



Post-Pandemic Writing Skills of Senior High School Honor Students: A Content Analysis

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Authors' contributions

This work was carried out in collaboration between both authors. Author JVE is the main author of the study. Author JVE designed and drafted the study. Author AESJ checked, advised and Made necessary suggestions. Both authors read and approved the final manuscript.

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ABSTRACT

This study aimed to explore the social and cultural factors influencing writing skills and determine the common errors senior high school honor students commit post-pandemic. The researcher used qualitative content analysis. The study was conducted during the school year 2022-2023. Using the purposive sampling technique, the researcher chose seven participants based on the set inclusion and exclusion criteria. The participants were given tasks to write a total of 21 essays, which were content analyzed. Five themes emerged regarding the social and cultural factors. These were the value of relationships, time management, long-term effects of the pandemic, and challenges in communication and information. Using Keshavarz's error analysis with the omission, addition, substitution, and permutation indicators, the researchers found that the participants committed 461 errors, where substitution had the highest frequency, with 188 errors, corresponding to 40.78%.

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In comparison, permutation had nine errors, corresponding to 1.95%. These findings suggest that academic institutions may plan and innovate writing interventions to enhance students' English writing skills, including honor students. It also confirmed previous studies' findings that the two-year non-face-to-face classes significantly affected students' abilities, mainly writing.

Keywords: Post pandemic; writing skills; senior high school; honor students; content analysis; don marcelino.

1. INTRODUCTION

Writing is not innate and challenging to develop, especially when the target language is syntactically and grammatically different [1]. Despite being the most extensively used language in the world, English writing has always been difficult for students to learn and master [2]. Notably, many Filipino learners, like senior high school students and sometimes graduates, must improve their writing competence [3]. Thus, the National Assessment of Educational Performance (NAEP) data proved that two-thirds of K – 12 students are not writing at expected levels [4].

Consequently, Pablo and Lasaten [5] posited that students need help writing academic essays due to poor ideas, poor sentence structures, organization, limited vocabulary, incorrect usage of pronouns, and lack of citations. In addition, Hasibuan [6] mentioned that social and cultural factors affect the students' writing skills since linguistics cannot be separated from culture, which is essential for second-language learners. Also, problems in terms of writing skills are undeniably present even in Pakistan since the writing skills of their students are alarmingly weak and substandard due to the issues related to incompetence in syntax, coherence, idea expansion, content selection, topic sentence, rhetorical conventions, mechanics, organization, lack of vocabulary, and inappropriate use of language [7]. In Vietnam, Nguyen and Nguyen [8] claimed in their study that Vietnamese learners committed errors in connecting the ideas in the paragraphs due to incorrect usage of cohesive devices in their writing.

Moreover, Filipino learners were taught English composition writing using the Printed Modular Distance Learning modality during the coronavirus pandemic [9]. However, Dangle and Sumaoang [10] opined that PMDL modality had negative implications for writing among students. Also, academic integrity has been put in danger, especially in writing tasks amidst the pandemic when everything can be copied on the

internet [11]. Although the teachers doubted whether the students or the tutors answered the outputs at home, students were still recognized as honor students during the pandemic since they submitted their tasks with completeness and accuracy.

During the resumption of face-to-face classes, the researcher observed that senior high school honor students of Jose Abad Santos, Davao Occidental, struggled to write comprehensive essays due to their unlearned writing skills in subsequent years. Poor writing skills have been a recurring problem since then. However, the pandemic has worsened, and even in Malita North, Davao Occidental, the learners' poor vocabulary significantly contributed to writing. Resultantly, learners performed poorly in writing composition because they needed more English words stored in their minds to use later when composing literary pieces such as letters or daily journals [12]. With this, the Department of Education issued a Regional Memorandum to intensify instruction in writing composition and ensure that students' writing skills will be developed after the terrifying pandemic they experienced [13].

Recognizing the merits of the previous findings stated in this study, the researcher claimed that it is essential to survey the writing skills of senior high school honor students, specifically in Jose Abad Santos, Davao Occidental, which aimed to address the gap in knowledge using content analysis in the post-pandemic period. Therefore, the researcher believed this study might be essential in the present and even more critical in the future since this may help educators formulate programs to enhance the students' writing skills.

