranian students based on their social status. The students also became responsible for cultivating their learning through brainstorming.

Mehr et al. (2016) also added that he led a study on the effects of the brainstorming technique on the expository compositions of Iranian EFL learners at an intermediate proficiency level. It aims to examine how the brainstorming technique affects the growth of communication effectiveness in a training environment. In short, it was discovered how effective the impact of the students' brainstorming technique on writing was. Moreover, the results of this study

show that the brainstorming technique plays a significant role in all the patterns of development taught in those sessions. The students are guided by brainstorming to produce a more successful work.

In another study, Tsuji (2017) found that comparing the scores of the pre- and posttests in his study showed a positive influence of the 5W1H intervention. The text analysis showed that the revisions led to a better text that became more transparent with the revised details of the 5W1H. The activity refocused the students' attention on clearly describing the necessary 5W1H aspects of information. Therefore, the author concluded that the 5W1H writing activity improved the students' writing performance.

Er's (2021) study showed that referential questions or 5W 1H were used in various contexts and served productive, communicative, pedagogical, and motivational purposes. The instructor and the students emphasized that referential queries significantly impact classroom participation and written output. According to reports, they attract students' attention, enhance communication motivation, encourage oral participation, and result in complex responses. Furthermore, guiding questions were presented to assist in creating written outputs developed with the help of collaboratively constructed classroom content.

Overall, this study is anchored in Edward Lee Thorndike's "Connectionism" Theory (1911), which explains the likelihood of a student being more prepared for writing. In the "Cognitive Process" Theory of Writing by Flower and Hayes (1981), it is addressed that writing involves both basic and higher levels of processes and a series of decision-making and selection. With the help of others, students will be more prepared for writing, as explained by Vygotsky's Zone of Proximal Development (1978). This theory expresses that the teacher guides the student in performing tasks beyond their current abilities, a process known as "scaffolding." In this way, students develop motivation for writing. This notion of the "Self-Determination" Theory by Ryan & Deci (1986), explains that an individual who achieves a high level of motivation will gain valuable skills and experiences.

II. Methodology

This study used a quasi-experimental design for the one-group pretest-posttest. The researcher measured the students' writing skills before the intervention through a pretest using a writing skills rubric, and the posttest was conducted using the same measure after the intervention was given. This research was conducted at Candijay National High School, one of the public high schools in the Candijay district. Using the purposive sampling technique, 110 Grade 12 students with grades below 75 and between 75 and 84 were selected and invited through a letter to participate in the study to undergo the preliminary writing intervention. These are Somebody Wanted But Then So, SAAC Method, 5W 1H, First Then Finally, listing, clustering, looping brainstorming, and graphic aids.

III. Results and Discussion

In the level of students' proficiency in academic writing before and after the intervention, the mean score increased from 77.8 in the pretest, which is reasonably satisfactory, to 88.41 in the posttest, which is very satisfactory. The specific data in the pretest results indicates that no one has achieved Very Satisfactory and Outstanding skills. However, in the posttest, it can be observed that the students' skill level increased, with sixty (60) students or 54.55% achieving Outstanding skills and nineteen (19) or 17.27% achieving Very Satisfactory skills. This proves that the interventions effectively improved the student's academic writing skills because the students became better at writing after the intervention. The increase in their writing proficiency suggests that using preliminary drafts before writing is an important aspect of the learning process that students should undergo before the final writing.

Table 1 Students' Academic Writing Skills Level Before and After the Implementation of the Pre-Intervention Task, N = 110

| Description | Range | Pretest Result | | Post test Result | |
|---------------------------|----------|----------------|------------|------------------|------------|
| | | Frequency | Percentage | Frequency | Percentage |
| Outstanding | 90 – 100 | 0 | 0 | 60 | 54.55% |
| Very Satisfactory | 85 – 89 | 0 | 0 | 19 | 17.27% |
| Satisfactory | 80-84 | 46 | 41.82% | 23 | 20.91% |
| Fairly Satisfactory | 75-79 | 42 | 38.18% | 6 | 5.45% |
| Did Not Meet Expectations | Below 75 | 22 | 20.00% | 2 | 1.82% |

| | | | | |
|------------|-----|------|-------------|--|
| Total | 110 | 100% | 110 | |
| Mean: 77.8 | | | Mean: 88.41 | |

Next, the scores of students in the writing preliminary tasks. Based on the data, the overall scores of the students who wrote academic papers have increased. Using preliminary writing tasks effectively has improved the Grade 12 students.

The preliminary writing activities used were students got the highest weighted mean of 91.2% using the “First, Then, Finally” method. The students' scores in the post-test essay writing prove that the preliminary task First helps to make essay writing easier. It is suggested that this is most effective for students in writing, especially in travel essays, which resulted in them achieving an overall score classified as Outstanding or 90 – 100. According to Bales (2021), his study First helps students summarize events by stating the details. First: What happened first? Include the main character and the main event/action. Afterwards: What important details occurred during the event/action? Finally, what are the results of the event/action?

