

On The Analysis Of The Writing Proficiency Of Students In Non-Board Programs: A Convergent Parallel Approach

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ABSTRACT

The study aimed to describe the lived experiences of non-board program students in a local college with regards to their writing proficiency. This study engaged mixed method design, utilizing parallel convergent approach. The participants of the study were the non-board program students from first year level. There were 100 students who were randomly selected for quantitative phase and 10 for the qualitative phase: five for in-depth interview and five for focus group discussion which were purposively selected. Based on the results of the study, it was determined that the level of writing proficiency of non-board program students is 72.84% which is moderate, highlighting the mechanics proficiency having the lowest mean of 61.53%. The results from the quantitative and qualitative converged when they were being corroborated. The results also showed that non-board program students experienced challenges of articulating thoughts, organizing ideas, navigating language intricacies, and managing time effectively in their writing process. Additionally, they improve writing skills through practice, exposure, feedback, diverse language learning strategies, and enhanced writing process efficiency.

INTRODUCTION

Writing proficiency encompasses the social, conceptual, and linguistic aspects of the writing process, offering a comprehensive perspective on what skilled written communication entails. This perspective is valuable for assessing students' proficiency in various facets of writing. Moreover, it is a skill that accommodates the comprehension needs and learning of individuals. As highlighted by George Orwell, it plays a significant role in effectively conveying one's message and fostering a deeper comprehension of complex issues (Sparks et al., 2014; Alamri & Al-Tunisi, 2019; Al-Ahdal & Abduh, 2021; Ballan, 2023).

In the international setting, particularly in Thailand, English as a Foreign Language (EFL) learners, specifically non-English major students from a Thai University, encounter challenges in writing proficiency. Focusing on sixty essays in a fundamental English course, surface strategy taxonomy was utilized to analyze errors, ranging from article omission to subject-verb agreement issues. Noteworthy findings include prevalent mistakes such as omission of articles, addition of prepositions, and subject-verb agreement issues, as well as other unclassified errors like tense issues and direct translation pitfalls. Investigating these errors provides valuable insights for both students and pedagogy, fostering awareness and aiding in the development of effective teaching materials and strategies (Suraprajit, 2021).

In the Philippine setting, a study aimed to evaluate the English writing proficiency of students, pinpoint prevalent errors, and gather data from essays assessed through a specialized rubric. Categorizing errors into grammatical, mechanical, and structural, the study found that grammatical mistakes were the most common, followed by mechanical and structural errors, with subject-verb agreement being the predominant grammatical issue. More than half of the participants fell into the intermediate writer category, producing concise yet incoherent content. Proficiency, typically associated with an advanced level, was notably lacking, underscoring the urgency for a language intervention program (Nueva, 2018).

With these in mind, this research study should be conducted which highlights the writing proficiency acquired by non-board programs students. In this regard, this study holds a compelling urgency as it delves into the pressing need to understand and evaluate the writing proficiency of students enrolled in non-board programs. In an era marked by diverse educational pathways and the growing significance of robust writing skills across a spectrum of career fields, the evaluation of non-board programs becomes pivotal in shaping effective language instruction. This study delves into the writing proficiency of students engaged in non-board programs, providing valuable insights into their language development. Beyond the academic realm, the findings contribute timely perspectives in our digitally-driven society, informing strategies for educational enhancement and the comprehensive assessment of crucial student skills. The research underscores its social relevance by addressing the evolving landscape of education and aligning with the broader societal need for adaptable, proficient communicators in a multifaceted professional environment.

Furthermore, there is a noticeable gap in existing research concerning the writing proficiency of students within the local academic context. While studies like Mayekti, (2020), entitled "A Study on College Students' Writing Competence", Sayin & Kahraman, (2020), entitled "A Measurement Tool for Repeated Measurement of Assessment of University Students' Writing Skill: Development and Evaluation, and Maba (2023) entitled, "Assessment of Students' Writing Acquisition", the examination of predictors of college students' writing proficiency contribute valuable insights, none of these inquiries specifically delve into the analysis of the writing proficiency among non-board program students in the context of first-year non-board program students.

The research seeks to address this gap by examining students in non-board program overall writing proficiency in terms of content, organization, vocabulary, language use, and mechanics. This study is unique from other research studies since its exclusive emphasis on evaluating the writing

proficiency of students in non-board programs, utilizing a convergent parallel approach uncommon in similar research. Through this distinctive perspective, the research contributes to and enhances the existing literature in the fields of language education.

Research Questions

This research explores the writing proficiency of non-board programs' students, using a mixed methods approach. This combines numerical and descriptive data to address the research question comprehensively, leveraging the strengths of both methods to provide a more comprehensive understanding of the topic.

1. What is the level of writing proficiency of non-board programs' students?
2. What are the challenges and difficulties of students relative to their writing proficiency?
3. What are the strategies, techniques, and insights of the students with regards to their writing proficiency?
4. How do the quantitative data corroborate with qualitative data?

METHODS

Design

This This research utilized a mixed methods approach, combining both quantitative and qualitative methods as espoused by Battista and Torre (2023). A mixed method research design requires obtaining and assessing both qualitative and quantitative data, integrating findings, and framing procedures within theoretical perspectives in order to appropriately accomplish the study's goals.

