"Cowrite Me If I'm Wrong:" Effectiveness of Proact Feedback in Improving the Writing Mechanics Proficiency of Grade 5 Learners

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Abstract – Developing strong writing proficiency empowers young minds to engage with the world around them in meaningful ways. The main goal of this study was to determine the effectiveness of ProAct Feedback (Proofreading Activity + Written Corrective Feedback) on grade 5 learners' attitudes towards writing in Filipino and writing mechanics proficiency. The study employed a mixed-methods research design. The quantitative part was a one-shot case study, followed by the qualitative part, which focused on the analysis of the pupils' responses and writing outputs. The participants in this study were the 20 purposively sampled grade 5 pupils in one section at the University of Saint Louis Tuguegarao. Quantitative results show that the ProAct Feedback was effective in improving the respondents' attitudinal levels towards writing and their writing mechanics proficiency levels in Filipino. The progression from "moderate" to "excellent" progress over the four days indicates the intervention's effectiveness in helping the participants reach high levels of competency by the end of the treatment phase. For the qualitative results along the thematic analysis, the themes of increased confidence, improved writing, and a positive attitude towards writing emerged after the intervention. Pupils' writing outputs suggest that the learners have improved writing mechanics proficiency as to punctuation, capitalization, spelling, and paragraphing. From the study's findings, it can be inferred that the use of an innovative, engaging, self-corrective, and informative technique such as ProAct Feedback enhances writing attitudes and writing mechanics proficiency. Hence, this research provides guidance for new policies intended to improve elementary learners' writing proficiency.

Keywords—attitude, filipino, proficiency, proofreading, writing mechanics, written corrective feedback

I. INTRODUCTION

One of the most important language skills for children to acquire in order to communicate effectively is writing. As more and more individuals use various types of communication technologies to communicate through written form, writing is becoming an essential ability for modern communication (Maba, 2023). Writing is an intricate task.

Writing complexity can be observed in cognitive, linguistic, and psychological aspects. Writing is a lone act without an audience when seen from a psychological perspective (Khusniyah, 2019). To guarantee that the content is understood, writing needs to be produced more meticulously, succinctly, and coherently from a linguistic standpoint.

From a cognitive point of view, writing is typically not acquired naturally but rather through rigorous teaching. Reading, thinking, talking, writing, and revising all take time. Additionally, according to Tota et al. (2019), the approach calls on the students to be open-minded and willing to explore feelings and ideas. Moreover, writing is an intricate task requiring a high level of focus (Uysal & Sidekli, 2020).

Academic writing is defined by its formal structure and content, so it requires careful attention to mechanics (Patwary et al., 2023). Junaid and Santaria (2022) highlighted the significance of fixing structural and content-related aspects, as mistakes in grammar, subject-verb agreement, pronouns, articles, and vocabulary, in addition to mechanical problems like layout, capitalization, punctuation, spelling, and font size, can affect the quality of academic writing.

Writing as One of the Global Concerns

The Sustainable Development Goal 4 (SDG 4) of guaranteeing accessible and equitable quality education and encouraging opportunities for lifelong learning for everyone is directly linked to writing skills. Writing abilities are essential to literacy, which is one of SDG 4's main goals. "Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy" is the precise goal of SDG 4.6, which is to be accomplished by 2030 (UNESCO, 2018). To fully engage in educational, economic, and social possibilities, people must be proficient in reading, writing, and basic arithmetic.

People with reading and numeracy abilities are empowered and able to "understand, comprehend, and make informed decisions in various aspects of their lives." For this, having strong writing skills is essential since they enable

people to communicate, obtain information, and pursue lifelong learning. (Bruneforth, 2018). Moreover, there is threat to not only SDG 4, but all other development objectives, posed by the global learning crisis, in which a large number of children and teenagers lack basic reading and numeracy skills. Thus, enhancing writing abilities as part of an all-encompassing literacy program is essential to achieving the SDGs' more expansive objectives (UNESCO, 2018).

In conclusion, SDG 4 and writing competence are closely related as writing is a crucial part of the literacy and numeracy abilities that the objective seeks to guarantee for every person, enabling their full involvement in society, work, and education (Spink et al., 2021).

Lack of Proficiency in Writing Mechanics

Out of the four language skills, writing is the most challenging to master since it involves intricate language systems such as writing mechanics which includes sentence structure, punctuation, spelling, and vocabulary (Garduce & Baluyos, 2023). The difficulties encountered by language learners in developing their writing skills, specifically in their proficiency in writing mechanics have been thoroughly examined all over the world (Abbas & Asy'ari, 2019; Sandrawati & Jurianto, 2021; Toba & Noor, 2019; Yuliawati, 2021). According to Akhtar et al. (2019), there are a number of significant issues that need to be addressed, such as tenses, mechanics, conditionals, subject-verb agreements, motivation, clarity, and coherence. It is essential to comprehend these difficulties because they obstruct clear communication and comprehension. According to Muhammad et al. (2022), using the right punctuation, capitalization, and spelling helps improve sentence structure and guarantee that writing is meaningful. Proper use of these components highlights their critical role in successful communication by assisting readers in understanding concepts (Lauchman, 2020).