Next was the intervention 5W 1H, which recorded a mean score of 91.05%, equivalent to an Outstanding mark. This result proves that mentioning details that answer the questions of what, where, when, who, why, and how can help create a photo essay, a type of textual composition that expresses important details that can be seen in the images. The researcher noted that in developing students' essays, the important names of people, events, and experiences of the characters in the story can be found in their preliminary drafts. Likewise, the events recorded in the essay provided a foundation for the students to develop their essays better.

Table 2 Students Score in Writing Using Pre-writing Activities

N = 110

| Types of Intervention | Outstanding (90 - 100) | | Very Satisfactory (85 - 89) | | Satisfactory (80 - 84) | | Fairly Satisfactory (75 - 79) | | Did Not Meet Expectation (below 75) | | Mean | Rank |
|---|------------------------|------------|-----------------------------|------------|------------------------|------------|-------------------------------|------------|-------------------------------------|-----------|-----------|------------|
| | f | % | F | % | F | % | F | % | f | % | | |
| Intervention 1 (Somebody Wanted to But then | 67 | 60% | 7 | 6% | 27 | 24% | 10 | 9% | 1 | 1% | 90 | 3 |
| Intervention 2 (SAAC Method) | 23 | 21% | 16 | 14% | 43 | 38% | 21 | 19% | 9 | 8% | 83 | 5 |
| Intervention 3 Brainstorming Listing-Clustering Session | 44 | 39% | 39 | 35% | 27 | 24% | 2 | 2% | 0 | 0% | 87 | 4 |
| Intervention 4 (First-then-finally) | 85 | 76% | 13 | 12% | 12 | 10% | 2 | 2% | 0 | 0% | 91 | 1.5 |
| Intervention 5 (5W 1H) | 81 | 72% | 23 | 21% | 8 | 7% | 0 | 0 | 0 | 0 | 91 | 1.5 |
| Mean | 60 | 54% | 19.6 | 18% | 23.4 | 21% | 6.2 | 6% | 2 | 2% | 88 | |

Legend: Outstanding (90 - 100); Very Satisfactory (85 - 89); Satisfactory (80 - 84); Fairly Satisfactory (75 - 79); Did Not Meet Expectation (below 75)

Meanwhile, it is also stated in the record that intervention two, or the SAAC method, received the lowest weighted mean of 82.7%. This result indicates that the SAAC intervention has a moderate effect as a preliminary task before Grade 12 students begin writing. This result is based on the inherent technicality of this task, which uses the title of

the article, book, or short story; the author's surname; the author's work (for example, narration or explanation); and the connection of keywords and information to complete the sentence or summary.

Overall, prewriting strategies are important for students to learn and use throughout their high school and college careers. These strategies help students generate ideas, describe the topic, and use appropriate words to write a good composition.

Meanwhile, this study assessed the level of motivation according to individual factors. Four main factors were assessed, each with an overall level of motivation: satisfaction, self-efficacy, recognition, and effort. Of these four, the two main aspects emphasized were Satisfaction and Effort.

Table 3. Students' Motivation Level in Pre-writing Activities

| Level of Motivation | WM | DV | Rank |
|---------------------------------|-------------|------------|------|
| 1. According to Satisfaction | 3.17 | HML | 1 |
| 2. According to Self-Confidence | 2.99 | HML | 3 |
| 3. According to Recognition | 2.94 | HML | 4 |
| 4. According to Effort | 3.02 | HML | 2 |
| Composite Mean | 3.03 | HML | |

Legend: 1.0-1.75 (Very Low Motivation Level VLML); 1.75-2.50 (Low Motivation Level, LML), 2.51-3.25 (High Motivation Level, HML); 3.26-4.0- (Very High Motivation Level, VHML)

Accordingly, in the Satisfaction Category, the specific sources of their motivation are these statements, "Being a good writer will help me excel academically," "I write just like other students," and "I want to write my thoughts." Although the numerical equivalents of the factors are not significantly different, the three reasons for their motivation stand out. Therefore, their satisfaction comes from their involvement in their activities due to their awareness of their writing abilities and their desire to have the opportunity to express their thoughts and work with their classmates.

Regarding Effort, two important factors stand out: "I want the highest grade in the class for a writing assignment" and "I practice writing to improve my skills." This data shows that grades and skill enhancement are the sources of their effort.