1.1 Research Questions

This study aimed to explore and analyze the writing skills of the senior high school honor students of Jose Abad Santos National High School in the post-pandemic. Specifically, this qualitative content analysis study sought to

answer the following questions: 1) What are the social and cultural factors that influence the students' writing skills? 2) Based on the analyzed written text, what are the common errors senior high school honor students commit in the post-pandemic?

2. MATERIALS AND METHODS

2.1 Research Design

This study utilized qualitative content analysis. Berg and Lune [14] said content analysis is a careful, detailed, systematic examination and interpretation of a particular material body to identify patterns, themes, biases, and meanings. Similarly, it is used to determine the presence of certain words, themes, or concepts within some given qualitative data, such as in written text. Hence, the researcher can quantify and analyze the presence, meanings, and relationships of the words in the text [15]. Therefore, content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data to describe and quantify specific phenomena. In this study, the writing tasks the participants answered were assessed using the Band Descriptors adopted from the International English Language Testing System (IELTS) and error analysis, specifically Keshavarz's theory [16]. Then, content analysis was used to precisely determine the social and cultural factors that influenced the writing skills and the standard errors committed in the writing of the senior high school honors students writing skills in the post-pandemic. Thus, content analysis provided valid inferences from the primary data provided by the participants.

2.2 Sampling Design and Technique

This study used purposive sampling to identify the participants among the senior high school honor students at Jose Abad Santos National High School. Purposive sampling is subjective or judgmental [17]. This means that the participants of this study depended on the researcher's criteria for inclusion. Purposive sampling increases the study's rigor and dependability of the data and outcomes by better matching the sample to the researcher's goals and objectives.

Moreover, the researchers used the inclusion and exclusion criteria to identify the participants. Thus, this implied that the researcher chose the participants because she thought they were the best individuals who provided essential

information on the topic using the set criteria. Then, the identified research participants underwent the three writing tasks the researcher gave, and their written texts were analyzed accordingly.

2.3 Participants of the Study

In qualitative studies, it is common for data to be based on 1 to 30 informants [18]. According to Kaliris [19], participants should be at least 7 or 8, and at most 20 for interviews should be a standard and a quick answer to your question. Since "saturation" occurs, themes tend to be repeated, and you should not need to take more answers. More so, a purposive sampling technique was employed. This means that the researchers selected the qualified research participants using the inclusion and exclusion criteria, which were as follows: (1) Grade 12 senior high school student for the school year 2022-2023, (2) consistent honor student from Grade 7 until their present with 90% and above general weighted average to be called honor student from Grade 7 until Grade 12, and (3) bona fide student in the school without transferring and dropping out.

On the contrary, they were excluded from the selection pool if they failed to be an honor student even in one school year. Also, they were excluded if they had a history of transferring to another school in 2017-2023 or dropping out within the allotted school years. Therefore, the researcher applied the inclusion and exclusion criteria to identify the research participants in the study. Effective inclusion criteria create the ideal pool of participants to get the most beneficial data for the study [20]. Thus, seven Grade 12 consistent honor students met the criteria provided in this study after a thorough evaluation of their academic records kept in the registrar's office. Furthermore, the researcher observed that just like other average students, Grade 12 honor students still faced difficulties in writing and composition, and many errors were evident in their written tasks. Therefore, there was a need to analyze and enhance the honor students' writing skills in the post-pandemic period so that they could write comprehensive academic essays in the future, mainly when they enroll for a baccalaureate degree.

2.4 Research Instruments

Three instruments were used in this study. First, the researchers gave three different writing tasks

to the research participants. Each writing task had a different required number of words, which started from 100 words, then 120 words, until 150 words. Writing Task No. 1 was about their unforgettable experience as a senior high school student. Then, Writing Task No. 2 was all about their stand on the saying, "No man is an island." Lastly, the Writing Task No. 3 was their personal experience about the COVID-19 pandemic. Also, the written essays were subjected to content analysis to determine and analyze specifically the writing skills and common errors committed by the senior high school honor students post-pandemic. Since these writing tasks were already given in the subject taken by the honor students, specifically in the Creative Non-Fiction class, there was no validation of the research instruments employed. More so, the written tasks served as secondary data.