Writing Mechanics Proficiency in the Philippines

Lack of proficiency in writing mechanics has been also an emerging issue in the Philippines and it attracted studies to assess the current skill level of Filipino students. In the study of Hikmah et al. (2019), which was conducted in a University in Iriga City, Philippines, students' proficiency in writing content, organization, and style was evident; nevertheless, their proficiency in mechanics is lacking. The students make more mistakes in mechanics, including punctuation, capitalization of proper nouns, proper paragraph indentation, and sentence breaks. Also, when students' writing abilities was assessed in a university in the Northern Philippines, it was shown that mechanics was the most challenging (Batalla & Vera, 2019).

Specifically, pupils in the intermediate grades may experience difficulties with their writing skills most especially during and in the post-COVID pandemic. Factors that have contributed to the difficulties of the pupils in the intermediate grades are attributed to the following: (1) limited in-person instruction by the teachers, there was also a reduced writing activities due to restrictions and limited outdoor activities of the children during their primary grade which is a fundamental stage of their development, (2) the increased screen time where the increased reliance on digital devices for remote learning and entertainment during the pandemic has resulted in prolonged screen time for many current fifth graders, and lastly, (3) the transition to remote or blended learning models during the pandemic has made it challenging for teachers to provide individualized support to students with writing difficulties.

Problem Diagnosis and Context of the Study

The study identified a practical gap in the context of the University of Saint Louis Tuguegarao, a private Catholic institution run by the Congregation of the Immaculate Heart of Mary in Tuguegarao City, Cagayan, where Grade 5 learners were observed to have difficulty in mastering the mechanics in writing which is a fundamental skill for their academic progress. The Grade 5 pupils of the SY 2023-2024, who were primary grade learners during the COVID 19 pandemic, experienced a disruption in their early learning and development. Due to limited access to in-person schooling and reduced opportunities for hands-on activities, they are now struggling to develop their skills essential for writing.

In an assessment conducted before the study, it was confirmed that the use of punctuation, capitalization, spelling, and fundamental conventions in paragraphing were among the least mastered competencies of Grade 5 learners. These competencies were based on the DepEd's Curriculum Guide which are expected to be already mastered by Grade 5 pupils. The gap analysis conducted by the researcher, who is also their current adviser in consultation with his fellow language teachers as part of the problem diagnosis is presented in the Table 1. The gap analysis reveals several areas where grade 5 pupils in USL are struggling in writing. Therefore, writing needs to be improved in order to enhance writing mechanics including capitalization, punctuation, sentence breaks, and proper indentation.

Objectives

The main goal of this study was to determine the effectiveness of ProAct Feedback in Grade 5 Learners' Writing Mechanics Proficiency and their Attitudes towards Writing in Filipino. Specifically, this study sought to: (1) determine the pupils' pre and post attitudinal levels in writing; (2) determine the significant difference in the pre-and-post attitude of the pupils before and after the implementation of ProAct Feedback; (3) determine the pupils' pre and post writing mechanics proficiency levels; and (4) determine the significant difference in the pre and post writing mechanics proficiency of the pupils before and after implementation of

the ProAct Feedback; (5) determine the four-day proofreading activity progress scores of Grade 5 pupils with the implementation of the ProAct Feedback; (6) ascertain the significant differences in the four-day progress scores; and (7) analyze the written outputs and responses of the pupils regarding their proficiency in writing mechanics.

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II. METHODS

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A. Research Design

The study employed mixed methods research. The research design is consisted of two phases: a quantitative phase (one-shot case study) followed by a qualitative phase (descriptive analysis of writing outputs and thematic analysis). The quantitative part was one-shot case study which is like a quasi-experiment only having no group to compare it with while the qualitative part focused on the descriptive analysis of the writing outputs and thematic analysis of the unedited responses of the respondents regarding their perspective after the intervention. Figure 1 presents the research design framework of the study.
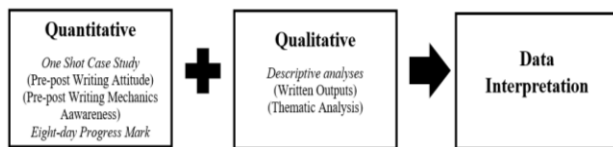

Figure 1. Research framework of the Mixed-Methods Design

For the quantitative component, the single-shot pretest-posttest experimental research design was employed. In this study, the group of participants consisted of 20 grade 5 pupils who received the intervention over a one-week period within Filipino class hour inside their classroom. Before the experimental intervention, a pre-test was conducted to determine the writing mechanics proficiency of the participants. Following the intervention, a post-test was administered to evaluate any progress or enhancement in their writing abilities.

