

From Tasks to Triumphs: Exploring English Learning Gains in Writing for Grade 5 Learners Through Task-Based Approach

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Abstract

This study aimed to determine and explore the effectiveness of the learning approaches employed in the learning process the inquiry-based task and collaborative group task in enhancing the paragraph writing performance of the learners in Grade 5 level in terms of content, mechanics, and organization. Specifically, it examined their writing performance before and after the implementation of the two instructional strategies and identified which learning approach was more effective in developing their writing skills. The study addressed the need for improved instructional strategies that develop respondents' competence in paragraph composition. The study employed a quasi-experimental research design utilizing pretest and posttest assessments at La Paz Integrated School. The respondents were exposed to different instructional learning approaches, where they were taught using inquiry-based tasks and using collaborative group task. Data were gathered through research-made writing performance tests covering the three domains of writing. The data was analyzed using mean, mean gain, and t-test for dependent samples to determine the significant differences in learners' performance before and after the interventions. Results revealed that both inquiry-based and collaborative group tasks instructional approaches significantly improved the learners' writing performance across all domains. However, learners exposed to the collaborative group task approach obtained higher posttest mean scores and greater improvements compared to inquiry-based task approach. This indicates that while both strategies were effective in developing writing skills, the collaborative group task strategy was more effective in enhancing their writing capabilities of Grade 5 learners. The findings underscore the efficacy of learning strategies in developing writing skills and suggest the need for continued implementation.

Keywords: *Learning approaches, Instructional strategies, Research design, Writing performance, Collaborative group task*

INTRODUCTION

The need for effective written communication skills is still relevant to today's changing and evolving educational environment, it continues to be one of the most important skills required from young learners in particular at the elementary school level. As a form of expression, writing can serve as both a means of communication and a method for developing learning and critical thinking. At this time, many Grade 5 learners are facing significant barriers to organizing ideas, demonstrating proper grammar use and expressing their thoughts in a coherent manner. Thus, there is a need for creative ways to deliver instruction on the English language subject area that engages learners while meeting their individualized learning needs.

The task-based approach has been shown to be an effective method for teaching languages. This type of approach emphasizes using language in a meaningful way that reflects real world scenarios or experiences. By having students' complete tasks, students can experience language learning as a "hands-on" activity. Output based learning is also an effective method for promoting language use. In this approach, the focus is on producing language, so students can apply their knowledge by creating something (i.e., writing) that communicates their ideas clearly. Both methods promote increased engagement and independence among students and encourage students to acquire greater language skills. When both methods are used together with a writing program, it is possible for teachers to turn passive learners into productive writers of original works.

In addition, although there are challenges associated with the implementation of task-based language learning (TBLL), particularly culturally based opposition to new instructional approaches, along with pedagogical restrictions; however, TBLL can provide a number of advantages for learners in terms of their engagement and motivation. These advantages stem from the fact that TBLL encourages authentic language usage and is adaptable to meet the requirements of each country's education system (Thomas et al., 2015). As an example of how students can be engaged through practical, everyday tasks related to their lives, increasing the usage of language. The challenges with the implementation of task-based language learning (TBLL) include cultural opposition to new methodologies, and structural barriers present in EFL environments, limiting the effectiveness of task-based language learning (Gou, 2024). Task-based Language Learning (TBLL) has shown that it increases students' ability to communicate clearly and effectively, their fluency in language, and increase their confidence when communicating in English. Students at all levels of proficiency have been able to improve their writing and speaking abilities through structured tasks. Despite these positive outcomes, there are several challenges to the successful implementation of task-based language learning (TBLL); including teachers being inadequately trained, lack of resources available, and cultural factors. (Littlewood, 2007). Task-based Language Learning (TBLL) emphasizes that students who engage in meaningful, every day-type task will experience significant improvements in their language proficiency, fluency, and motivation. He also demonstrates that task-based language learning (TBLL) develops learner autonomy; integrates grammar into tasks naturally; and is supported by empirical research; but requires well-designed tasks, teacher training, and curriculum support.

Although numerous studies have investigated Task-Based Language Teaching (TBLT) concerning speaking and listening skills, there is an obvious deficit of research regarding how it may be applied to elementary writing instruction. The majority of previous studies examining TBLT are focused on adults or university students; therefore, the effect of TBLT on young learners' writing abilities, i.e., fluency, coherency and grammar accuracy, remain poorly understood (Mudinillah et al., 2024). Implementing TBLT in elementary education will require considerable planning including aligning the TBLT tasks with the current curriculum, providing teachers with necessary professional development and creating appropriate tasks for use by young children based upon their developmental stages (Caruso et al., 2021). Furthermore, most conventional evaluation tools do not correlate well with the communicative orientation of TBLT, particularly where student writing is concerned. Therefore, this indicates an urgent need to investigate various forms of task-based evaluation instruments that can assess and provide evidence of the degree of learning experienced by language learners in terms of their ability to write (Mudinillah et al., 2024).

Both oral and written output-based instruction demonstrated significant gains in vocabulary learning regardless of whether learners were impulsive or reflective. The findings suggested that output-based methods can be used effectively to improve vocabulary acquisition regardless of the type of learner (Rastegar & Safari, 2017). Through real-world communication tasks like role-playing as tourist guides, students improved their English fluency, confidence, and interest. The study identified a number of positive outcomes associated with enhanced speaking abilities among students. Additionally, there were some limitations to grammatical accuracy and depth of communication. Therefore, it is suggested that additional output-based activities outside the classroom could further strengthen student's oral competence (Zhang, 2011). Output-based instruction provides learners greater autonomy in writing. Salimi and Shams (2016) studied how students developed their writing skills when participating in either an input-based group or an output-based group. The output-based group was required to complete tasks requiring active language production (i.e., generate and use new vocabulary in writing). The data revealed that there were greater gains for the output-based group than the input-based group in terms of writing fluency, accuracy, and complexity. This finding highlights the potential for output-based tasks to support learner autonomy in writing.

Using a six-step method with the aid of artificial intelligence and using corpora as an effective means of developing task-based learning methodology, there exist task-based methodologies that can be utilized for developing writing and the ability to create sentences such as; preparation, practice, discovery, application, consolidation and expansion (Lee & Lee, 2024). These methodologies have been shown to be very beneficial to both low level and mid-level learners in terms of creating proficiency when constructing sentences. The idea behind having students engage in a variety of tasks that reflect their everyday lives is to encourage purposeful writing and make the experience more applicable to what they would like to write about, which will help increase motivation (Dauletova, 2023). Utilizing task-based language teaching (TBLT), many researchers have found this to be an effective way for improving writing skills in English as a foreign language (EFL) learner. Many different types of classroom activities can provide opportunities for students to become involved and engaged in reading-to-writing activities (Abraham, 2015). Effective task-based approaches to develop writing skills include task

sequencing, establishing clear goals, and implementing a sequence of events (Chimbganda, 2001). TBLT has also proven to be an effective approach for improving writing skills (Burea & Dobler, 2023). Six effective task-based methods for developing writing skills exist and include the utilization of technology, utilizing pre-taught vocabulary, incorporating multiple forms of literacy practices, and influencing teachers to utilize these methods, all specifically designed to enhance the writing abilities of English language learners (Amin, 2023).