Participants

The respondents of this study were non-board program students from first year levels in Kapalong College Agriculture, Sciences and Technology during the second semester of S.Y. 2023-2024. They were chosen as the respondents of the study because the research was centered on evaluating the writing proficiency of non-board programs' students. Furthermore, the respondents were determined through stratified random sampling to establish randomness and maintain scientific rigor in the study. This method involved dividing the population into smaller groups and randomly selecting a sample from each stratum. The per-stratum samples were then combined to create an overall stratified random sample (Nguyen et al., 2020).

In contrast, in the selection of the research participants, purposive sampling was used. This method, as explained by Nikolopoulou (2022), involved deliberately selecting participants because they possess specific characteristics required for the study sample. Essentially, purposive sampling entailed the intended selection of participants based on predetermined criteria.

In the study, there were five (5) participants for the In-Depth Interview and another five (5) for the Focus Group Discussion. In addition, in selecting the qualified participants of the study, the following inclusion criteria were followed: (1) they must be a registered student at Kapalong College of Agriculture, Sciences, and Technology; (2) they must be enrolled in any non-board programs; (3) they must be enrolled during the second semester of the academic year 2023-2024; (4) they must be enrolled in Purposive Communication course; (5) they must be a consistent regular student status thus far; (6) they must be open to participants of any gender; and (7) they must demonstrate the willingness to engage in the study.

Data Collection Procedure

There were several steps in the data collection process. The following procedures were followed during the conduct of the study: From the time when the researcher was done subjecting the paper to a thorough evaluation by the panel of examiners, the research manuscript was subjected to ethics review to evaluate whether the study followed the mandated protocol needed for the ethical consideration and trustworthiness of the study. Also, the researcher requested for the Ethics Clearance to conduct the study. After which, the following were the stages cleared by the researcher in gathering the data needed in the study.

First and foremost, the researcher wrote a letter asking permission to conduct the study. A request letter was signed by the adviser attached with an endorsement letter signed by the College President of the Kapalong College of Agriculture Science and Technology. Afterwards, with the college president's approval, the researcher was able to begin the gathering of data.

Meanwhile, before gathering the data from the respondents, the researcher requested a gatekeeper in KCAST to assist in conducting the said study. There was an orientation conducted by the researcher making the gatekeepers to be fully aware about the nature and purpose of the study. Also, part of the orientation was that, the researcher gave the informed consent form to the gatekeepers. After that, the researcher discussed and oriented the respondents as to the goal and purpose of the study which was stipulated in the informed consent form. Also, as to what were their role in the conduct of the study. After the orientation, the respondents signed the form which meant that they fully understood the purpose and goal of the study. Thus, they volunteered to be part in the conduct of the study as the research respondents.

After these essential and necessary preliminaries in conducting the study, discussed below were the different essential and significant measures in gathering the data, both in the qualitative and quantitative phase of the study. In the data gathering process, optimum confidentiality of data is assured.

Qualitative Strand

For the qualitative phase, the researcher chose ten (10) participants on the same sample to be part in the in-depth interviews and focus group discussion in order to gather the lived experiences and insights of these students under the non-board programs with regards to their writing proficiency. An interview guide was used for the in-depth interview and focus group discussion. Hence, to ensure authenticity of selection, the researcher invited the participants through personal contact and they were informed of the tasks to be and that includes the time set for the convenience of the participants.

In addition, in-depth interview and focus group discussion were conducted to thoroughly explore the writing proficiency. Ten (10) students were purposively selected for these interviews, ensuring a diverse range of perspectives. This qualitative approach not only enriched the understanding of the writing proficiency of students in non-board program but also highlighted the challenges, difficulties, strategies, techniques and insights of students with regards to their writing proficiency.

Quantitative Strand

In the quantitative phase, the researcher conducted the study utilizing the face-to-face validity. This meant that the researcher personally had an actual writing activity that was facilitated by the respective instructors of the participants. After the respondents signed the informed consent form, they were given an essay activity which measured their acquired writing proficiency by the instructor assigned to the course, Purposive Communication, in each non-board programs involved. In the activity, the respondents were not needed to include their name as it was optional. Also, they were given ample time to complete the task, so that valid answers were gathered from each of them.

Furthermore, after the respondents were done with the activity, the researcher completely retrieved the papers in preparation for the rating process. Consequently, the respondents were given

tokens of appreciation as a form of gratitude in their voluntary participation in the study. Additionally, in the rating of the essays gathered from the students, three scholars bearing a degree in Doctor of Philosophy in Education major in Applied Linguistics were the ones who rated the essays gathered. They were also given tokens of appreciation as a form of gratitude for their expertise and knowledge. The results were tallied, computed and analyzed to corroborate with the results of the qualitative data. The qualitative and quantitative phases of the study were done simultaneously.

Data Analysis

The quantitative data was analyzed using descriptive and inferential statistics. Here are the discussions to each of the statistical tool: (1) Mean was a descriptive statistical tool used to determine the level writing proficiency of the students, to answer research questions or problems numbers 1, 2, and 3; (2) Standard Deviation was an inferential statistical tool used to measure how spread out the responses of the respondents are; and (3) Pearson-r was an inferential statistical tool used to determine the level of the writing proficiency of non-board program students;

In the qualitative phase, data analysis involves distilling large amounts of collected data into coherent themes or patterns. This process includes coding and categorizing information to highlight key findings. The results are then presented in a narrative form, emphasizing the most significant insights to convey the core message of the study (Harding, 2013).