Second, the researcher utilized the interrater evaluation, the Band Descriptors adopted from IELTS, and Keshavarz's theory [16] of error analysis. Hence, these were used as assessment rubrics to evaluate and analyze the writing tasks written by the research participants. These instruments assessed the participants' writing skills, particularly the task response, coherence and cohesion, lexical resource, and grammatical range and accuracy, which were significantly aligned in identifying the common errors committed by the participants. Furthermore, the researcher determined and quantified the frequent common errors committed in the essays. Then, these errors validated the participants' post-pandemic writing skills. Therefore, this shall not directly involve individuals as research participants but rather focus on the participants' written texts.

2.5 Data Analysis

This qualitative content analysis study utilized two data analyses: the manifest analysis of Downe-Wambolt [21] and Keshavarz's [16] error analysis.

2.5.1 Manifest analysis of downe-wambolt

In the first data analysis, this was presented in words and themes, which made it possible to draw some interpretations of the results. In addition, the choice of data analysis employed in this study was manifest analysis. In a manifest analysis, the researcher described what the participants would say, stayed very close to the text, used the words themselves, and described

the visible in the text. Thus, manifest analysis includes the surface structure of what has been said in the written text. The researcher used four stages in analyzing the data based on the written tasks: decontextualization, recontextualization, categorization, and compilation.

2.5.1.1 Decontextualisation

The researcher familiarized herself with the existing data from the participants' written text, reading, and transcribed text to obtain a sense of the whole. Hence, this stage involved a coding system.

2.5.1.2 Recontextualisation

After the meaning units had been identified, the researcher checked whether all aspects of the content had been covered. Then, the original text was re-read for the final list of meaning units or codes. Thus, this stage involved comparing the original data and analyzing whether the content would be included or excluded, which is considered "dross." Lastly, the process of distancing was necessary, and the researcher was allowed to let go of the unimportant information that did not correspond to the aim of the study.

2.5.1.3 Categorization

Before the researcher creates categories, extended meaning units must be condensed. This entails reducing the number of words without losing the unit's content [22]. Burnard [23] defines sub-categories as sub-headings, the minor units based on meaning units. In a manifest analysis, sometimes, these are the same as the codes of the meaning units. Therefore, themes and categories were identified in the categorization process.

2.5.1.4 Compilation

In a manifest analysis, the researcher worked gradually through identifying categories. The researcher used the informants' words and remained aware of the need to refer back to the original text. In this way, it is possible to stay closer to the original meanings and contexts [23]. There is also the possibility of adding information by performance quantification in which sub-categories and categories are counted. This is not typically done in other qualitative research methods. However, nearly everything can be counted in written messages – such as words,

characters, paragraphs, and concepts – depending on the focus of the study. By combining the quantification with a qualitative approach, the magnitude of the individual phenomena studied will appear more clearly [24].

2.5.2 Keshavarz's Error Analysis

This includes four types of errors: omission, addition, substitution, and permutation. Below is a detailed explanation of each error type used in analyzing the essays written by the senior high school honor students.

2.5.2.1 Omission

The omission is the absence of necessary items within a sentence [25]. For example, *I am studying history instead of history now. The inflection–ing must be added to the main verb study to indicate the present continuous tense.

2.5.2.2 Addition

The addition is the presence of an unnecessary particular item within a sentence or an utterance [26]. For example, *They always play basketball at 10 a.m. instead of They always play basketball at 10 a.m. Here, the auxiliary verb is unnecessary because the main verb is played, and the sentence is simple in the present.

2.5.2.3 Substitution

The substitution uses the incorrect form of a word in a sentence or an utterance. For example, *Pragmatics differs from sociolinguistics, but Pragmatics is different from sociolinguistics. Here, the correct preposition for the adjective different is from.

2.5.2.4 Permutation

The permutation is the placement of a morpheme or a word in a sentence or an utterance that is not arranged correctly. For example, *He runs continuously instead of always running in the yard. In this sentence, the adverb of frequency should always be placed before the main verb runs.

After reading the participants' writing tasks, the researcher first highlighted the errors committed in the written tasks. Second, these were categorized accordingly. Third, the researcher explained the errors found in the written tasks. Then, she gathered and counted the result and

put it into the table. Next, she calculated the percentage of each error found in written tasks. Also, these were interpreted and explained thoroughly. Lastly, the researcher concluded from the results of this study.