La Paz Integrated School needs to examine how Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL) are effective for developing English writing abilities among Grade 5 Learners. The diversity of background experiences and prior English exposure of all the students makes it essential to apply instructional methods which meet the unique context of each learner. To provide an optimal learning setting with respect to English writing, La Paz Integrated School will be using task-based techniques to develop purposeful enjoyment for writing. This study examines the acquisition of English writing proficiency among Grade 5 learners when TBL and CLIL strategies are integrated. Further, this research will investigate how implementing task-based strategies will improve the written output of Grade 5 learners. Additionally, this study also attempts to contribute to the greater objective of enhancing English language instruction in the Basic Education Level.

Statement of the Problem

The purpose of this study is to determine the English Learning Gains in Writing for Grade 5 Learners Through Task- Based Approach at La Paz Integrated School.

Specifically, the study aims to answer the following questions:

1. What is the pre-test performance of Grade 5 learners in the fourth quarter English competencies in writing a paragraph composition using comparison and contrast, and cause and effect in terms of:
 - a. Content,
 - b. Organization, and
 - c. Mechanics?
2. What is the post-test performance of Grade 5 learners in the fourth quarter English competencies in writing a paragraph composition using comparison and contrast, and cause and effect after using:
 - a. Inquiry-based task, and
 - b. Collaborative group task?
3. To what extent do students perceive their achievement of the intended learning outcomes through tasked based activities along the following dimensions.
 - a. Cognitive,
 - b. Skill Based, and
 - c. Affective?

4. Is there a significant difference pre-test and post-test performance of Grade 5 learners in the Fourth Quarter English competencies in Writing a paragraph composition using comparison and contrast, cause and effect along the three domains?

5. Is there a significant difference in the level of performance of grade 5 learners in the fourth quarter English competencies in writing a paragraph composition along the three domains when compared between strategies used?

Hypothesis

1. There a significant difference pre-test and post-test performance of Grade 5 learners in the Fourth Quarter English competencies in Writing a paragraph composition using comparison and contrast, cause and effect along the three domains.

METHODS

Research Design

The research utilized a quasi-experimental design, namely the one-group pretest–posttest design, to ascertain the English Learning Gains in Writing for Grade 5 students using the Task-Based Approach (TBA) at La Paz Integrated School. This was deemed an appropriate design because the investigation entailed the use of an instructional intervention the Task-Based Approach without the random allocation of participants to experimental and control groups. In this intervention design, the same cohort of learners were tested before and after intervention to determine any improvement in their writing output. Such a design gave a scientific approach to quantifying the effect of the Task-Based Approach on Grade 5 learners' writing skills.

Population and Locale of the Study

The respondents of this study are 28 Grade 5 learners from La Paz Integrated School in the Municipality of La Paz, Province of Abra, during the School Year 2025–2026. They were chosen because they are directly involved in the learning English writing which was the focus of this research. Since, the study used a one-group pretest–posttest design the total enumeration of all learners from Section A (28 students) participated in pretest and posttest. A total enumeration sampling was employed to ensure that the results accurately reflected the writing performance and learning gains of all Grade 5 learners at La Paz Integrated School. Choosing this location and population allowed the study to gather relevant data that is directly connected to the goal of assessing the effectiveness of task- based approach in English writing instruction.

Data Gathering Instrument

To effectively measure the English writing gains of Grade 5 learners at La Paz Integrated School, the researcher employed a performance-based assessment aligned with the Department of Education's Grade 5 English Curriculum Guide. This approach allows for a focused

evaluation of learners' writing skills within the competencies prescribed for the Fourth Quarter, particularly in composing paragraphs using comparison and contrast and cause and effect text structures.

Learners' written outputs were assessed using an analytic scoring rubric validated by language and content experts. The rubric evaluates three essential components of writing: content, organization, and mechanics. Each component is rated on a 4-point Likert scale consistent with DepEd grading norms: 4 for Outstanding (90–100%), 3 for Very Satisfactory (85–89%), 2 for Satisfactory (80–84%), and 1 for Fairly Satisfactory (75–79%), with scores below 75% categorized as Did Not Meet Expectation. This alignment ensures objectivity, clarity, and standardization in assessing learners' performance.

In addition to the writing assessment, a learning outcomes checklist will be utilized to evaluate achievement across three dimensions: cognitive, skill-based, and affective. Each dimension will similarly be rated on a 4-point Likert scale, with 4 indicating Highly Achieved, 3 for Achieved, 2 for Moderately Achieved, and 1 for Needs Improvement. This instrument is designed to measure the extent to which the task-based activities enhance learners' knowledge, writing skills, and affective development throughout the intervention. The use of the same assessment tools for both pre-test and post-test ensures valid comparisons of performance before and after the implementation of the Task-Based Approach. Expert validation of the rubric and checks further enhance the credibility of the results, ensuring consistency and fairness in scoring. By combining the analytic rubric and the learning outcomes checklist, the researcher may be able to identify specific strengths and areas for improvement in learners' writing, accurately measure learning gains, and determine the overall effectiveness of task-based strategies in developing English writing skills. This comprehensive assessment framework provides both quantitative and qualitative insights into the progress of Grade 5 learners.

Data - Gathering Procedure

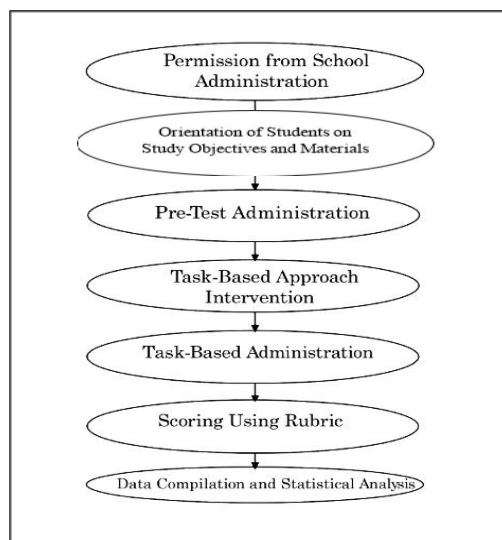


Figure 2. Workflow Diagram of the Data Gathering Procedure

In conducting this study, the researcher began by drafting and submitting a formal letter to the School Principal of La Paz Integrated School to seek approval for the implementation of the research among Grade 5 learners. Upon receiving the necessary permission, the researcher coordinated with relevant school authorities to discuss the objectives of the study, the procedures involved, and the ethical considerations, particularly in handling learner outputs. The assessment instrument, comprising writing tasks for both the pre-test and post-test, was developed based on the Fourth Quarter English competencies and evaluated by experts, specifically the Head Teachers and Master Teachers in English, for face and content validity. Their feedback ensured that the instrument was aligned with curriculum standards and age-appropriate performance expectations.