RESULTS AND DISCUSSION

Summary on the Level of Writing Proficiency of Non-Board Program Students

The level of writing proficiency of non-board program students in terms of **content** is moderate. It indicates that students are able to demonstrate a clear understanding and present average ideas in their writing. Additionally, students expressed ideas clearly, with a basic understanding of the topic, but sometimes lacking in-depth analysis. Students have the ability to convey ideas effectively with relevant information and coherent arguments, with occasional need for further development in addressing complex topics.

This is in congruence with the study of Sun and Wang (2020), it highlights that students had a moderate degree of self-efficacy and seldom used self-regulated learning (SRL) techniques when writing. Furthermore, writing SRL strategies and writing self-efficacy both made a substantial contribution to the prediction of students' writing proficiency. It revealed that students had a moderate degree of self-efficacy, indicating their confidence in their writing abilities, which aligns with the ability to present well-developed ideas. Additionally, the infrequent use of self-regulated learning (SRL) techniques suggests that students may not consistently employ strategies for organizing and refining their ideas, contributing to the moderate level of writing proficiency observed in terms of content.

Furthermore, the level of writing proficiency of non-board program students in terms of **organization** is moderate. It indicates that students organize their writing effectively with average transitions. In addition, students typically maintain a logical flow with some average transitions between ideas, though occasional lapses may disrupt coherence. This level of organization suggests a structured approach to presenting information, yet there may be instances where the connections between points could be strengthened to enhance clarity and cohesion.

The current result confirms the argument put forth by Siekmann et al. (2022), which highlights the analytic rating results indicate that the majority of learners in the study struggle with constructing well-organized and coherent texts, suggesting lower proficiency. While students demonstrate an ability to organize their writing effectively, their use of transitions is only average, indicating a lack of fluidity between ideas. This suggests that, although students have a basic understanding of how to structure their texts, they fall short in creating a seamless flow of information. Consequently, their organizational

skills are satisfactory but not exceptional, highlighting an area for potential improvement in their writing proficiency.

Moreover, the level of writing proficiency of non-board program students in terms of **vocabulary** is moderate. It indicates that students showcase average and varied vocabulary to enhance precision. Additionally, students employed a range of words that effectively convey meaning, yet occasionally lacks complexity or precision. While the language generally communicates ideas adequately, there may be occasional instances where more varied word choices could enhance the overall impact of the writing.

In agreement with the study conducted by Qian and Lin (2019), highlights that understanding language proficiency involves a complex relationship with vocabulary knowledge, which is considered foundational for all language use. The acquisition of specific levels and qualities of vocabulary is crucial for successful language learning, acting as a robust predictor of both language proficiency and academic achievement. Furthermore, as learners enhance their language proficiency, their lexical competence tends to improve writing skills in communication. This underscores the importance of vocabulary acquisition in achieving higher levels of writing proficiency, supporting the observation of moderate vocabulary proficiency impacting writing proficiency.

Consequently, the level of writing proficiency of non-board program students in terms of **language use** is moderate. It indicates that students exhibit few grammatical errors with consistent tense/agreement use, and express themselves adequately. Additionally, students showcase a competent grasp of vocabulary and syntax, enabling clear communication of ideas without excessive complexity. While generally effective, there may be occasional instances where more varied or precise language choices could enhance expression.

The current result confirms the argument put forth by Mustafa and Syahrani (2023), which highlights distinctive linguistic features in academic writing, reflecting conventions and expectations in various genres, contributing insights into language usage, coherence, and cohesion crucial for successful academic writing in higher education. Moderate language use proficiency can hinder writing proficiency by limiting clarity, coherence, and the ability to effectively convey ideas. Additionally, it may lead to challenges in vocabulary selection and grammatical accuracy, impacting the overall quality of written communication.

In addition, the level of writing proficiency of non-board program students in terms of **mechanics** is low. It indicates that students showcase spelling and punctuation errors occasionally. In addition, students commit frequent errors in grammar, punctuation, and spelling, hindering clarity and coherence. There is a lack of consistency in formatting and adherence to basic language conventions, making comprehension challenging for the reader.

Aligned with the findings presented by Yuliawati (2021), it was detailed that students encountering learning challenges often experience frustration when attempting to express themselves in writing due to struggles with the technical aspects of writing. Issues with spelling, punctuation, and handwriting can divert the writer's attention from their intended ideas. Disrupting from the writer's ability to effectively communicate ideas, thereby reduce overall writing proficiency.

Table 1 presents the results of the overall level of writing proficiency among non-board program students across five criteria: content, organization, vocabulary, language use, and mechanics.

Reflected in the said table was the summary on the level of writing proficiency of non-board program students, the overall mean is 71.69% which is classified as moderate. This means that students are able to demonstrate a clear understanding, present average ideas, and organize their writing effectively with average transitions. They showcase average and varied vocabulary to enhance precision, exhibit few grammatical errors with consistent tense/agreement use, and express themselves

adequately. Despite minor spelling and punctuation errors, their overall control of sentence structure is evident.