Further, the researcher analyzed the data by using some steps of quantification as follows:

$$P = f/n \times 100\%$$

Where: P = percentage of the number of errors;
f = frequency of each type of error; and
n = number of error

3. RESULTS AND DISCUSSION

3.1 Social and Cultural Factors

Writing skills must be enjoyed and valued in high school [27]. Therefore, knowing and understanding the factors that influence students' writing skills is necessary.

3.1.1 Social factor

Social factors are believed to be crucial in language learning and can impact foreign language learning [28]. Students use spoken and written words daily to communicate their ideas, beliefs, and feelings to people around them [29]. Thus, essay writing becomes a problematic language skill but enables students to convey their thoughts, knowledge, and feelings in a text that many people can understand and read. After analyzing the qualitative data collected in the participants' written essays about their insights and experiences, the central theme of the social Factor elucidated is the value of relationships. This theme was carefully discussed, specifically its core ideas. Hence, it was found in this study that honors students value their relationships with their family, friends, loved ones, and even strangers.

Table 1 presents the theme and core ideas on the social Factor that affects the post-pandemic writing skills of senior high school honor students, which were shared in the participants' written essays based on their insights and personal experiences.

According to Cherry [30], sociocultural theory is an emerging field of psychology that looks at society's contributions to individual development. Psychologist Lev Vygotsky believed that parents, caregivers, peers, and the culture are

Table 1. Theme and core ideas on social factor that affects post-pandemic writing skills of senior high school honor students

Major Theme	Core Ideas
Value of Relationships	<ul style="list-style-type: none"> • family and loved ones matter. • the friendship that transformed me, and that is so far the most unforgettable. • because of my family, friends, teachers, and schoolmates' support, I did my best. • there is a spirit of unity, cooperation, and respect. • as a human being, I need a companion to function fully. • no one can survive alone in this world. • our families, friends, and even strangers will be with us. • we need a trusted friend to share our feelings, emotions, and thoughts.

responsible for developing the brain's higher-order functions. Thus, sociocultural theory focuses on how mentors and peers influence individual learning and how cultural beliefs and attitudes affect learning.

In the first core idea of the Value of Relationships, the study participants thought about family and loved ones matter. According to Anyakwo [31], family, friends, and other trusted loved ones impact a child's development. With this, one's viewpoints, values, relationships, and understanding of the self and others are impacted by our interactions with our family and primary caregivers.

In addition, Participant 3 and 4 expressed in their Writing Task No. 1 that "the friendship that transformed him and that is so far the most unforgettable." Guroglu [32] explained that forming and maintaining friendships is one of adolescence's most vital developmental tasks. Supportive and high-quality friendships have been related to positive developmental outcomes and mental health, both concurrently and in the long term. More so, Palacios and Berger [33] discussed in their study that peer relationships and academic achievement are associated with early school years, where friends play a significant role in influencing students' school adjustment, attitudes, and behaviors. This finding underlined the importance of understanding social network dynamics in educational settings.

Moreover, Participant 5 wrote in her Writing Task No. 1 that she did her best through the support of her family, friends, teachers, and schoolmates. Hence, social support systems or networks, including family and friends, students or classmates, professors, and advisors, can help

you achieve academic and professional success. Also, Participant 6 expressed the spirit of unity, cooperation, and respect. Laguador [34] emphasized in his study that cooperation is essential to unity, collaboration, and social obligation, creating an environment for a better learning experience. In addition, teaching personnel must show respect and be very particular and sensitive to the needs of the students. As reflected in the essay, Participant 1 shared in Writing Task No. 2 that, as a human being, she needs a companion to function fully. In the research conducted by Krause [35], the findings revealed that older people who have a good relationship with a close companion friend are more likely to experience higher levels of self-expression, which is defined as fully utilizing one's talents and skills.

In addition, Participant 1 and 3 added in their writing tasks that no one can survive in this world alone. Seffusatti [36] postulated that being part of a community—be that a nuclear family or a group of friends, your neighborhood, or communities of mutual interests or activities about developing stronger social bonds that can improve a person's health, happiness, and overall quality of life. Thus, we need one another to survive. Moreover, Participant 2 claimed that families, friends, and even strangers will be with us. According to Liu et al. [37], personal connection usually refers to family members, friends, and strangers as a traditional distinction between different personal relationship categories. Furthermore, Participant 2 claimed that families, friends, and even strangers will be with us. Hence, scientific research has shown that social relationships are essential to happiness. The greater the number and range of friendships we engage with, the better our well-being [38].