Once validated, the researcher administered the pre-test to Grade 5 learners from section A. The pre-test was given to gauge the learners' initial performance in the Fourth Quarter English competencies, specifically in paragraph composition using comparison and contrast and cause and effect structures. Their outputs were evaluated against a standardized rubric measuring three areas: content, organization, and mechanics. After the pre-test, the students participated in a series of task-based learning activities designed to enhance their writing capability across the cognitive, skill-based, and affective dimensions through authentic tasks. These activities focused on strengthening learners' abilities in all three dimensions.

Following the implementation of the task-based intervention, a post-test using a comparable writing task was administered to assess the degree of learning gains and the effectiveness of the Task-Based Approach. The pre-test and post-test differences formed the basis for measuring improvements in learners' writing performance and the achievement of planned learning outcomes along the defined dimensions. These instructional methods were aligned with the Department of Education's prescribed competencies and implemented through detailed lesson planning, scaffolded activities, and continuous learner monitoring.

After data collection, the researcher collated, checked, and encoded all learner scores. Statistical analysis was then conducted to evaluate the learners' progress and determine the effectiveness of the task-based strategies in improving their English writing skills.

Statistical Tools of the Data

The researcher utilized the following statistical tools to analyze the gathered data:

1. Weighted Mean – This was used to determine the level of performance of the Grade 5 learners in the different competencies in English during both the pre-test and post-test phases.
2. Paired Sample t-Test – This was used to determine whether there is a significant difference between the pre-test and post-test mean scores of the learners exposed to Task-Based approach. The results will be tested at the 0.05 level of significance.

RESULTS AND DISCUSSION

Problem 1. What is the pre-test performance of Grade 5 learners in the fourth quarter English competencies in writing a paragraph composition using comparison and contrast, and cause and effect in terms of:

- a. Content,
- b. Organization, and
- c. Mechanics?

Table 1. Pre-test Performance of Grade 5 learners in the fourth quarter English competencies in writing a paragraph composition using comparison and contrast, and cause and effect, in terms of the following dimensions.

Criteria	Comparison and Contrast		Cause and Effect	
	x	DR	x	DR
Content	78.86	Fairly Satisfactory	80.14	Satisfactory
Organization	76.68	Fairly Satisfactory	77.14	Fairly Satisfactory
Mechanics	81.86	Satisfactory	79.57	Fairly Satisfactory
As a whole	79.13	Fairly Satisfactory	78.95	Fairly Satisfactory

Norm	
Grading Scale	Descriptive Rating (DR)
90-100	Outstanding
85-89.99	Very Satisfactory
80-84.99	Satisfactory
75-79.99	Fairly Satisfactory
Below 75	Did not Meet Expectation

Table 1 showed the pre-test performance of Grade 5 learners in writing paragraph composition using comparison and contrast, and cause and effect, which was generally at a Fairly Satisfactory level, indicating that learners possess basic but still developing writing skills. In comparison and contrast, the learners obtained a mean score of 78.86 (Fairly Satisfactory) in content, 81.86 (Satisfactory) in mechanics, and 76.68 (Fairly Satisfactory) in organization, with an overall mean of 79.13 (Fairly Satisfactory). Similarly, in cause and effect, the learners obtained a mean score of 80.14 (Satisfactory) in content, of 79.57 (Fairly Satisfactory) in mechanics, 77.14 (Fairly Satisfactory) in organization, with an overall mean of 78.95 (Fairly Satisfactory). These results suggest that although students have demonstrated strength in mechanics and content compared to other areas, their ability to organize their ideas logically and consistently has shown weakness, evidenced by lower organization scores. This increased performance on cause-effect type content further supports this assertion by indicating that

students find it easier to demonstrate relationship explanations better than to comparative and contrasting types of explanation. Therefore, an increase in instructional support to enhance students' organizational skills, including but not limited to graphic organizer, structured writing assignments and explicit instruction in paragraph organization will be needed. Additionally, ongoing practice, feedback and targeted interventions will need to occur so that students can develop their writing proficiencies and advance to the next level. In relation to findings from a pre-test, elementary students from the Philippines exhibit difficulties in higher-level writing abilities; specifically, both organizing ideas and logically coherent expression, despite being somewhat proficient in terms of mechanics and content (Graham et al., 2023). Further, elementary learners regularly experience difficulty with the structural elements of writing, including transitions and overall cohesion, although they may be able to create relevant content. Writing instruction studies have demonstrated that students require explicit direction in organizing ideas (Harris et al., 2022). As well, students' superior performance in mechanics indicates that elementary students acquire knowledge about spelling, punctuation, and grammar much easier than learning the organizational aspects of writing. Overall, these data suggest that elementary students typically develop competence in mechanical aspects of writing before acquiring higher-level skills such as organization. Therefore, instructional strategies using structured techniques, for example graphic organizers and explicit instruction in paragraph organization, will enhance student's ability to organize their thoughts effectively and provide an increase in developing content in their writing (Al Halim, M. L., 2024). These findings further support the previous study results indicating that although students have a baseline understanding of how to write, additional targeted intervention and continued opportunities for practice along with feedback are needed to assist students in improving organization and ultimately achieve higher stages of writing proficiency.

Problem 2. What is the post-test performance of Grade 5 learners in the fourth quarter English competencies in writing a paragraph composition using comparison and contrast, and cause and effect after using:

- a. Inquiry-based task, and
- b. Collaborative group task?

Table 2a. Post-test Performance of Grade 5 learners after using an Inquiry-based Task.