The second rater provided the highest rating with an overall mean score of 79.30%, classified as moderate. This means that students are able to demonstrate a clear understanding, present average ideas, and organize their writing effectively with average transitions. They showcase average and varied vocabulary to enhance precision, exhibit few grammatical errors with consistent tense/agreement use, and express themselves adequately. Despite minor spelling and punctuation errors, their overall control of sentence structure is evident.

Furthermore, the first rater revealed an overall mean of 70.58%, considered also as moderate.

Table 1.

Summary on the Level of Writing Proficiency of Non-Board Program Students

Indicators	Rater			
	1	2	3	Total
Content	62.37%	80.63%	59.37	67.46%
Organization	71.64%	81.68%	63.80%	72.37%
Vocabulary	74.35%	81.45%	74.10%	76.63%
Language Use	87.35%	82.55%	71.45%	80.45%
Mechanics	57.20%	70.20%	57.20%	61.53%
Overall Mean	70.58%	79.30%	65.18%	71.69%

This indicates that non-board program students are able to demonstrate a clear understanding, present average ideas, and organize their writing effectively with average transitions. They showcase average and varied vocabulary to enhance precision, exhibit few grammatical errors with consistent tense/agreement use, and express themselves adequately. Despite minor spelling and punctuation errors, their overall control of sentence structure is evident.

Meanwhile, the third rater noted an overall mean of 65.18%, aligning with the low classification. This highlights that non-board program students demonstrate satisfactory topic understanding and basic organization, employing a moderately varied vocabulary with occasional misuse. Communication is generally clear, but noticeable grammatical errors, tense/agreement issues, and inconsistent sentence structure persist. Spelling and punctuation errors are occasional.

This is in congruence with the notion of Perdana et al., (2023), which reveals that undergraduate students possess a moderate level of writing proficiency, marked by a satisfactory understanding of content and organization. Their use of vocabulary is appropriate but not particularly advanced, while their grammar skills are generally solid, though not without occasional mistakes. Minor errors in spelling and punctuation are present, indicating a need for more attention to detail. Overall, their writing reflects an average skill level, highlighting areas for potential improvement in achieving higher proficiency.

Challenges and Difficulties of Non-Board Program Students with Regards to their Writing Proficiency

Table 2.

Challenges and Difficulties of Non-Board Program Students with Regards to their Writing Proficiency

There are three essential themes which are created based from the in-depth interviews and focus group discussion of the participants on the first research question. Table 2 deals on the challenges and difficulties of the non-board program students with regards to their writing proficiency. The essential themes which emerged from the transcriptions of the participants' responses for the research question number one are consisted of overarching themes which are summarized in the said table.

ISSUES PROBED	CORE IDEAS	CODE / CATEGORIES	ESSENTIAL THEMES	THEORETICAL SUPPORT
Impacts of the Difficulties Encountered Throughout the Process of Writing	- Starting writing involves challenges like crafting introductions, expressing thoughts, and choosing words. - Organizational hurdles arise from difficulty in structuring ideas and maintaining flow. - Managing ideas is challenging as individuals may struggle to remember and arrange them while writing. - Difficulty understanding complex essay questions inhibits clear organization of ideas	Struggles in Organizing Ideas into Sentences	Facing Challenges in Expressing Thoughts and Organizing Ideas in Sentences	Process Writing Theory
	- Lack of prior knowledge hinders idea organization and essay construction. - Difficulty understanding complex essay questions inhibits idea organization. - Complex sentence structures pose comprehension challenges. - Insufficient vocabulary and grammar knowledge impede idea expression.	Lack of Comprehension and Knowledge Limitations		
Effects of Inadequate Language Proficiency	- Writing tasks pose challenges with grammar, punctuation, and fear of errors. - Common struggles include tense confusion, word choice, and punctuation oversight. - Difficulties extend to forgetting punctuation marks and subject-verb agreement. - Distinguishing comma usage and maintaining tense consistency are common issues. - Challenges stem from incomplete understanding or disinterest in learning grammar rules. - Reluctance to use singular forms and confusion with plurals contribute to punctuation challenges.	Language Usage Obstacles	Encountering Difficulties in Language Use particularly in Grammar, Vocabulary, and Markings	Input Hypothesis
	- Language blockages and struggles in English writing - Managing word count limits and dealing with perfectionist. - Challenges in constructing essays due to limited English proficiency.	Lack of English Language Proficiency		

Impacts of Time Constraints Due to Limited Proficiency	• The writing process is time-consuming, mainly due to organizing thoughts, leading to prolonged tasks. • Pressure from time limits results in fewer ideas and makes essay completion challenging. • Limited knowledge of the Language consumes much of the time.	Pressure from Time Limits due to Limited Language Knowledge	Overarching Struggle with Time Management Affecting Writing Process and Task Completion	Theory of Planned Behavior
	• Time constraints during essay tasks lead to pressure and hinder effective idea articulation. • Consuming much of the time supposedly used in other tasks. • Lack of sufficient time is a common struggle among students, impacting their ability to meet expectations. • Insufficient time allocated for tasks adds to the overall difficulty.	Time Pressures in Academic Tasks		

Facing Challenges in Expressing Thoughts and Organizing Ideas in Sentences. The findings in this study reveal that non-board program students faced obstacles in expressing ideas fluently and structuring them effectively in writing can result from challenges in organizing thoughts, difficulties in understanding concepts, and limitations in knowledge. These hurdles often hinder one's ability to communicate clearly and coherently through written language. This result finds support in the study of Gunantar and Rosaria (2023) by highlighting that the students in non-English study programs face significant challenges in structuring their written expression. These difficulties are particularly evident in their ability to organize thoughts coherently and grasp underlying concepts effectively. As a result, their writing often lacks fluency and overall effectiveness, making it harder for them to communicate their ideas clearly and persuasively. These challenges suggest a need for targeted support and instructional strategies to help these students improve their writing skills, enhance their understanding of writing conventions, and develop a more structured approach to their written work.