This finding coincided with the Sociocultural theory founded by Lev Vygotsky, which proposed that social structures determine people's working conditions and interactions with others, which in turn shape their cognition, beliefs, attitudes, and perception of reality and that social and individual work is mediated by tools and signs such as language and work of arts [39]. Thus, the more they interact with others, the more they can shape their mental abilities, beliefs, and attitudes. It is evident that the participants of this study have valued their relationships with their parents, friends, and other people based on their shared experiences through written essays. Therefore, people must value relationships at all times.

3.1.2 Cultural factor

Culture, in which a person learns, sets the agenda for learning in several ways. What and how a person knows is primarily influenced by the culture in which the learning occurs and the social interaction processes in which the learner engages [40]. Culture includes the values of a society and interprets the values in question. This results from the relations and interactions shared among people living in a society. In other words, culture consists of all beliefs and purposes (Bayar & Karaduman, 2022) [40].

Table 2 shows the theme and core ideas on the cultural factors that affect the post-pandemic writing skills of senior high school honor students, narrated from the participants' written essays based on their insights and personal experiences.

After analyzing the participants' written essays, the central theme that emerged was time management. With this, cultures also vary by time orientation or how they manage their time

differently. According to Mravoic [41], different cultures developed various views on time use since time is essential in society and culture. Psychologist Robert Levine analyzed different cultures and their attitudes toward time. For example, cultures such as the Middle East, Latin America, or Eastern Europe nurture a more relaxed attitude towards time. Thus, they are more family and socially-oriented. On the other hand, western cultures tend to view time as linear, with a clear beginning and end.

In Writing Task No. 1, Participant 1 shared that the deadline for their creative writing pressured her. Time is viewed as limited in supply, shaping how people structure their lives, especially at work, with schedules, milestones, and deadlines. People who do not adhere to deadlines are often seen as having failed somehow [42]. Additionally, Participant 2 expressed that she managed to dance and be able to perform well in their performance task. In the educational context, time management is vital in improving students' academic performance and achievement, especially for honor students. Nasrullah and Khan [43] confirmed that time management is critical and may affect an individual's performance and achievements. More so, students' time management is one of the aspects that can move a student to be a good student.

Moreover, Participant 3 explained that her body adjusted to her (part-time job) work. Venter [44] postulated that time management affects every aspect of an individual's life, including work, family, social, and private life. Also, time orientation is derived from culture, and this orientation is reflected in the language used to describe time. Different cultures have different perceptions of time and may value different aspects.

Table 2. Theme and core ideas on cultural factors that affect post-pandemic writing skills of senior high school honor students

Major Theme	Core Ideas
Time Management	<ul style="list-style-type: none"> • The deadline for our creative writing pressured me. • I managed to dance and perform well. • My body adjusted to the (part-time job) work that I had. • It is essential that we can manage everything in our lives. • We need to submit it on time. • I trained myself to do things that make sense.

Table 3. Themes and core ideas on social and cultural factors affecting the post pandemic writing skills of senior high school honor students

Major Themes	Core Ideas
Long-term effects of the pandemic	<ul style="list-style-type: none"> • The learning system amidst the pandemic has had a significant impact. • I came to the point where I started questioning my life and its worth. • This pandemic causes trauma and danger to people all around the globe. • Losing my father also means losing half of my dreams. • Sometimes, I understand myself, but I always end up feeling hopeless. • The hand serves as the worst nightmare for everybody.
Challenges in Communication and Information	<ul style="list-style-type: none"> • Lack of knowledge and source of information are the questions and problems. • We needed to have an answer to our questions and be the source of reliable information. • I need help communicating with others. • I cannot confide in my mother anymore. • Online learning is complex. • I was motivated by watching educational videos. • Reliable information matters.