Criteria	Comparison and Contrast		Cause and Effect	
	x	DR	x	DR
Content	90.57	Outstanding	93.29	Outstanding
Organization	87.14	Very Satisfactory	88.86	Very Satisfactory
Mechanics	94.86	Outstanding	94.86	Outstanding
As a whole	90.85	Outstanding	92.33	Outstanding

Norm:

Grading Scale	Descriptive Rating (DR)
90-100	Outstanding
85-89.99	Very Satisfactory

80-84.99	Satisfactory
75-79.99	Fairly Satisfactory
Below 75	Did not Meet Expectation

Table 2a revealed the post-test performance of Grade 5 learners in writing paragraph composition using comparison and contrast, and cause and effect after the use of an inquiry-based task, which was generally at an Outstanding level, indicating that learners have achieved a high level of proficiency in writing skills. In comparison and contrast, the learners obtained a mean score of 90.57 (Outstanding) in content, 94.86 (Outstanding) in mechanics, and 87.14 (Very Satisfactory) in organization, with an overall mean of 90.85 (Outstanding). This was evident in responses such as (I believe that reading books is better. There are many different types of books that we can read like storybooks, fantasy books, short story books and many others. If there are words that are difficult to understand in the book, they can be found in the dictionary. The dictionary defines each word. Reading on the Internet is okay, however not everyone knows how to utilize it. While most of the reading books that we may access are available in the school libraries or in the classrooms we can move around to find more information. I enjoy reading books because they have been pre-organized by the author. The visual aids along with written words provide images to convey simple messages. In contrast, reading on the Internet may result in adverse effects to our health like dizziness due to prolonged usage. Without proper guidance, this may negatively impact our learning style.); (Both reading books and reading on the Internet contribute positively to our knowledge base. As an example of my personal experience, I thoroughly enjoyed reading short stories in our classroom book as a result of the support of our teacher. Similar to reading on the Internet may create difficulties with weak signals. Books are better for reading to develop our reading skills.) and although students produced mostly complete and accurate responses, there were a small number of students who produced minor mistakes in their responses, (For me, I would choose reading books over reading on the Internet because reading books allows you to read anywhere at any time for free without having to worry about finding a signal connection. Reading on the Internet is harmful to your eyes because it exposes you to radiation. It is more fun turning one page to the next versus scrolling up and down on your phone or laptop while reading on the Internet. Reading on books creates no discomfort while reading on the Internet provides you with more stress than comfort.). Additionally, using Cause & Effect, students produced a mean score of 93.29 (Outstanding) in Content, 94.86 (Outstanding) in Mechanics, and 88.86 (Very Satisfactory) in Organization with an Overall Mean Score of 92.33 (Outstanding). Students created these scores through the quality of their responses including (Throwing garbage anywhere is a bad habit. This may cause great damage to living organisms in the environment mainly to humans. People who dispose of trash into streets, rivers and parks can make those places dirty and unhealthy. Plastic food packaging can cause sicknesses and deaths to animals when consumed. Trash can clog drains and cause flash flooding during rainy days. Garbage disposed incorrectly can create foul odors attracting insects and rodents carrying diseases. Diseases caused by insect bites can also be spread to people causing illnesses. Pollution occurs when trash is disposed improperly contaminating soil and water. Unhealthy water affects plants, animals and people.); (We should not throw garbage everywhere since it could lead to calamities. When we throw garbage everywhere it makes everything look awful and dirty to look at. Especially when hospital trash is disposed of in public

spaces like needles, etc., we risk getting infected when we step on them, and animals get infected when they step on them too, then infect others. Also, children that watch grownups dispose of garbage everywhere will learn from what they observed growing up and will do the same thing themselves becoming disobedient and irresponsible adults. Therefore, there are reminders posted everywhere telling us how important keeping our environment clean is. Disposing garbage everywhere will bring destruction to Mother Earth and our future generations. We have "The Three Rs" that stand for Reduce, Reuse, Recycle. Reduce means to make something smaller in size to generate less waste. Reuse means to use things several times instead of disposing of them. Recycling is when we remake something new out of useless things so we can use them again and don't dispose of them. Let's keep from disposing garbage wherever we go since it may kill animals when they inhale toxic fumes from waste. Do not dispose garbage everywhere so that we can continue to keep our surroundings healthy and clean to live in.), Both from their responses to the questionnaire demonstrated content and mechanics while showing slight errors in organizing ideas, (There is a lot of trash in our town and almost no trees left and therefore lots of problems in our town. One reason is people throw garbage everywhere instead of throwing trash into trash cans. Another reason is people cut down trees a lot for construction or whatever other reasons. Many people do not recycle either nor take care of the environment which contributes greatly to the problems now affecting the environment. These terrible behaviors cause the environment to become sickly. The rivers and communities get polluted, create bad odors which can make people sick and animals lose their habitats, creating bad odors which can make people sick. Heavy rainfall causes flooding because trees help protect the mountains when they fall heavily during rainstorms. To fix these problems people need to separate their trash correctly such as using trash cans and compost pits. People should plant more trees in the environment and recycle paper, bottles, plastic and others if it still has some sort of use.)

These imply that students demonstrated a high level of proficiency in terms of content and mechanical skills since they performed well on both dimensions. Although organization had the lowest mean scores, still at an acceptable level, this suggests that students experience some challenges with organizing their thoughts and ideas into coherent paragraphs. The fact that content scores were significantly better on cause-effect writing indicates that students have the ability to explain relationships but may struggle to organize comparative ideas. As such, there continues to be a need for instructional support to continue to enhance student writing; this includes utilizing graphic organizers, guided writing activities, and explicit instruction on how to organize paragraphs. Students will require continued practice, feedback, and targeted interventions to continue to develop their writing abilities and maintain their current performance level.

Stronger mastery of both mechanics and content through using an inquiry-based task is consistent with research that inquiry-based writing instructional methods are effective for improving student writing abilities across all areas of writing, including coherence and cohesion (Wale & Bogale's, 2021). While organization was the lowest area of improvement on this assessment instrument, it is important to note that organization is a higher-order skill in terms of providing clear structural support to ideas by providing cognitive and visual aids, which can include graphic organizers, and strategy instruction (Barwasser et al., 2025). Young writers will benefit from focused instructional interventions such as scaffolding strategies; teacher feedback;

metacognitive planning; and the use of outlining tools to improve their writing skills; In addition, these same types of instructional interventions will assist young writers to better plan, sequence and connect their ideas; resulting in improved organization and overall quality of their writing (Radjaban, r. y., & Humanika, e. s., 2024). These insights emphasize the importance of continued use of guided learning strategies, graphic organizers, and targeted feedback to sustain high performance while further strengthening learners' ability to organize ideas clearly.

Table 2b. Post-test Performance of Grade 5 learners after using a Collaborative Group Task.