Encountering Difficulties in Language Use particularly in Grammar, Vocabulary, and Markings. The present study reveal that non-board program students faced obstacles in writing proficiency, particularly in grammar, vocabulary, and punctuation, stemming from challenges in language usage and a deficiency in English language skills. These hindrances arise due to a lack of proficiency in English, resulting in difficulties in expressing ideas accurately and communicating effectively. The present finding further strengthens the argument made by Rahmaniah and Asbah (2018) by highlighting that non-English department students encounter significant challenges in their language skills, with 80% of them exhibiting inaccuracies in grammar. Additionally, 60% of these students have limited vocabulary, relying primarily on basic words and phrases. Comprehension is further hindered by heavy accents, with 73% of students experiencing difficulty in being understood. Pronunciation errors and slow speech are also prevalent, contributing to the overall communication barriers they face.

Overarching Struggle with Time Management Affecting Writing Process and Task Completion. The result of the that non-board program students struggle with time management, significantly impacting their writing proficiency. Their main challenge is effectively allocating time for writing and meeting deadlines. Limited language knowledge adds pressure, exacerbating the issue and making it difficult to produce high-quality work within allotted time frames. This compounded time pressure hinders their ability to complete tasks proficiently. This finding aligns with Jarum and Ayudiari (2022) study, and Escandallo and Baradillo (2024) which highlights that due to a variety of internal and external factors, EFL learners frequently struggle with time management when completing academic writing assignments. Internally, perfectionism and failure in self-regulation can cause them to spend excessive time on tasks, leading to procrastination and inefficiency. Externally, family background and various distractions can further disrupt their focus and productivity. These difficulties impair not only their capacity for efficient time management but also have a detrimental effect on their self-esteem and general academic writing performance.

Strategies, Techniques, and Insights of Non-Board Program Students with Regards to their Writing Proficiency

Table 3

Strategies, Techniques, and Insights of Non-Board Program Students with Regards to their Writing Proficiency

Displayed in Table 3 are the responses of the participants in regards to their strategies, techniques, and insights of non-board program students regarding their writing proficiency. There are three essential themes which are drawn out from the in-depth and focus group discussion of the participants for the second question. The essential themes consisted codes based from the issues being probed which are summarized in the table.

Improving Writing Skills through Practice, Exposure, and Feedback. The findings reveal that strategies, techniques and insights of non-board program students with regards to their writing proficiency shows that proficiency in writing is improved through practice, exposure, and feedback. These are in line to the proposition of Albelihi and Al-Ahdal (2021), which stated that continuous

ISSUES PROBED	CORE IDEAS	CODE/ CATEGORIES	ESSENTIAL THEMES	THEORETICAL SUPPORT
Imbalance Between Seeking External Validation and Implementing Personal Improvement Strategies	- Practice regularly and read extensively to enhance writing proficiency. - Engage with diverse materials to explore different writing styles and enrich vocabulary. - Utilize English books and dictionaries to acquire new	Strategies for Improving Writing Proficiency	Improving Writing Skills through Practice,	Socio-Cultural Theory

	vocabulary and improve sentence structure. • Explore literature, including novels and academic texts, to generate ideas and expand vocabulary for writing.		Exposure, and Feedback	
	• Seeking feedback from peers, mentors, and teachers helps identify areas for improvement in writing. • Positive feedback on written pieces signifies success and improvement. • Receiving compliments from teachers and peers indicates improvement in writing skills. • Appreciation from teachers for improved writing quality, clarity, and coherence serves as a measure of success.	Writing Feedback and Evaluation		
Language Learning Strategies, Encompassing Digital Tools and Foundational Skills	• Engaging with English videos on platforms like YouTube and TikTok facilitates the acquisition of new vocabulary. • Researching unfamiliar	Language Expansion Through Media Engagement	Utilizing Various Language	Universal Grammar

	words online reinforces learning. • Actively incorporating these words into communication allows for monitoring language development.		Learning Strategies	
	• Starting with basic English learning improves language proficiency in writing, such as essays. • Identifying words and understanding writing goals helps structure answers effectively. • Building a foundation in basic English supports improved language use. • Incorporating basic language skills enhances writing clarity and effectiveness.	Foundational Language Skill Development		