Another core value shared by the participants is that we must manage everything in our lives. According to Statt [45], time can be measured in terms of linear and clock time. In linear time, time is experienced as flowing in a straight line from past to present, while clock time is measured in hours, minutes, and seconds, forming the external basis on which people organize their lives. This means people feel pressured if we measure time by utilizing the clock. Likewise, participants expressed that they needed to submit on time. This supports the idea that time management is planning and controlling how much time to spend on specific activities. Hence, good time management enables an individual to complete more in a shorter period, lowers stress, and leads to career success Nishesh et al. [46]. Lastly, Participant 2 emphasized in Writing Task No. 3 that she had to train herself to do things that make sense, particularly watching videos during a pandemic. In the study conducted by Ali [47], it was revealed that watching educational videos positively affected the academic activities and performance of the respondents. The study further confirmed that most respondents preferred short videos to minimize the time spent watching them. Therefore, the participants of this study highlighted time management as a cultural factor that affects their post-pandemic writing skills.

3.1.3 Social and cultural factors

Social and cultural aspects affect writing skills, specifically social and cultural factors like

expectations and norms in the community and the writer's experiences and background knowledge put into writing [48]. In addition, Bhatt [49] discussed in his study the many factors that influence students' writing skills, including our thinking, attitude, approach, and, most importantly, our sociocultural backgrounds.

Table 3 reveals the themes and core ideas on social and cultural factors affecting the post-pandemic writing skills of senior high school honor students, which was narrated from the participants' written essays based on their insights and personal experiences. These findings are based on the participants' insights and personal experiences written in the different writing tasks given to them. Hence, the researcher found two significant themes related to social and cultural factors.

3.1.4 Long-term effects of the pandemic

The first theme related to social and cultural factors affecting the participants' writing skills is the long-term effects of a pandemic. With the advent of vaccines and the ending of lockdowns, we think the COVID-19 pandemic is ending. However, this pandemic's social, economic, and cultural effects will cast a long shadow into the future or even longer than a decade [50].

This is the main reason participants 2, 3, and 5 wrote about the impact of the pandemic in their essays. They experienced trust issues that made them worry about the future and feel hopeless.

Also, the pandemic caused them traumas because many people died due to the contagious disease.

Additionally, COVID-19 has significant and unequal effects, particularly on the level of education, socioeconomic status, and health status [50]. Thus, Participants 4, 6, and 7 expressed in their written essays how the pandemic changed their way of learning, social interaction, economic status, and the health of their loved ones. The pandemic resulted in death, which made them believe that this was a nightmare for everyone.

The long-term effects of the pandemic made the participants remember their experiences and struggles, which they expressed in writing. Thus, these social and cultural factors affected the writing skills of the senior high school honor students post-pandemic.

3.1.5 Challenges in communication and information

The last theme in this study is the challenges in communication and information. Hence, the information concerning the evolution of the COVID-19 pandemic is relevant for society. Tran et al. [51] elucidated that the global crisis generated by the COVID-19 pandemic tested the existing culture of human beings. Also, this has led individuals to change how they communicate and behave socially in physical or virtual environments. Participants 1 and 6 expressed their sentiments through their essays that they had difficulty communicating with others during the pandemic, and their studies became difficult to handle due to the new learning approach. In addition, Participant 7 shared that learning using modules is challenging because they need more knowledge and information since they cannot ask their classmates immediately due to the suspension of face-to-face classes and lockdowns.

To address the challenges in communication and information, Participant 2 sought a way to address her difficulty in answering her modules due to needing more information. So, she watched educational videos to understand her lessons. Siringpongdee et al. [52] believe that the Internet has become necessary in almost every aspect of daily life, mainly when physical contact between people is restricted to prevent the spread of COVID-19. Thus, educational videos

on the Internet made her understand the modules.

On the other hand, Participant 5 experienced insomnia during the pandemic, and she had difficulty sharing it with her mother because she was told that she was only exaggerating her feelings during the pandemic. The experience of Participant 5 clearly shows anxiety and depression. It is now more important to actively connect by exchanging psychological and sociocultural issues [53]. Additionally, people's tendency to engage in more excellent thoughtful thinking is associated with their ability to identify incorrect information. The type of information, whether wrong or accurate, impacts people's emotions [54]. Thus, people need to have a variety of social functions to relieve stress, loneliness, depression, and anxiety.

Furthermore, Nguyen et al. [55] inferred that using language to express thoughts and sentiments through words would help address the challenges in communication and information as social and cultural factors since there will be interactions and exchange of messages. Therefore, information must be adequately communicated through speaking or writing as a fundamental resource for social relationships.