Criteria	Comparison and Contrast		Cause and Effect	
	x	DR	x	DR
Content	95.42	Outstanding	100	Outstanding
Organization	93.14	Outstanding	97.71	Outstanding
Mechanics	100	Outstanding	100	Outstanding
As a whole	96.19	Outstanding	99.23	Outstanding

Norm:

Grading Scale	Descriptive Rating (DR)
90-100	Outstanding
85-89.99	Very Satisfactory
80-84.99	Satisfactory
75-79.99	Fairly Satisfactory
Below 75	Did not Meet Expectation

Table 2b showed the post-test performance of Grade 5 learners in writing paragraph composition using comparison and contrast, and cause and effect after the use of a collaborative task, which was generally at an Outstanding level, indicating that learners have attained an exceptional level of writing proficiency. In comparison and contrast, the learners obtained a mean score of 95.42 (Outstanding) in content, 100 (Outstanding) in mechanics, and 93.14 (Outstanding) in organization, with an overall mean score of 96.19 (Outstanding). The learners attained these results based on their responses found like, (Pets think of as friends in our house. There are many reasons why pets are important in our lives. Pets provide comfort and protection while you're at your home. Both dogs and cats are popular pets. Because of this, many pet lovers enjoy owning either a dog or cat as pets. Dogs and cats share similarities as well as differences. Similarities include that both animals are mammals, they have hair or fur, and need food, water, shelter and good health care. Dogs and cats can also develop a special relationship with its owner. Another difference between dogs and cats is how they act. Dogs are very social and active animals. To keep them healthy, you need to provide them with regular activities such as walking and/or playtime. They tend to love swimming and spending time with their owner. Cats are generally more independent than dogs. Cats can spend most of their time inside, cleaning themselves, and do not require as much interaction with humans as dogs. Taking care of cats is generally easy to do because they require less time and attention than dogs. Cats do not need to go for a walk daily and can leave alone for longer periods of time making them a great option for

busy individuals.). In addition, in cause and effect, the students scored a mean of 100 (Outstanding) in content, 100 (Outstanding) in mechanics, and 97.71 (Outstanding) in organization, resulting in an average of 99.23 (Outstanding). This was evident on their responses such as (Our community produces a lot of trash, and the mountains produce little vegetation. These environmental issues exist due to people who litter on the ground instead of throwing away trash into designated areas and cutting down trees without planting new ones. People seem to lack adequate knowledge regarding managing waste properly or caring for the earth's environment. Environmental problems negatively affect people, animals, and plants. When communities become unclean and unhealthy places to reside, people may get sick or experience flooding. Additionally, animals will contract illnesses through contact with trash, and loss of tree cover will result in animals losing their habitat. Furthermore, pollution and deforestation will hinder plant growth and survival. Therefore, as a team we propose that everyone needs to remember to properly dispose of trash through segregation and recycle materials. We recommend planting additional trees and organizing a community wide clean up event to help preserve the beauty and cleanliness of our community. By working together, we can create a safe environment for residents to live in.) The results of this study also showed that students who were able to achieve a perfect score on both the mechanics and content aspects (particularly Cause & Effect) of the writing test have demonstrated an excellent ability to demonstrate grammatical accuracy and express themselves clearly and effectively. Additionally, as they achieved extremely high organization scores it has been shown that these students can organize and present their thoughts logically and in a coherent manner while working collaboratively on projects. These findings support the belief that collaborative task strategies should continue to be used to enhance students' writing skills. In elementary school settings, collaborative approaches support students' ability to exchange thoughts, distribute writing responsibilities as well as exchange each other's feedback and produce texts with greater complexity and higher-quality written products (González et al., 2013). Likewise, empirical research demonstrates that collaborative writing is associated with improved accuracy and increased fluency in students' written productions and that peer interaction during the composition process aids in refining grammatical structures and expanding vocabulary for students; this corresponds to the high mechanics and content scores you achieved in your studies (Abdeta et al., 2026). Additionally, collaboration allows students to negotiate the development of ideas and solve problems together by facilitating planning, organizing, and sequencing of concepts to create coherent written works and therefore contribute to the high organization scores that were evident after the collaborative project (Helaluddin et al., 2023). Moreover, research has shown that collaborative projects are effective ways to promote students' active participation and engagement with teachers and peers while improving their writing competencies; specifically, collaborative projects have been shown to be most beneficial for developing students' organizational and idea development skills (Akit & Wibowo, 2025). These findings affirm the value of utilizing collaborative instructional strategies to enhance students' writing proficiencies and imply that continued implementation of collaborative instruction projects will continue to sustain and potentially increase students' high achievement levels.

Problem 3. To what extent do students perceive their achievement of the intended learning outcomes through tasked based activities along the following dimensions.

- a. Cognitive,
- b. Skill Based, and
- c. Affective?
- d.

Table 3. Extent of Students' Perceived Achievement of the Intended Learning Outcomes Through Task-Based Activities Across Dimensions.

Indicators	x	DR
Cognitive		
1. I can identify comparison and contrast structures in writing.	3.86	Highly Achieved
2. I can recognize cause-and-effect relationships in a text.	3.86	Highly Achieved
3. I apply critical thinking in planning my paragraph.	3.00	Achieved
Skill-Based		
4. I can organize my ideas logically in a paragraph.	3.14	Achieved
5. I can use correct grammar, punctuation, and spelling.	3.18	Achieved
6. I can express my ideas clearly and coherently.	3.29	Highly Achieved
Affective		
7. I enjoy participating in task-based writing activities.	3.71	Highly Achieved
8. I feel motivated to improve my writing skills.	3.71	Highly Achieved
9. I actively collaborate and discuss ideas with classmates.	3.79	Highly Achieved
Overall Mean	3.52	Highly Achieved

Norm:

Grading Scale	Descriptive Rating (DR)
3.25-4.00	Highly Achieved
2.50-3.24	Achieved
1.75-2.49	Moderately Achieved
1.00-1.74	Needs Improvement

Table 3 presents the extent of students' perceived achievement of the intended learning outcomes through task-based activities across cognitive, skill-based, and affective dimensions, which was generally at a Highly Achieved level with an overall mean score of 3.52, indicating that students perceive themselves as having effectively attained the expected learning outcomes. The highest mean of 3.86 which is described as Highly Achieved are found in Indicators 1 and 2 (I can identify comparison and contrast structures in writing; and I can recognize cause and effect relationship in a text). The result means that the learners were highly capable of identifying and effectively recognized the comparison and contrast and cause and effect relationship in a structure of writing. Showing strong understanding of text organization and advanced comprehension and critical thinking skills. The mean of 3.00 which is described as

Achieved is found in Indicator 3 (I apply critical thinking in planning my paragraph). The result means that the learners were able to apply critical thinking in planning their paragraphs, although this skill still needs further assistance for development. In terms of the skill-based dimension, the highest mean of 3.29 which is described Highly Achieved is found in Indicator 6 (I can express my ideas clearly and coherently). The result means that the learners were able to express their ideas clearly and coherently, reflecting strong written communication skills. The mean of 3.18 which is described as Achieved is found in Indicator 5 (I can use correct grammar, punctuation, and spelling). The result means that the learners displayed enough ability in using correct grammar, punctuation, and spelling though improvement is still needed. The mean 3.14 which is described as Achieved is found in Indicator 4 (I can organize my ideas logically in a paragraph).