To support the findings regarding on the progress of the pupils in writing, the researcher used a four-day proofreading progress scores which was used to assess the writing mechanics proficiency of grade 5 pupils per day while implementing the ProAct Feedback. The data here were generated based on their scores in their proofreading activity to assess and monitor the learners' progress during the implementation ProAct Feedback. The proofreading activity consisted of five basic and common mechanical errors that are expected to be corrected by fifth-grade learners. In analyzing the results, the variation in the progress scores across the four-day test was measured. The interpretation of the progress scores provided insights into the students' overall development in the writing mechanics proficiency and their response to the intervention.

The qualitative component of the study involved conducting a descriptive analysis of the writing mechanics demonstrated by the participants. The objective of this analysis is to comprehensively examine and understand the mastery and consistency in the mechanics of their writing. By scrutinizing the written outputs, the study aims to gain insights into the participants' writing mechanics proficiency and identify any areas of difficulty or improvement. Additionally, a thematic analysis of the unedited responses of the pupils was conducted to further explore the emerging themes and patterns within their feedback.

B. Respondents of the Study

The participants in this study were the 20 Grade 5 pupils pupils in one section in the University of Saint Louis Tuguegarao, which included 11 males and 9 females. Purposive sampling was the sampling technique used. In this study, purposive sampling is crucial because it facilitates the integration of various data kinds while taking quality factors into account and aids in the evaluation of data quality (Münnich, 2023) while taking considering the ethical considerations. As a result, the study determined 20 participants who met the following criteria:

a) Inclusion Criteria: pupils who were present in the administration of pre-test, intervention, and post-test; completed all the tests within the alloted time; willing to participate and having parental consent to participate in the study.

b) Exlusion Criteria: pupils who missed at least one test during the study due to absence; did not complete a test during the alloted time; do not have parental consent to participate.

C. Instrument Validation

This study employed two sets of research instruments to measure the attitude and writing mechanics proficiency of the participants namely the pre-test-post-test attitude questionnaire and the pre-test-post-test writing composition.

A. Pre-test-Post-test Writing Composition Rubrics (25 points)

Since this research sought to determine the effectiveness of ProAct Feedback in improving the writing mechanics proficiency of Grade 5 learners, pre-test and post-test in the form of writing composition was utilized. The raters utilized a written rubric adapted from the study of Yuliawati (2021) that was modified by the researcher in order to objectively determine the students' writing scores. Content validity was used to determine the instruments' validity. As a result, the researcher sought an expert opinion to confirm the instruments' validity. Two raters were selected to evaluate the writing scores of the students on both the pretest and the post-test in order to have inter-rater reliability. The raters' scores on the tests of the pupils were the same since the rubrics used were very specific, indicating the percentage of correct uses of the mechanics. Hence, there is a strong interrater reliability in

scoring using the adopted and modified writing mechanics rubrics.

B. Pre-test-Post-test Attitude Questionnaire (10 items)

To also determine the effect of the ProAct Feedback on the attitude of pupils towards writing, attitude questionnaires were developed to gather data. The questionnaire included 10 statements on the learners' attitude toward writing. All suggestions on the validity and applicability was accepted and applied by the researcher. Additionally, the calculated Cronbach's Alpha was "0.887," thus, the reliability of the attitude questionnaire was interpreted to be "good".

C. Proofreading Activity Progress Scores in Writing Mechanics (5 items)

The study utilized a Proofreading Activity Progress Scores in Writing Mechanics to assess and monitor the learners' progress during the implementation of the ProAct Feedback. The activity consists five basic and common mechanical errors that are expected to be corrected by fifth-grade learners. After they spot the errors, they will then rewrite the paragraph presented by the teacher, incorporating their own corrections. The progress scores employed a rating system with marks such as "not participative," "coping," "emerging," "growing," and "meets expectation" to evaluate the learners' level of attainment in each competency. The indicators were based on the writing competencies in the currently used Curriculum Guide by DepEd. Before the administration, the activities underwent careful review and revision based on suggestions from an expert to ensure its effectiveness to establish its content validity.

D. Teacher-Researcher Journal and Photo Documentation

The teacher's journal utilized the record of the unedited responses of the pupils following the intervention. This allowed documentation of the pupils' genuine and unfiltered feedback and reflections on their experiences. By capturing their responses in an unedited form, the journal entries provided a direct and authentic representation of the pupils' thoughts and perspectives. The results of the thematic analysis from the journal underwent a validation strategy called member checking. It involved feeding findings of the analysis back to the participants and assessing how far they consider them to reflect the ideas (Magulod et al., 2021). The deviant findings resulted from the member checking were taken into account by the researcher to strengthen the validity of the instrument and analysis used. In addition, the photo documentation was used to capture pictures of the written outputs of the respondents to have a detailed observation and interpretation that would result to a comparison of their writing mechanics proficiency before and after the implementation of the intervention.

D. Ethical Considerations

This study was guided by the following research ethics consideration. First, a research capsule proposal was submitted to the University Resarch and Development Center. Second, after it was approved, letters of approval were given to the University Vice President for Academics and to the Basic Education School Principal. Third, parental consent was given to the parents or guardians of the Grade 5 pupils. And lastly, to abide by the data privacy act, the privacy of the respondents was observed by not mentioning names.