3.1.6 Common writing errors of the senior high school honor students

Writing is one of the skills in English language learning. Writing skills are essential for academic and future career advancements. Senior high school honor students are expected to have advanced writing skills and demonstrate a high proficiency in academic writing. However, the pandemic has created significant challenges for senior high school honor students. In addition, studies have shown that the pandemic has negatively affected students' academic progress and abilities, precisely their writing skills. Table 4 presents the frequency of errors and the percentage of senior high school honor students committed in each indicator of Keshavarz's error analysis, which includes omission, addition, substitution, and permutation based on the 21 evaluated written essays. This means that most of the errors committed by the participants fall under substitution, which has a total of 188 errors with 40.78%. On the other hand, the participants have the least committed errors under permutation, which is nine errors with a corresponding percentage of 1.95%.

Table 4. Common writing errors of the senior high school honor students in the post-pandemic using keshavarz's error analysis where, $P = f/n \times 100$; and $n = 461$

Indicators	Frequency Of Errors (f)	Percentage (%)
Omission	147	31.89%
Addition	117	25.38%
Substitution	188	40.78%
Permutation	9	1.95%

Using the Keshavarz [16] error analysis, the committed errors were counted to determine which among the four errors had the highest and lowest percentage of errors. However, there is no specific interpretation of the existing percentage since the quantification purposes are solely for identifying the type of errors with the corresponding percentage of frequent errors committed in the written essays.

It is evident in the research findings that the senior high school honor students who were the participants of this study committed many errors based on their responses in the different writing tasks given to them. It is clearly shown in Table 4 the frequency of errors and the percentage of each error type. Moreover, this result is similar to the study conducted by Yilmaz and Demir [56] in Turkey, in which the participants committed most errors in substitution, followed by omission, addition, and permutation.

In addition, this study about post-pandemic writing skills of senior high school honor students has a similar conclusion to the survey conducted by Chowdhury [57] in which the Bangladeshi students at the secondary level faced many problems in writing composition, such as grammatical errors, organization, translation problems, spelling mistakes, and using inappropriate vocabularies. Although Gamilo and Aggabao [58] posited that composition writing encourages students to express their ideas using the second language, English, many students, including the senior high school honor students of Jose Abad Santos National High School, committed many errors in their writing tasks. Hence, the four types of errors committed by the senior high school honor students in their essays are as follows:

3.1.6.1 Omission

The seven senior high school honor students committed 147 omission errors in their essays. Kusumawardhani [25] defines omission as the absence of necessary items within a sentence. This means the students omitted some

necessary words or punctuation to complete the sentence.

3.1.6.2 Addition

In addition, there were 117 additional errors committed by the senior high school honor students in their essays. Rusyaidi [26] explains that addition in writing means adding unnecessary items, such as words or punctuation marks within a sentence. Hence, this makes the thought challenging to comprehend due to added words or punctuation marks [59].

In contrast with omission, addition is an error writers commit by adding unnecessary elements to their composition. When writers are uncertain about an aspect, they include it because it sounds good, but these uncertainties result in unnecessary additions [60].

3.1.6.3 Substitution

Among the four categories of Keshavarz's error analysis, this is the most committed error by senior high school students, with 188 errors in the 21 written essays. Keshavarz [16] explained that substitution uses the incorrect form of a word in a sentence or an utterance. Based on the analyzed data, the participants commonly substitute some of the words like the articles a, an, and the, the number of nouns such as the singular and plural form, the pronouns like my, I, it, and our, the verb tenses such as the present, past, and future tenses, the singular and plural form of the verbs, the prepositions in, on, at, and of, and the conjunctions such as because, however, and for, Also, they substituted some words they thought were the correct terms.

The study conducted by Ulit [61] revealed that the students committed necessary elements in terms of substitution. Furthermore, he stated that students with insufficient knowledge of English conventions tend to misuse prepositions, tenses, and forms of verbs, as well as the incorrect words in the sentence.

3.1.6.4 Permutation

The participants committed the least in this category, with only nine errors. As defined by Keshavarz [16], permutation is the placement of a morpheme or a word in a sentence or an utterance that is not arranged correctly. With these findings, the errors committed by the senior high school honor students can be linked to the sociocultural theory of Lev Vygotsky, which suggests that insufficient learning about the English language is deeply connected to the cultural context and language development that the students have. The participants wrote their essays based on their knowledge about structuring the words.