The result means that the learners were able to organize their ideas logically in a paragraph, demonstrating a suitable level of writing structure. Meanwhile, in the affective dimension, the highest mean of 3.79 which is described as Highly Achieved is found in Indicator 9 (I actively collaborate and discussed ideas with classmates). The result means that learners demonstrating high engagement and participation in class. The mean of 3.71 which is described as Highly Achieved are found Indicators 7 and 9 (I enjoy participating in task-based writing activities; and I feel motivated to improve my writing skills). The result means that the learners indicating a positive attitude toward the learning process and showing effective motivation and interest.

These imply that student responses indicate high levels of cognitive understanding and very positive attitudes toward task-based instruction with regard to both identifying text structures and working collaboratively. While the student ratings were somewhat less favorable (i.e., slightly lower) regarding critical thinking, organizational skills, and some mechanical aspects of written communication, it appears that the students have considerable room for improvement in these latter areas. Thus, while task-based assignments appear to be highly supportive of both the learning and motivational needs of students, it would seem necessary for instructors to provide further support for developing students' higher order thinking skills and their competency as writers using technical writing strategies, by providing additional opportunities for students to receive feedback and participate in structured learning activities.

Task-based teaching methods, including authentic writing and collaborative assignments help build on the three aspects of a student's overall accomplishments—cognitive, psychomotor and affective. Authentic writing activities can assist students in utilizing their critical thinking to recognize patterns of comparisons and contrasts, as well as patterns of causes and effects for writing assignments. Navarrete Cuesta and Medina Fernandez's (2022) study found that task-based language instruction (TBLT) increased learners' writing skills in terms of both fluency, motivation and organization. When employing interactive task-based strategies, the students can express their thoughts more clearly and utilize correct grammar and mechanics in their writing due to peer discussions and instructor feedback assisting them in refining the structure of their sentences, the use of punctuation and vocabulary, resulting in high achievement in skill-based outcomes (Kojima et al., 2021; Abdeta et al., 2026).

Additionally, when using task-based instructional strategies, they foster positive attitudes and increase motivation in the classroom because the students have fun participating, want to improve themselves, and are working collaboratively with their peers to achieve common goals—both reinforcing engagement and long-term learning. Scores slightly lower than those for critical thinking and organization indicate that there continues to be a need for continued guidance and instructional support regarding strategies to facilitate higher level thinking and to provide logical flow of ideas (Derakhshan, Fathi & Hsu, 2014; Fathi & Derakhshan, 2019)

Overall, this confirms that task-based instructional strategies not only enhance the quality of a writer's work and increase technical accuracy of an individual's written communication, but also reinforce motivation among learners, encourage collaboration among peers, and increase participation among learners — while providing consistent opportunities for practice and feedback will greatly enhance accomplishment in all areas of learning.

Problem 4. Is there a significant difference pre-test and post-test performance of Grade 5 learners in the Fourth Quarter English competencies in Writing a paragraph composition using comparison and contrast, cause and effect along the three domains?

Table 4a. Significant Difference Between Pre-test and Post-test Performance of Grade 5 learners using Comparison and Contrast along the three domains in Inquiry based Task.

Criteria	Pretest Mean	Posttest Mean	Mean Gain	t-value	t-prob
Content	78.86	90.57	11.71	6.760	p<0.01
Organization	76.68	87.14	10.46	9.532	p<0.01
Mechanics	81.86	94.86	12.98	7.984	p<0.01
Overall Mean	79.13	90.85	11.72	12.854	p<0.01

Table 4a displays the major differences between the pre-test and post-test after scores on performance of fifth-grade students for writing paragraph compositions based upon a comparison and contrast of content, organizational structure, and mechanics. The results reveal that all the calculated t-values were statistically significant ($p < .01$) indicating there was an improvement in student performance with the use of the inquiry-based approach.

For purposes of comparison and contrast, by utilizing the inquiry-based task approach, the learners' scores improved with a mean gain of 11.71 (from 78.86 to 90.57) on content, a mean increase of 10.46 points (from 76.68 to 87.14) on organization, and a mean increase of 12.98 points (from 81.86 to 94.86) on mechanics, which resulted in an average total mean increase of 11.72 points (from 79.13 to 90.85), indicating that the inquiry-based task approach was effective in helping students develop their understanding of content, as well as improve their use of accurate language mechanics, and to organize their thoughts more effectively than before; however, organization presented the smallest increases among these three areas, suggesting that continued support may be needed in developing clear and logical methods of organizing comparisons.

Table 4b. Significant Difference Between Pre-test and Post-test Performance of Grade 5 learners using Comparison and Contrast along the three domains in Collaborative Group Task.

Criteria	Pretest Mean	Posttest Mean	Mean Gain	t-value	t-prob
Content	78.86	95.42	16.56	7.127	p<0.01
Organization	76.68	93.14	16.46	7.999	p<0.01
Mechanics	81.86	100	18.14	8.711	p<0.01
Overall Mean	79.13	96.19	17.06	9.389	p<0.01

Table 4b reveals a significant difference between the learner's performance on the pre-test and post-test for paragraph composition with comparison and contrast across Content, Organization and Mechanics. All t-values were statistically significant ($p < 0.01$) indicating a significant improvement in student learning from their initial to final testing through their collaborative group task.

The results also indicate that all three criteria improved by large amounts. The average content scores were significantly higher ($p < 0.01$; $t=7.127$) as a result of the collaborative group task, going up from a mean score of 78.86 to a mean score of 95.42, with a mean gain score of 16.56. Similarly, average organizational skills improved ($p < 0.01$; $t= 7.999$) as a result of the collaborative group task, increasing from a mean score of 76.68 to a mean score of 93.14, or 16.46 in mean gain. Furthermore, in mechanics the learners obtained an increased mean score of ($p < 0.01$; $t=8.711$), which resulted in a mean gain of 18.14 from a mean of 81.86 to a mean of 100.00. Overall, the average score increased ($p < .01$; $t=9.389$) from a mean score of 79.13 to a mean of 96.19, or an average increase of 17.06. These imply that the collaborative group task approach effectively enhanced learners' ability to develop content, improve accuracy in language mechanics, and better organize ideas, although organization showed relatively lower gains, suggesting the need for continued support in structuring comparisons clearly and logically.