E. Data Gathering Procedure

The data collection procedure in this study on ProAct Feedback aimed at improving the writing mechanics of Grade 5 learners was done within a period of three months. It started in March 2024 and concluded in May 2024. Prior to the conduct of the study, a baseline assessment was conducted to determine the participants' initial writing mechanics proficiency. Baseline data was collected for the Grade 5 pupils, noting their individual strengths and areas for improvement. After collecting the baseline data, the pre-test questionnaires were conducted assessing the participants' attitudes and writing mechanics proficiency, specifically on capitalization, punctuation, spelling, and paragraphing. Following the pre-test, the intervention which is the ProAct Feedback was used by the teacher and students within a period of one week. Subsequently, they answered the post-test questionnaires and interviews. Finally, statistical analyses and interpretation was done after completing the post-tests and interviews. The timeline of the data gathering process is shown in Table 2.

Table 2. Stages of Data Gathering Process

Stages of Data Gathering	Timeframe	Procedures
Pre-Intervention Stage	March - April 2024	➢ Problem Diagnosis ➢ Administration of the Pre-test Questionnaires
Intervention Stage	April 2024	➢ Implementation of the ProAct Feedback to Grade 5 pupils ➢ Monitoring of the progress and performance throughout the intervention period
Post-Intervention Stage	April 2024	➢ Administration of the Post-Test Questionnaires ➢ Collecting the responses of pupils regarding their own

		writing mechanics proficiency
		➢ Analysis of the pre-test and post-test assessment data
Post-Assessment Stage	May 2024	➢ Statistical analyses to evaluate the effectiveness of the ProAct Feedback
		➢ Interpretation of the actual responses of the pupils and their writing outputs

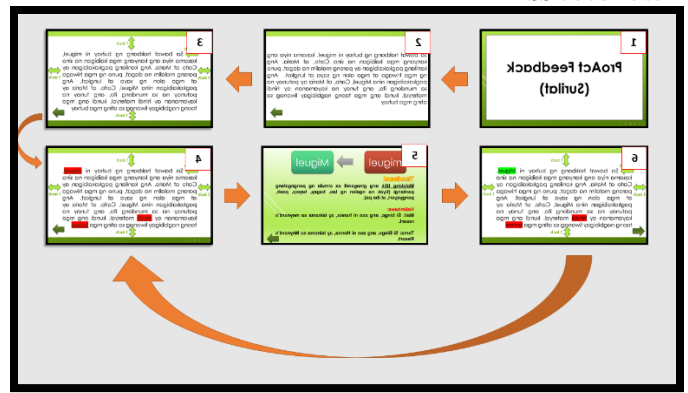Figure 2. The content and sequence of the ProAct Feedback

Development and Implementation of the ProAct Feedback as a Technique for Improving Writing Mechanics

To address the concern of teaching writing using ProAct Feedback, the researcher followed the ADDIE Model *(Analysis, Design, Development, Implementation, and Evaluation)* of instructional design as a generic process of developing an instructional learning material or course's designs. Having five phases of development, in the *Analysis phase*, the IM designer analyzes the present knowledge, attitudes, and proficiency of the pupils in writing mechanics with the difficulties and challenges brought by several factors such as the post COVID 19 effects to pupils, lack of awareness to the conventions, and lack of resources and techniques in teaching writing. These prompted the researcher to venture on the design of the ProAct Feedback. Figure 1 shows the sequence and design of the ProAct Feedback.

During the *design phase*, the researcher considered innovative, engaging, self-corrective, and informative designed technique. In this part, the researcher designed the ProAct Feedback as a learning resource to be accessible and interactive for the learners. Considering the COVID-19 caused significant isolation among the learners, and the need for them to be exposed to effective strategies will allow them to be aware in the conventions of writing. The content of the slides were based on credible sources and were validated by a group of language experts.

Consequently, the *development phase* allowed the researcher to develop the ProAct Feedback following the learning objectives and content in the Learning Competencies set by DepEd for writing mechanics. The ProAct Feedback is composed of Proofreading Activity combined with Written Corrective Feedback. In the part of proofreading activity, the learners spot the errors in a given paragraph then rewrites them integrating their corrections. In the part of the Written Corrective Feedback, the slides will show the errors in margins, indent, punctuation, capitalization, and spelling supplemented by explanations of rules and right and wrong example of its use. The Written Corrective Feedback contains a package of learning regarding writing mechanics as it covers rules, examples, and usage in an engaging manner. As to the *implementation phase,* the researcher scheduled one week of utilization of the intervention resulting to a four-day usage of the material since the school has only four days of face to face classes per week. The intervention's mechanics of utilization are as follows:

Mechanics of Utilization of the ProAct Feedback

1. The user (can be the learner/teacher) opens the ProAct Feedback file. Slide 1 presents the title of the technique.
2. Slide 2 presents the Proofreading Activity, in which the learners will spot the errors in the paragraph. After that, they rewrite the paragraph in an activity sheet integrating their own corrections.
3. By clicking the next button, the third slide presents the first phase of the written corrective feedback, in which the correct paragraphing, including margins and indent will be shown to the learners.
4. The user again clicks the "next" button for the slide to show the second phase of the feedback presenting the errors in punctuation, capitalization, and spelling. If the user seeks for an explanation about the error, he/she can click one of the errors to proceed to the following slide.
5. After clicking the chosen error, a slide will

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appear. Slide 5 shows the text error and the corrected version of it. Below it, the learners can read the rule regarding the correction of the error. At the bottom part, an example for its misuse and an another example for the correct usage of the rule is shown.