Improving Writing Skills and Productivity Through Various Methods	• Note-taking stimulates creativity and idea formation. • Structuring thoughts through brainstorming and outlining ensures clear communication. • Prioritizing key points maintains writing focus and effectiveness. • Utilizing scratch paper aids in organizing and refining ideas for the final document.	Writing Process Techniques		
	• Consistent daily writing practice across various formats improves skills. • Overcoming writer's block and self-doubt through perseverance leads to gradual improvement. • Effective time management, including task breakdown and prioritization, enhances productivity. • Utilizing specific writing techniques and tools, alongside time management, optimizes focus and task completion.	Writing Practice and Productivity Techniques	Enhancing the Efficiency of Writing Processes	Cognitive Process Theory of Writing

feedback is crucial throughout the writing process for students to refine their skills. Obtaining feedback from peers is vital for enhancing writing skills, enabling students to learn from each other and improve their proficiency through peer review. Engaging in peer assessments, whether in class or smaller groups, leads to students demonstrating improved writing skills by meticulously reviewing peers' essays and offering constructive feedback. This continuous feedback implies ongoing practice, as students repeatedly engage with writing tasks to refine their abilities. Additionally, exposure to various forms of writing, including peers' work during peer feedback sessions, contributes to a broader understanding of writing styles and techniques.

Utilizing Various Language Learning Strategies. The participants in this research study elaborated on their utilization of diverse language learning strategies aimed at enhancing their writing proficiency. This is congruence to the study conducted by Alobaid (2020), which highlights that utilizing ICT multimedia technology has been shown to significantly boost writing fluency and language expression in learners' everyday interactions. The research highlights the critical role of factors like active engagement, sufficient exposure duration, understanding of learning materials, and improvement of educational resources in driving positive effects in language acquisition. This underscores that consistent provision of these fundamental elements through multimedia input can lead to successful learning outcomes, particularly when focusing on media and foundational skills to enhance writing proficiency.

Enhancing the Efficiency of Writing Processes. The participants provided insights into their methods for improving their writing proficiency by refining the efficiency of their writing processes. The study conducted by Alqasham and Al-Ahdal (2022), emphasizes that improving the efficiency of writing processes significantly enhances students' writing proficiency. By implementing strategies aimed at streamlining their approach to writing tasks, students produced higher quality written works. These strategies enabled students to organize their thoughts more effectively, resulting in more coherent compositions. Moreover, techniques focused on productivity and practice, such as goal-setting, time management, and seeking feedback, were found to enhance students' overall writing performance. In summary, the study highlights the importance of adopting efficient writing processes to facilitate improvements in students' writing skills.

Table 4.

Joint Display of Salient Quantitative and Qualitative Findings

The present study on the analysis of the writing proficiency of students in non-board program in a local college carries out a mixed methods approach employing convergent parallel approach. The fourth research question of the study involves the corroboration of the findings from quantitative and qualitative phase.

ASPECT OR FOCAL POINT	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	NATURE OF DATA INTEGRATION	AXIOLOGICAL IMPLICATIONS
Level of Writing Proficiency of Non-Board Program Students is Moderate	From Table 1 on the level of writing proficiency in terms of content which is rated overall as 67.46% which is classified as moderate. This	Table 3.2 on the strategies, techniques, and insights of non-board program students with regards to their writing proficiency, students start	Merging – converging	The overall moderate rating for encompassing all criteria of the writing proficiency of non-board program students

means that students are able to demonstrate a clear understanding and present average ideas.	with foundational language skill development. In which, beginning with basics, like identifying words and understanding writing goals, helps structure answers effectively.	highlights mixed proficiency in writing. While they excel in content, organization, vocabulary, and language use, challenges persist in mechanics. These insights underscore the importance of targeted interventions to address specific areas of weakness and foster comprehensive writing proficiency development among non-board program students.
From Table 2 on the level of writing proficiency in terms of organization which is rated overall as 72.37% which is classified as moderate. This means that students organize their writing effectively with average transitions.	Table 3.2 on the strategies, techniques, and insights of non-board program students with regards to their writing proficiency, students writing process techniques. In which, utilizing scratch paper aids in organizing and refining ideas before transferring them to the final document.	
From Table 3 on the level of writing proficiency in terms of vocabulary which is rated overall as 76.63% which is classified as moderate. This means that students showcase average	Table 3.2 on the strategies, techniques, and insights of non-board program students with regards to their writing proficiency, students employ strategies for improving writing proficiency.	

	and varied vocabulary to enhance precision. From Table 4 on the level of writing proficiency in terms of language use which is rated overall as 80.45% which is classified as moderate. This means that students exhibit few grammatical errors with consistent tense/agreement use, and express themselves adequately. From Table 5 on the level of writing proficiency in terms of mechanics which is rated overall as 61.53% which is classified as low. This means that spelling and punctuation errors are occasional.	Specifically, utilizing English books and dictionaries to acquire new vocabulary and improve sentence structure. Table 3.1 on the challenges and difficulties of non-board program students with regards to their writing proficiency, students have language usage obstacles. In which, writing tasks pose challenges with grammar. Table 3.1 on the challenges and difficulties of non-board program students with regards to their writing proficiency, students have language usage obstacles. In which, difficulties extend to forgetting punctuation		
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		marks such as comma usage.		
Challenges of articulating thoughts, organizing ideas, navigating language intricacies, and managing time effectively in the writing process.	From Table 2 on the level of writing proficiency of non-board programs' students in terms of organization, which is 72.37% described as moderate. This means that they organize their writing effectively with average transitions. From Table 3 & 5, on the level of writing proficiency of non-board programs' students in terms of vocabulary and language use, are described as moderate which means they showcase average and varied vocabulary to enhance precision, exhibit few grammatical errors with consistent tense/agreement use, and express themselves adequately. However, Table 5, in terms of mechanics is described as low which means spelling and punctuation errors are occasional.	Table 3.1 on facing challenges in expressing thoughts and organizing ideas in sentences Table 3.1 on encountering difficulties in language use particularly in grammar, vocabulary, and markings	Merging – converging	This underscores the need for comprehensive interventions to address writing proficiency challenges among non-board program students. While quantitative data indicate moderate proficiency, qualitative insights reveal significant hurdles in language use and time management. Targeted strategies focusing on improving language skills and time management are crucial for enhancing overall writing proficiency in this student population.