Table 4c. Significant Difference Between Pre-test and Post-test Performance of Grade 5 learners using Cause and Effect along the three domains in Inquiry-based Task.

Criteria	Pretest Mean	Posttest Mean	Mean Gain	t-value	t-prob
Content	80.14	93.29	13.15	6.629	p<0.01
Organization	77.14	88.86	11.72	8.316	p<0.01
Mechanics	79.57	94.86	15.29	8.710	p<0.01
Overall Mean	78.95	92.33	13.38	10.899	p<0.01

Table 4c shows the significant difference between the pre-test and post-test performance of Grade 5 learners in writing paragraph composition using cause and effect across the domains of content, organization, and mechanics. The results reveal that all computed t-values are

significant at $p < 0.01$, thereby showing an increase in student performance due to the use of the inquiry based instructional strategy.

The Inquiry Based Task Approach improved learner performance on content related to cause and effect by increasing the mean score of learners' performance from 80.14 to 93.29 as indicated by a mean gain of 13.15 ($p < .01$; $t=6.629$), improving their organization skills by increasing the mean score of learners' performance from 77.14 to 86 as indicated by a mean gain of 11.72 ($p < .01$; $t=8.316$), and improving mechanics skills by increasing the mean score of learners' performance from 79.57 to 94.86 as indicated by a mean gain of 15.29 ($p < .01$; $t=8.710$). This resulted in an overall improvement in the mean scores of learners' performance from 78.95 to 92.33 as indicated by a mean gain of 13.38 ($p < .01$; $t=10.899$). These results indicate that the inquiry-based task approach was effective at enhancing learners' ability to develop content, enhance their accuracy when writing language mechanics, and assist them in organizing their ideas, however organization demonstrated relatively lower gains indicating the need for continued support in developing logical and clear comparisons.

Table 4d. Significant Difference Between Pre-test and Post-test Performance of Grade 5 learners using Cause and Effect along the three domains in Collaborative Group Task

Criteria	Pretest Mean	Posttest Mean	Mean Gain	t-value	t-prob
Content	80.14	100	19.86	9.141	$p < 0.01$
Organization	77.14	97.71	20.57	12.728	$p < 0.01$
Mechanics	79.57	100	20.43	13.110	$p < 0.01$
Overall Mean	78.95	99.23	20.28	13.496	$p < 0.01$

Table 4d shows the significant difference between the pre-test and post-test performance of Grade 5 learners in writing paragraph composition using cause and effect across the domains of content, organization, and mechanics. The results reveal that all computed t-values are significant at $p < 0.01$, which indicates a clear increase in learners' proficiency after implementing an inquiry-based method. For cause and effect using the collaborative group task approach, learners' performance increased a mean scores from 80.14 to 100 in content with a mean gain of 19.86 ($t = 9.141$, $p < 0.01$), from 77.14 to 97.71 in organization with a mean gain of 20.57 ($t = 12.728$, $p < 0.01$), and from 79.57 to 100 in mechanics with a mean gain of 20.43 ($t = 13.110$, $p < 0.01$), resulting in an overall improvement mean scores from 78.95 to 99.23 with a mean gain of 20.28 ($t = 13.496$, $p < 0.01$). The results indicate that use of the collaborative group task was effective in enhancing learners' abilities to create content; improve their use of language mechanics; and to organize thoughts. However, the results also show that organization had fewer gains than the other two categories which could suggest additional support is needed in helping students structure comparisons clearly and logically.

Similarly, learners' scores increased significantly with the inquiry-based task approach in content by a mean increase from 80.14 to 93.29 with a mean gain of 13.15 ($p < 0.01$; $t = 6.629$); organization from 77.14 to 88.86 with a mean gain of 11.72 ($p < 0.01$; $t = 8.316$); and

mechanics from 79.57 to 94.86 with a mean gain of 15.29 ($p < 0.01$; $t = 8.710$) with an overall mean gain of 13.38 ($p < 0.01$; $t = 10.899$). The results indicate that learners who experienced the inquiry-based task approach explained causal relationships and demonstrated logical thinking much better than those who did not because they gained more in both content and mechanics. Although the data also indicate that learners made less progress in organization than they did in the other areas, it is possible that this lack of significant development was due to learners needing continued instruction on how to organize their thoughts about causality. Overall, these results provide evidence that the inquiry-based task approach has a positive impact on learner's writing performance within all three domains, but that there needs to be continued focus on developing organization skills so learners can develop even greater levels of coherence in their writing.

The Inquiry-based writing tasks contribute to the development of students' ability to create content, increase accuracy, and provide cohesive organization of ideas. In addition, these tasks contributed to significant gains for the students in all three areas measured (Zhai, X., et al. 2023). The inquiry-based tasks engage students in an active process of engaging in problem solving; this provides them with opportunities to relate their own ideas to the tasks provided by the instructor. Students demonstrated and improved on higher levels of both content and mechanical scores as a reflection of better usage of language and clearer and more detailed forms of written expression. Therefore, the results from the study indicate that inquiry-based instruction contributes to increased writing quality, especially when it comes to coherence and organization, and ultimately to the student's overall performance (Huang et al. 2024) through participation in structured task engagements. Organization was the area where the largest amount of growth occurred due to the fact that many students had difficulty with organizing their ideas in sequential order throughout their paragraphs. The structured guidance embedded into each inquiry activity helped students understand how to connect ideas together using logical sequences that assisted students in creating comparisons and cause-and-effect relationships that were clear and easy to read (Lewis, B. P. 2024). The inquiry-based writing tasks allowed the opportunity for students to think analytically and actively explore their subjects which enabled them to explain the relationship between concepts clearly and utilize critical thinking in an effective manner. It is no surprise then that there have been such large increases in cause-and-effect writing. Studies emphasize that collaborative writing is not only a linguistic activity but also a social and cognitive process. Learners' perceptions of the writing environment and their interaction with group members influence how effectively they develop their writing skills. In this context, collaboration encourages active participation, critical thinking, and shared responsibility, which contribute to improved writing outcomes (Delos Santos, F. J., & Malcampo, M. C., 2025).

Overall, these data provide evidence that continued implementation of inquiry-based instructional strategies along with guided practice and feedback will result in significant improvement in the writing performance of learners while highlighting the need for ongoing support in developing the high-level organizational abilities required for advanced levels of writing performance.

Problem 5. What is the significant difference in the level of performance of grade 5 learners in the fourth quarter English competencies in writing a paragraph composition along the three domains when compared between strategies used?