6. By clicking the "next" button, the correct use of the rule will be integrated to the original paragraph. If the user opts to go back to choose and study the other errors, he/she can click the "back" button for the slide to go back to the slide 4. By going back to slide 4, the user can click other errors and learn its correct usage similar to the content presented in slides 5 and 6.

Finally, the *evaluation phase* of the intervention involves diagnostic, formative, and summative evaluation, specifically the proofreading activities and pre-test-post-test assessments of the attitude and performance of the pupils. Evaluation studies of instructional materials and strategies to improve instruction in writing at the basic education level are few, particularly in the mechanics of writing as it is commonly overlooked. In an attempt by the researcher to provide an insightful and engaging experience for the pupils, the development of the ProAct Feedback as a learning technique can supplement their learning process. Hence, this study becomes necessary in the provision of an effective techniques for grade 5 pupils to improve their level of proficiency, particularly on the conventions of writing.

F. Data Analysis

The combination of quantitative and qualitative data analysis provided a comprehensive understanding of the effectiveness of the ProAct Feedback on the Writing Mechanics Proficiency of the Grade 5 learners.

Statistical tools for Quantitative Data Analysis Phase

For the quantitative component of the study, the descriptive statistics was utilized to summarize the collected data. Measures such as means, medians, and standard deviations were calculated to provide an overview of the central tendency and variability of the data. These descriptive statistics helped to summarize and describe the learners' writing mechanics proficiency and progress throughout the intervention period.

Shapiro- Wilk test was used to assess the normality of quantitative data. One of the most effective statistical tests for determining normality is the Shapiro Wilk test. Finding the normal distribution of numerical data requires the use of

normality tests, having the Shapiro-Wilk test data with up to 50 individuals (Avram & Mărușteri, 2022).

To assess the effectiveness of the intervention, inferential statistics was employed such as dependent sample t-test and Cohen's D for parametric data, Wilcoxon Signed Ranks Test, ANOVA Friedman's, and Post Hoc-Nemenyi Test for non-parametric data. The chosen significance level ($p < .05$) indicated the threshold for determining whether the intervention had a significant impact on the learners' attitude and writing mechanics. The study employed Statistical Package for the Social Sciences (SPSS) version 26.0 which provided a range of tools and functions for data analysis, enabling the researcher who is guided by a statistician to perform the necessary statistical tests and obtain meaningful results regarding the effectiveness of the ProAct Feedback.

Qualitative Data Analysis Phase

In addition to the quantitative analysis, a descriptive-qualitative approach was utilized to analyze and interpret the students' written outputs after the intervention. This qualitative analysis aimed to gain a deeper understanding of the changes in the students' proficiency in writing mechanics through an examination of their written work. The written outputs of the students were carefully examined to identify any improvements. Qualitative analysis was involved in categorizing and coding the students' written work based on these specific criteria. Interpretation of the qualitative analysis involved examining the students' written outputs holistically. The researcher looked for evidence of improved proficiency on capitalization, punctuation, spelling, and paragraphing. Lastly, thematic analysis was used to analyze and interpret the unedited responses of the pupils following the intervention. Thematic analysis is a flexible, skilled, and expertise-driven process that yields succinct descriptions and interpretations of themes and patterns from a data collection (Majumdar, 2019).

Test of Normality on the Pre-Post Attitude and Proficiency of the Respondents

The table shows the results of the Shapiro-Wilk test, a statistical test used to assess the normality of data distribution. This test was applied to both pre-test and post-test scores for two variables: Attitude and Proficiency. The table includes the sample size (N), the test statistics (W), and the p-value for each test.

For the pre-test and post-test scores of Attitude, the sample size was 20 for each. The Shapiro-Wilk test statistic for the pre-test Attitude was 0.9762 with a p-value of 0.8763, indicating that the data distribution does not significantly deviate from normality, as the p-value is greater than the typical alpha level of 0.05. Similarly, the post-test Attitude scores had a test statistic of 0.9487 and a p-value of 0.3472, also suggesting a normal distribution since the p-value is above 0.05. Since the pre-test and post-test attitude scores

were normally distributed, the researcher used Dependent Sample T-test to test the difference between them.