	From Table 2 on the level of writing proficiency of non-board programs' students in terms of organization which is 72.37% considered as moderate. This means that they organize their writing effectively with average transitions.	Table 3.1 on overarching struggle with time management affecting writing process and task completion		
Improving writing skills through practice, exposure, feedback, diverse language learning strategies, and enhanced writing process efficiency.	From Table 1 on the level of writing proficiency of non-board programs' students in terms of content which is 67.46% described as moderate. This means that students are able to demonstrate a clear understanding and present average ideas. From Table 3 on the level of writing proficiency of non-board programs' students in terms of vocabulary which is 76.63% described as moderate. This means that students	Table 3.2 on improving writing skills through practice, exposure, and feedback Table 3.2 on utilizing various language learning strategies	Merging-converging	Non-board program students exhibit moderate proficiency levels across various aspects of writing, including content understanding, vocabulary richness, and organizational skills. These findings underscore the importance of continued support and targeted interventions to further enhance writing proficiency among these students, focusing on refining language learning strategies and

	showcase average and varied vocabulary to enhance precision.			optimizing writing processes through practice and feedback.
	From Table 2 on the level of writing proficiency of non-board programs' students in terms of organization which is 72.37% described as moderate. This means that students organize their writing effectively with average transitions.	Table 3.2 on enhancing the efficiency of writing processes		

Level of Writing Proficiency of Non-Board Program Students is Moderate.

In the quantitative phase, the level of writing proficiency ranging to content, organization, vocabulary, and language use are rated as moderate, excluding the mechanics criteria which is rated as low however, overall level of writing proficiency is rated as moderate encompassing all five criteria. These results are connected to the qualitative findings which is, non-board program students' emphasis on foundational language skills and the use of scratch paper for organizing ideas, while also emphasizing the importance of English resources for vocabulary and sentence structure improvement. Students face obstacles with grammar and punctuation, including difficulties with comma usage, impacting their writing proficiency. This demonstrates the alignment between the qualitative and quantitative data.

Challenges of Articulating Thoughts, Organizing Ideas, Navigating Language Intricacies, and Managing Time Effectively in the Writing Process

In the quantitative phase, the writing proficiency level of non-board program students regarding organization is reported as moderate indicating effective structuring with average transitions. Also, moderate proficiency levels among non-board program students in vocabulary and language use, characterized by average vocabulary, few grammatical errors, and adequate expression. However, mechanics proficiency, is described as low, indicating occasional spelling and punctuation errors. These results are connected with the qualitative findings, which is under the theme facing challenges in expressing thoughts and organizing ideas in sentences, encountering difficulties in language use particularly in grammar, vocabulary, and markings, and overarching struggle with time management affecting writing process and task completion. It is then safe to say that the qualitative data converges quantitative.

Improving Writing Skills Through Practice, Exposure, Feedback, Diverse Language Learning Strategies, and Enhanced Writing Process Efficiency

In the quantitative phase, non-board program students' writing proficiency in content is rated as moderate, indicating a clear understanding and well-developed ideas. Also, a moderate proficiency level of 76.63% among non-board program students in vocabulary, demonstrating strong and varied vocabulary usage for enhanced precision, while the writing proficiency of non-board program students in organization is rated as moderate, indicating effective organization with smooth transitions. These results are connected with the qualitative findings, which are themed as improving writing skills through practice, exposure, and feedback, utilizing various language learning strategies, and enhancing the efficiency of writing processes. In all aspects, the qualitative and quantitative data converge, reinforcing the overall findings.

CONCLUSION

The level of writing proficiency of non-board program students is assessed as moderate in terms of content, organization, vocabulary, and language use. However, mechanics proficiency is notably lower, leading to an overall moderate level of writing proficiency. Thus, non-board program students demonstrate moderate competence in content, organization, vocabulary, and language use, despite lower proficiency in mechanics.

Further, the thematic analysis of the qualitative data was done based from the responses gained through the conduct of in-depth interview (IDI) and focus group discussion (FGD). The results gave more information about the side of the non-board program students in terms of their challenges and difficulties relative to their writing proficiency. Qualitatively, students under the non-board programs have been experiencing challenges and difficulties with regards to their writing proficiency which contribute to significant challenges in expressing thoughts and organizing ideas, which affects the clarity and coherence of their writing. Additionally, difficulties with grammar, vocabulary, and time management further impact their overall writing process and task completion. The following themes emerged: facing challenges in expressing thoughts and organizing ideas into sentences, encountering difficulties in language use particularly grammar, vocabulary, and markings, and overarching struggle with time management affecting writing process and task completion.