According to Uka et al. [62], permutation is an error that exists only for syntax. The students must correct the order of words and the incorrect structure of phrases and sentences. Furthermore, the researchers added that students are more likely to be made aware of sentence structure rules, which make their writing style incompetent. Hence, the findings were also in congruence with Sarwat et al. [63], who claimed that students' grammatical and syntactical errors can be observed easily through their writing content at various levels in the class. The sentence structure mistakes are also the significant mistakes students commit in writing.

Table 5 presents the participants' scores using the International English Language Testing System (IELTS) Writing Task 2 to assess further the senior high school honor students' writing skills. It is shown in Table 5 below that the participants got a score of 6 in Task Response, 5 for Coherence and Cohesion, 6 for Lexical Resources, and 5 for Grammatical Range and Accuracy.

According to Hikmah et al. [64], since writing involves punctuation, capitalization, proper indentation, and sentence breaks, it is necessary

to strengthen the students' writing skills by giving them activities to practice. Hence, IELTS Writing Task 2 may help the students improve their essays. In this study, the researcher utilized the IELTS Writing Task 2 to assess the senior high school honor students' English proficiency, particularly in writing. Based on the committed errors using Keshavarz's error analysis, the participants garnered the band descriptor 6 for task response. In this task, candidates should support their positions by offering evidence and examples from their experience [65]. Although the participants addressed all the parts of the task that were fully covered and presented a relevant position, they still needed more specific conclusions in their written essays, which made it unclear to the readers or evaluators.

The participants had a band descriptor of 5 for coherence and cohesion due to lack of overall progression, inaccurate use of cohesive devices, and needing more paragraphs in the essays. This finding is similar to the study of Nguyen and Nguyen [55], in which Vietnamese learners commit errors in connecting their ideas in paragraphs. This was because the cohesive devices they used were incorrect and, at some point, needed to be more varied or lacking. In addition, Ratnaningsih and Azizah [66] explained that students commit errors because they need more coherence and cohesion due to a lack of readings, first language transfer, and low writing practice. For lexical resources, the participants of this study received the band descriptor six because they used an adequate range of vocabulary for the task, attempted to use less common vocabulary but with some inaccuracy, and made some spelling and word formation errors in the sentences. Recine [65] defines a lexical resource as the vocabulary range of candidates and how flexible and appropriate they can show and manifest their lexical resources, knowledge of idiomatic expressions, and collocations.

Table 5. Senior High School Honor Students Scores Using the International English Language Testing System (IELTS) Writing Task 2

Band Descriptors	Scores
Task Response	6
Coherence and Cohesion	5
Lexical Resources	6
Grammatical Range and Accuracy	5

Lastly, the senior high school honor students earned the band descriptor of 5 in grammatical range and accuracy since they wrote incorrect complex sentences and made frequent grammatical errors and punctuation marks that led to difficulty for the reader to understand the essay. This finding is congruent with the study of Cullen [67], who posited that some writers abused complex sentence structures simply because they thought they could garner additional scores on it, but unfortunately, they did not. Therefore, senior high school honor students must learn more about correcting their committed errors to increase their IELTS Writing Task 2 band descriptors and improve their writing skills [68-71].

4. CONCLUSION

Social and cultural factors have significantly influenced the writing skills of the senior high school honor students. Hence, four major themes emerged in the study as social and cultural factors: the value of relationships, time management, long-term effects of the pandemic, and challenges in communication and information. Moreover, the themes revealed in this study can be used as a basis for creating writing interventions, specifically that social and cultural factors affect the students' writing skills. By letting the students share their personal experiences and insights, their writing skills may be easily enhanced.

With regard to the standard errors committed by the senior high school honor students in the post-pandemic, it was found that substitution has the highest number of committed mistakes, followed by omission, addition, and permutation-based on the analyzed written text using Keshavarz's error analysis. Thus, teachers must intensify teaching grammar to the students, such as correctly using articles, punctuation marks, capitalization, the eight parts of speech, and the different kinds of sentences according to structure. Lastly, students must be oriented with the IELTS Writing Task 2 band descriptors to assess and evaluate their written essays accordingly. This can also make them more prepared in high academic and professional writing categories when they advance to college.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that generative AI technology such as grammarly has been used

during the checking of English grammar and usage of the manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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