In contrast, the pre-test and post-test scores for Proficiency showed different results. The pre-test Proficiency scores had a test statistic of 0.9063 with a p-value of 0.054, which is very close to the 0.05 threshold. This suggests that the data might be marginally non-normal, but it is not conclusively non-normal as the p-value is slightly above 0.05. However, the post-test Proficiency scores showed a test statistic of 0.8174 with a p-value of 0.001, clearly indicating a significant deviation from normality as the p-value is below 0.05.

Since there is a presence of non-normality in the data distribution of proficiency scores, the Wilcoxon Signed Rank Test was used to test the differences between the tests. When the data do not fit the requirements for a parametric test, an alternative to the paired t-test is the non-parametric Wilcoxon Signed Rank Test, which is used to compare two related or matched samples. Instead of emphasizing the mean difference, it concentrates on the median difference between the matched samples (Garren & Davenport, 2022).

Overall, the results suggest that while the attitude scores both pre-test and post-test are normally distributed, the proficiency scores, particularly in the post-test, deviate from normality. Several students and environmental variables might be the root cause of non-normality in writing score data. Individual variations in writing skills, motivation, past writing experiences, and learning preferences are examples of student variables. These variations among students may result in a wide range of writing scores, which may add to the data's non-normality (Pizur, 2022; Wilson, 2013).

Table 3. Test of Normality for the Pre-test and Post-test Scores of Attitude and Proficiency

	Shapiro-Wilk Test		
	N	W	p-value
Pre-test Attitude	20	.9762	0.8763
Post-test Attitude	20	.9487	0.3472
Pre-test Proficiency	20	.9063	0.054
Post-test Proficiency	20	.8174	0.001

Test of Normality on the Proofreading Activity Progress Scores of the Respondents

The data represent the results of the Shapiro-Wilk test for normality on the progress scores of respondents over four consecutive days of a proofreading activity. The Shapiro-Wilk test is used to determine if a dataset is normally distributed, with the test statistics indicating how close the data are to a normal distribution (values closer to 1 suggest a more normal distribution), and the p-value indicating the statistical significance of the test results. On Day 1, the Shapiro-Wilk test was conducted with 20 observations, yielding a statistics of 0.8501 and a p-value of 0.005. The value suggests a moderate fit to the normal distribution, but the p-value is less than the typical alpha level of 0.05, indicating that the null hypothesis of normality can be rejected. Thus, the progress scores on Day 1 are not normally distributed. Similarly, on Day 2, the test involved 20 observations and resulted in a statistics of 0.8448 with a p-value of 0.004. This also indicates a moderate fit to the normal distribution but with significant evidence to reject the null hypothesis of normality, confirming that the scores on Day 2 are not normally distributed. The results on Day 3 and Day 4 show a more pronounced deviation from normality. On both days, the statistics are significantly lower (0.6233 and 0.6322, respectively), and the p-values are extremely small (0.000), strongly rejecting the null hypothesis of normality. These results suggest that the scores on these days are highly non normal.

Overall, the analysis across all four days indicates that the progress scores from the proofreading activity are not normally distributed. The deviation from normality becomes more pronounced as the days progress, suggesting that the distribution of scores may be influenced by factors related to the activity or the respondents' adaptation to the task over time. This non-normality could be important for considering how to analyze these data further, particularly if parametric methods were initially considered.

To examine the differences between the scores, the Friedman ANOVA was utilized because the progress score data distribution is non normal. A non-parametric statistical test called the Friedman ANOVA, also known as Friedman test, is used to identify treatment differences between test runs. Though it is particularly made for non-normally distributed data or situations in which the assumptions of parametric tests are not satisfied, it is comparable to the parametric repeated measures ANOVA (Bülbül, 2020). After a significant result has been established in the Friedman test—a non-parametric alternative to the repeated measures ANOVA—the Nemenyi test is used as a post-hoc test to ascertain precisely which groups have different means. When the Friedman test demonstrates a significant difference across numerous groups, the Nemenyi test aids in the identification of particular pairwise differences between groups (Ben Mahria *et al*., 2021; Li *et al*., 2019).

Table 4. Test of Normality on the Proofreading Activity Progress Scores

	Shapiro-Wilk Test		
	N	W	p-value
Day 1	20	0.8501	0.005
Day 2	20	0.8448	0.004
Day 3	20	0.6233	0.000
Day 4	20	0.6322	0.000

There are a number of reasons why the progress scores data on some days exhibit non normality. The development of writing proficiency is a multifaceted process that is impacted by motivation, classroom environment, reliance on applications, and feedback systems (Vacalares *et al.*, 2023). Furthermore, different people may respond differently to the exercises and feedbacks used during the intervention, which might cause variances in the progress scoress (Kaweera *et al.*, 2019). The non-normality seen in the progress scores data must be interpreted with these aspects in mind.

III. RESULTS AND DISCUSSION

Pre and Post Attitude of the Respondents towards Writing in Filipino

The data presented in Table 5 reflect the attitudinal changes of pupils towards writing in Filipino, measured through a pre-test and post-test survey. Each statement was assessed on a scale, and the results were interpreted based on a predefined legend ranging from "Highly Unfavorable" to "Highly Favorable."