In addition, from the participants' responses, other themes are identified which show the strategies, techniques, and insights of non-board program students with regards to their writing proficiency. Non-board program students have imparted strategies, techniques, and insights relative to their writing proficiency which highlights that the students under non-board programs enhance their writing proficiency by practicing regularly, seeking exposure, and receiving feedback. Additionally, employing various language learning strategies and improving writing efficiency are key techniques for better writing outcomes. The following are the themes: improving writing skills through practice, exposure, and feedback, utilizing various language learning strategies, and enhancing the efficiency of writing processes.

Moreover, to measure the level of the writing proficiency of non-board program students, the responses were analyzed thematically to confirm the quantitative results of the study. Both the findings from the two phases are integrated based on the nature plan. The status of perceived level of writing proficiency of non-board program students based on the quantitative results, show that it converged to the data gained from the qualitative phase. Both of the quantitative and qualitative results confirms that non-board program students have moderate level of writing proficiency, which means that they have a capability to effectively convey ideas with clarity and coherence, supported by adequate vocabulary and language use. While there may be some areas for improvement, overall communication is clear and understandable.

RECOMMENDATION

The status of perceived level of writing proficiency among non-board program students reveals mechanics has the lowest mean, it is, therefore, claimed that students commit frequent errors or deficiencies in spelling, grammar, punctuation, and syntax. These limitations can hinder clarity and readability, detracting from the overall quality of the writing. To address this issue, students can benefit from targeted instruction and practice exercises focusing on grammar, punctuation, and spelling rules. Additionally, providing constructive feedback on written assignments can help students identify and correct specific errors. Finally, encouraging regular proofreading and editing practices can further reinforce mechanics skills and improve overall writing proficiency.

Additionally, among the four criteria which is described as moderate, content has the lowest mean which indicates that while non-board program students exhibit moderate proficiency among content, organization, vocabulary, and language use. They struggle more in content significantly with generating or expressing substantive content within their writing, potentially impacting the overall effectiveness and depth of their written communication. To address this issue, educators should provide students various exercises focusing on brainstorming, outlining, and organizing ideas before writing. Furthermore, incorporating instruction that encourage critical thinking and analysis can help students develop stronger content. Additionally, providing models of well-structured writing and offering individualized feedback on content development can further support students in enhancing their proficiency in this area.

Furthermore, based from the qualitative phase results on the lived experiences of non-board program students with regards to their writing proficiency relative to the challenges and difficulties they faced in their writing process, educators should offer structured writing activities focusing on idea generation and organization to help students overcome challenges in expressing thoughts. Additionally, providing ample opportunities for language practice through interactive activities and targeted exercises can enhance grammar, vocabulary, and punctuation skills. Furthermore, educators should prioritize teaching effective time management techniques and fostering a supportive learning environment to assist students in managing writing tasks and deadlines effectively.

Concerning those shared strategies, techniques, and insights of non-board program students with regards to their writing proficiency, educators should incorporate regular writing practice sessions into their teaching, providing students with opportunities to apply learned skills and refine their writing abilities. Also, exposure to diverse writing styles and genres through reading assignments and literary analysis can broaden students' understanding of language use and narrative structures. Moreover, offering constructive feedback on writing assignments, emphasizing both strengths and areas for improvement, is essential to guide students' growth and development. Additionally, educators can teach specific language learning strategies tailored to writing, such as vocabulary expansion techniques and grammar drills, to further enhance students' proficiency in written communication.

In addition, the researcher recommends enhancing writing proficiency by developing comprehensive writing programs that incorporate structured practice sessions, exposure to diverse writing styles, and personalized feedback mechanisms. Educators should prioritize teaching language learning strategies tailored to writing, such as vocabulary expansion techniques and grammar drills, while also emphasizing effective time management skills. Collaborative efforts between educators, researchers, and policymakers are essential to create supportive learning environments that address individual needs and provide resources for continual improvement in writing skills. Additionally, regular assessment and evaluation of these programs within the college curriculum can ensure their effectiveness and inform future interventions, ultimately empowering students to become confident and proficient writers.

Moreover, while encouraging students aiming to enhance their writing proficiency, it is essential to prioritize regular practice by engaging in writing exercises and seeking opportunities for feedback from peers or instructors. Additionally, actively reading diverse literature can expand vocabulary and expose students to different writing styles, aiding in their own writing development. Also, utilizing available resources such as writing centers or online writing tools for grammar and language support can be beneficial. Finally, managing time effectively by setting aside dedicated writing sessions and breaking tasks into manageable chunks can help students improve their writing skills gradually over time.

Lastly, the researcher recommends a study titled “Discourse Analysis of Essays from Non-Board Program Students: Investigating Rhetorical Strategies” which focuses on examining the rhetorical techniques employed by non-board program students in their essays. This research aims to analyze how students use strategies such as ethos, pathos, and logos to persuade, inform, and engage their readers. The problem addressed is the need to better understand the application and effectiveness of these rhetorical strategies in student writing. By analyzing their use of these strategies, the study aims to uncover patterns and areas where students may need further support to enhance their effectiveness in constructing persuasive and engaging essays.

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