Table 5. Significant Difference in the level of Performance of Grade 5 learners along the three domains when compared between strategies used

Paragraph Composition	Pretest Mean	Posttest Mean	Mean Gain	t-value	t-prob
Comparison and Contrast					
Content	90.57	95.42	4.85	1.938	p<0.05
Organization	87.14	93.14	5.99	2.487	p<0.01
Mechanics	94.85	100	5.15	3.576	p<0.01
Total	90.85	96.19	5.34	3.135	p<0.01
Cause and Effect					
Content	93.28	100	6.72	4.046	p<0.01
Organization	88.85	97.71	8.86	4.479	p<0.01
Mechanics	94.85	100	5.15	3.576	p<0.01
Total	92.33	99.23	6.9	5.021	p<0.01

Table 5 shows the significant differences that are found for Grade 5 learners' levels of performance in composing paragraphs on each of the three areas of content, organization, and mechanics; as well as the results from a comparison between the two teaching methods (the collaborative group method, and the inquiry-based task) used for instructional strategies. The table also provides information about the mean scores for both the pre-test and the post-test, mean gains, t- values, and p-values associated with these t-values. This information was utilized to assess if an improvement occurred in students' ability to write after both treatment methods had been implemented.

Learners showed an advancement from their pre-test to post-test results across all aspects of both content, organization and mechanical features regarding the comparison/contrast writing assignment, utilizing the inquiry-based method. Their average test scores were higher on their post-tests compared to their pre-tests indicating that they wrote better as a result of the instructional process. The calculated t-statistics of 1.938 for content, 2.487 for organization, and 3.576 for mechanics resulted in a statistical difference ($p < .05$) for content; $p < .01$ for organization and mechanics. An overall t-statistic value of 3.135 further supported that there was a significant difference in how well students performed on the comparison-contrast writing task when using the inquiry based method. Additionally, students also made a significant advance from their pre-test to post-test results on the cause and effect writing tasks, using the collaborative group task approach. Students' averages scored higher on their post-tests than their pre-tests in each of the three areas, illustrating that they had greater success in the writing area as a direct result of the instruction. Calculated t-statistics values of 4.046 for content, 4.479 for organization, and 3.576 for mechanicals all indicated statistical differences ($p < .01$). In addition, a total t-statistic value of 5.021 illustrated that students greatly improved their writing performance as a result of the collaborative group task learning strategy.

The collaborative group task was a more successful strategy for enhancing the writing performance of learners when comparing the collaborative group task strategy to the inquiry based task strategy; the higher overall post-test mean and larger t value of the collaborative approach (5.021) as compared to the t value of the inquiry-based approach (3.135); therefore, it appears collaborative learning provides better assistance to students in developing their writing skills by providing an opportunity for students to engage in active interaction and sharing ideas among themselves regarding how they organize and develop their ideas

Collaborative Learning promotes deeper learning and comprehension. Through working together and sharing ideas and perspectives, students become more engaged with course material and have better retention and ability to utilize what they learn (Wagino, Maksum, et al., 2023). Collaborative learning also enhances essential life skills such as critical thinking, communication, problem solving, and teamwork (Wagino, Maksum, et al., 2023). In addition, cooperative learning is one of many strategies recommended by authors within the body of literature to improve students' creative writing abilities. Tasks assigned during cooperative learning encourage students to develop their creativity while providing them the opportunity to think outside the box. Students experience open-mindedness toward new ideas; students interact with each other and share ideas freely with each other. These experiences contribute positively to the amount of creativity in students (Silva, H. et al. , 2024). Research indicated that collaborative learning group task methods utilized to increase student's self- regulation when completing written assignments indicated that collaborative learning was a highly effective method for enhancing students' self-regulated behaviors in their writing. When utilizing this type of teaching method, it improves students' ability to manage and regulate their own writing processes. Moreover, employing a collaborative approach to teaching writing in an elementary setting dramatically enhanced students' writing abilities and resulted in significant increases in student performance. The results suggest that this teaching method will provide greater improvements to students' writing behaviors and self-regulatory actions then immediate improvement in their writing performance (Sever & Akyol, 2022).

Conclusions

Based from the findings, the following conclusions were drawn:

1. Based on the pre-test results, it was determined that Grade 5 learners' initial development of writing skills for paragraph compositions utilizing comparison and contrast, and cause and effect structure showed developing writing skills. Students were generally in a Satisfactory or Fairly Satisfactory range. They performed well in both content and mechanics but struggled in organizing ideas with coherence.
2. Following the inquiry-based tasks, there was a marked increase in learner achievement in content, mechanics, and organization with an overall outstanding performance. While organization was still at a level below content and mechanics (organization was slightly less than other areas), this suggests that the learners need some support to improve their paragraph coherence.

3. Writing achievement for learners using collaborative group tasks improved in all aspects of writing. The learners were achieved an outstanding score in each criterion in content, mechanics, and organization. This would indicate that through peer interaction and collaborative learning the learners have increased their ability to create logical sequencing, language accuracy, and clarity of expression.

4. The statistical results showed that there was a statistically significant difference between the pre-test scores and the post-test scores for students using an inquiry-based based learning approach as well as students using a collaborative learning approach ($p < 0.01$). the data revealed greater gains in the collaborative group setting, and therefore peer assisted instruction to be effective in increasing the total quality of the written work for students. Organization remained the area of greatest need for further teacher direction.

5. Collaboration or group learning approach was most successful in improving students' ability to write by showing a larger mean on the post-test than attained the inquiry-based learning approach and supported with post-test mean and higher t-value of 5.021. It is possible that when students can collaborate with each other they can develop their writing skills at a faster rate than if they were working independently; especially when it comes to organizing and developing their ideas.

Recommendations

Based from the conclusions, the following recommendations are hereby directed and forwarded:

1. Teachers should continue implementing the inquiry-based tasks and collaborative group tasks activities to enhance learner writing skills for content mastery, grammar accuracy, and organization.

2. In the teaching and learning process, teach organization using graphic organizers and guide learners through writing exercises to enable them to coherently sequence ideas and clearly present comparison and contrast or cause and effect relationships.

3. Provide continuous practice and feedback opportunities for peer review to develop higher-order thinking skills and technical writing competence.

4. Future studies could be conducted to examine how these approaches effect students' writing abilities over longer periods (inquiry-based and collaborative tasks), and or study additional task-based instructional strategies that may improve student performance in terms of content, mechanics and organization aspects.

5. School administrators and educators should integrate collaborative learning as an ongoing aspect of their teaching methods to increase students' involvement, peer collaboration and overall writing ability.

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