In the pre-test, the overall attitude towards writing in Filipino was categorized as "Neutral" with a grand mean of 3.275. This suggests that initially, students were neither particularly positive nor negative about writing in Filipino. Specific statements such as "I like to write in Filipino" and "I like my Filipino writing to be graded" were rated as "Favorable," indicating some positive attitudes in specific areas. However, most other statements hovered around the "Neutral" category, showing a general ambivalence towards writing in Filipino.

The post-test results show a noticeable shift towards more positive attitudes, with the grand mean increasing to 3.73 and the overall interpretation improving to "Favorable." This improvement is evident in statements like "Writing in Filipino is not a waste of time," which jumped from a "Favorable" rating to "Highly Favorable" with a significant increase in mean score from 3.55 to 4.85. Similarly, all statements that were rated as "Neutral" in the pre-test moved into the "Favorable" category in the post-test, reflecting a general enhancement in students' attitudes towards writing in Filipino.

This positive shift could be attributed to various factors such as improved teaching methods, increased exposure to writing in Filipino, or enhanced appreciation of the language among pupils. The data suggests that the ProAct Feedback was effective in enhancing their attitudinal levels towards writing in Filipino.

Table 5. Pupils' Attitudinal Level in Writing in Filipino

Statement	Pre-test			Post-test		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1) I like to write in Filipino	3.5	1	Favorable	3.5	1.05	Favorable
2) Writing in Filipino is not a waste of time.	3.55	1.32	Favorable	4.85	0.37	Highly Favorable
3) I feel relaxed when I write in Filipino	3.05	1.19	Neutral	3.6	1.23	Favorable
4) I like people to read what I've written in Filipino.	3.1	1.21	Neutral	3.45	1.28	Favorable
5) I enjoy writing in Filipino.	3.35	0.81	Neutral	3.8	1.01	Favorable
6) I feel excited about writing in Filipino.	2.9	1.07	Neutral	3.55	1	Favorable
7) I like my Filipino writing to be graded	3.8	0.95	Favorable	3.9	1.17	Favorable
8) I can express my ideas when I write in Filipino.	3.3	1.03	Neutral	3.7	0.86	Favorable
9) I think my Filipino papers look good	3.25	1.33	Neutral	3.55	1.15	Favorable
10) I think I am a good writer.	2.95	1.19	Neutral	3.4	1.19	Favorable
Grand Mean	**3.275**	**0.79**	**Neutral**	**3.73**	**0.81**	**Favorable**

Legend: 4.20-5.00- Highly Favorable; 3.40-4.19- Favorable; 2.60-3.39- Neutral; 1.80-2.59- Unfavorable; 1.00- 1.79- Highly Unfavorable

This finding is supported by the study of Shinta *et al.* (2023) wherein it was revealed that written corrective is thought to be necessary since some pupils have trouble independently assessing mistakes. Feedback, including the positive ones boost students' favorable attitudes about writing.

Improvements in students' writing abilities are correlated with their favorable opinions regarding instructors' written corrective feedback, indicating that written corrective feedback can have a moderate effect on writing competency (Zahroh et al., 2020). Students' preferences for written corrective feedback vary but they generally value thorough feedback that may help them feel better about their writing and improve it. This includes both direct and indirect feedback that consist mistake indicators. Despite the possibility of some students reacting negatively to this feedback technique, direct written corrective feedback is linked to positive student attitudes as it assists students in recognizing and fixing mistakes (Sailah & Halim, 2022).

Test of Difference and Effect Size of ProAct Feedback on the Pre and Post Attitude Scores of the Respondents

The data presented examine the effect of the ProAct feedback intervention on the attitudes of respondents towards writing in Filipino, comparing scores from before (pre-test) and after (post-test) the intervention. The analysis includes statistical tests to determine the significance and magnitude of any changes observed.

The mean attitude score increased from 3.275 in the pre-test to 3.73 in the post-test, indicating a positive shift in attitudes following the intervention. The mean difference between the pre-test and post-test scores is 0.455. This change is statistically significant, as evidenced by the p-value of 0.02157, which is below the conventional threshold of 0.05 for statistical significance. This suggests that the observed difference in mean scores is unlikely to have occurred by chance, and can be attributed to the ProAct feedback intervention.

The t-value of 2.5037, with 19 degrees of freedom, supports the significance of the results, indicating a robust difference between the pre-test and post-test scores. The effect size, measured by Cohen's D, is 0.56, is considered a medium effect size. This indicates a moderate impact of the ProAct feedback on the attitudes of the respondents. The effect size helps in understanding the practical significance of the intervention, suggesting that the ProAct feedback had a meaningful influence on improving the attitudes of respondents towards writing in Filipino.

Overall, the statistical analysis confirms that the ProAct feedback intervention was effective in enhancing the attitudinal levels of respondents towards writing in Filipino, with both statistical and practical significance.