Table 4

Relationship between Score and Motivation Level in Students' Initial Task, N=110

| Variables | Computed <i>R</i> -value | <i>P</i> -value | Decision | Interpretation |
|----------------------|--------------------------|-----------------|------------------|--|
| Score and Motivation | 0.40 | 0.045 | <i>Reject Ho</i> | Significant, Moderate Positive Correlation |

The study also focused on the relationship between the level of motivation in academic writing and the writing scores of Grade 12 students. According to the data, the corresponding hypothesis will be rejected because there is a significant moderate positive correlation between the level of motivation in academic writing and the writing scores of Grade 12 students. This suggests that motivation in writing is important and is one of the determinants of high writing scores.

In the study, high motivation stemming from factors such as enjoyment in writing, the desire for high grades and skill improvement, practice, teacher feedback, and individual differences is essential in achieving high writing scores. The preliminary writing tasks provided as scaffolding are appropriate, in line with Shabani et al.'s assertion that both cognitive and affective aspects are crucial in the zone of proximal development. Therefore, a high score in writing is related to a high motivation for writing.

Students' academic writing before and after the implementation of the preliminary task are also measured. The results show that the computed *t*-values of -15.54 (Intervention 1), 4.47 (Intervention 2), -10.88 (Intervention 3), -23.19 (Intervention 4), and -19.77 (Intervention 5) are higher than the computed *P*-values of 0.0001, 0.002, 0.00032,

0.000, and 0.0036. Therefore, the corresponding initial hypothesis will be rejected, which means that the preliminary activities significantly affect the students' writing skills.

This result shows that there are benefits to prewriting methods and that the writing skills of students have further improved through interventions such as the First then finally method for travel essays, the 5 Ws and 1 H and graphic aids for picture essays, the Somebody wanted to but then used for reflective essays, Brainstorming Listing-Clustering Session for essays, and the State, Assign, Action, Complete or SAAC Method for summarizing.

Table 5

Difference in Academic Writing Proficiency Level of Students Before and After Implementation of the Pre-Work N=110

| Variables | MeanSD | Computed t-value | P-value | Decision on Ho | Interpretation |
|---------------------------|-------------------------------|------------------|---------|----------------|----------------|
| Pretest & Posttest | 77.97±4.47 89.77 plus±7.20 | -15.54 | 0.0001 | Reject Ho | Significant |
| Pre-test & interbensyon 2 | 77.97±4.47 82.74±9.27 | 4.47 | 0.002 | Reject Ho | Significant |
| Pre-test & interbensyon 3 | 77.97±4.47 87.29±4.57 | -10.88 | 0.0032 | Reject Ho | Significant |
| Pre-test & interbensyon 4 | 77.97±4.47 91.19±4.58 | -23.19 | 0.000 | Reject Ho | Significant |
| Pre-test & interbensyon 5 | 77.97±4.47 91.5 ± 5.0 | -19.77 | 0.0036 | Reject Ho | Significant |

The researcher found that students were more prepared to write academic papers if they first created preliminary writings. This means that the writing process should not only focus on the actual writing but also pay attention to preparation through preliminary activities, which are practical and efficient in this study.

In Cabigao's (2021) study, a 1.56 increase in overall scores was observed from the pretest to the posttest of the students. Specifically, the 80% increase in the student's basic writing skills demonstrates that the prewriting intervention effectively achieves learning objectives. This study also proved the significant role of teachers in motivating students in writing.

Therefore, this result indicates that students can improve their writing skills by participating in prewriting exercises to help them generate better ideas. These exercises significantly impact the student's ability to write well, which will help them succeed in their studies and future careers. Generally, the significance of these results underscores how important it is to incorporate exercises before actual writing to enhance students' writing skills.

IV. Conclusion and Recommendation

The students had Fairly Satisfactory writing skills, scoring 77.8% before the intervention. After the preliminary activities, the students' skills became Very Satisfactory, scoring 88.41%. The students scored the highest mean score of 91.2% in the First-then-finally method, 91.05% in the 5W 1H method, 89.8% in the Somebody wanted to but then method, 87.3% in the Brainstorming Listing-Clustering Session; and 82.7% in the State, Assign, Action, Complete or SAAC Method. The students have a high level of motivation in writing that comes from Enjoyment, followed by Effort, Self-Efficacy, and Recognition. There was a moderately significant positive relationship between the level of motivation in academic writing and the writing scores of Grade 12 students. There was a difference in the level of academic writing skills of students before and after the implementation, which proves that the preliminary work significantly impacts the students' writing skills. Preliminary activities are effective in motivating students to write and have become an effective means of developing students' skills in writing academic papers.

The study recommended using preliminary writing activities that have proven effective, such as the First-then-finally method, 5W1H, Somebody wanted to but then, Brainstorming Listing-Clustering Session, and SAAC Method. Study of other preliminary activities that can stimulate students' interest. Also, further deepening the study of motivation related to writing and validation of the writing motivation questionnaires.

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