Table 6. Difference between the Pre-test and Post-test Attitude Scores of the respondents

Attitude	Mean	SD	Mean Diff	t-value	df	p-value	Cohen's D Effect Size	Interpretation
Pre-test	3.275	0.79	0.455	2.5037	19	0.02157*	0.56	Medium
Post-test	3.73	0.81						

= significant at 0.05 level; ns= not significant at 0.05 level
0.2= small effect; 0.5 = medium effect; 0.8 and above = large effect
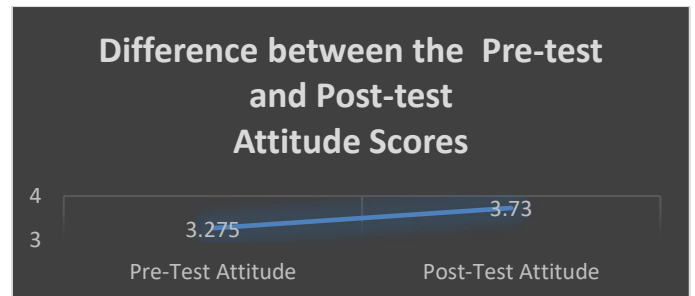

Figure 3. Line Graph of Difference between the Pre-test and Post-test Attitude Scores

The results aligned with the study of Junaidi and Hadi (2020), wherein it was found out that the fact that both the direct focused and direct unfocused written corrective feedback show substantial positive effects on students' writing accuracy proves that the type and focus of the feedback affects students' attitudes towards writing as well. For Rasool et al. (2023), students, in general, see written corrective feedback as good for writing proficiency, with a slight preference to meta-linguistic explanations and direct written corrective feedback, which help correcting of errors and adaptation of writing style. Students can improve their writing skills through the addition of teacher written corrective feedback, evidenced by fewer errors in drafts after the first draft, which suggests that written corrective feedback can also promote students' attitudes by showing progress (Feren et al., 2020).

The analysis of the research shows that written corrective feedback, especially when it is direct and focused, increases students' attitudes towards writing by illustrating development of their writing skills. Students would prefer specified and focused feedback that would deal with their particular needs and problems. Effectiveness of written corrective feedback for enhancing the quality of writing is the principal factor in creating favorable behavior of students. On the other hand, educators should make a conscious effort to have their feedback methodologies aligned with the students' choice in order to get the most out of the written corrective feedback.

Pre and Post Proficiency Levels in Writing Mechanics

The table shows a significant improvement in proficiency levels from the pre-test to the post-test. In the pre-test, the majority of individuals were in the Developing category, whereas in the post-test, most moved to the Advanced category. This shift is also reflected in the increased mean score from 18.8 to 23.45 and a decrease in standard deviation from 2.42 to 1.5, indicating not only improvement but also a more consistent performance among the test takers. The interpretation changes from "Developing" in the pre-test to "Advanced" in the post-test, highlighting the effectiveness of the ProAct Feedback used between the tests.

Table 7. Pupils' Proficiency Levels in Writing Mechanics

Proficiency Level	Score Range	Pre-test f	%	Score Range	Post-test f	%
Advanced	23-25	0	0	23-25	12	60
Proficient	20-22	7	35	20-22	8	40
Developing	17-19	10	50	17-19	0	0
Beginning	≤ 16	3	15	≤ 16	0	0
Total		20	100	Total	20	100
Mean		18.8			23.45	
SD		2.42			1.5	
Interpretation		Developing			Advanced	

The impact of written corrective feedback on students' writing proficiency has been investigated in a great number of studies, which aligns to this study's findings. For instance, Mohsen (2022) found out that as significant contribution of writing, written corrective feedback improves writing fluency and accuracy for beginner and intermediate level learners with larger effect compared to advanced level learners. Additionally, written corrective feedback, according to Rahimi (2019), works in dealing with words and sentence errors, and reflects the overall written quality. Extensive practice in written corrective feedback improves writing accuracy and fluency gradually, although its influence on complexity, content, and organization of the work is soft (Cheng, X., & Zhang, L. (2021).

Test of Difference and Effect Size of ProAct Feedback on the Pre-test and Post-test Proficiency Scores of the Respondents

The data provided compare the proficiency scores in the pre-test and post-test, assessing the effectiveness of an intervention or educational program. The results include mean, median scores (Mdn), Z values, P-values, and effect size (R).

The median score for the pre-test is 18.5. The Z value is 3.8188, which is a measure of the standard deviation from the mean difference expected under the null hypothesis. The P-value is 0.0001, indicating that the difference in scores

before and after the intervention is statistically significant at the 0.05 level. The effect size (R) is 0.8761. This means that the effect size is classified as large, indicating a substantial impact of the intervention on proficiency scores. The median score for the post-test is 24, which is higher than the pre-test median. This increase in the median score suggests that the participants' proficiency improved as a result of the intervention.

The statistical analysis indicates a significant improvement in proficiency from the pre-test to the post-test. The large effect size underscores the substantial impact of the intervention. The increase in median scores from 18.5 in the pre-test to 24 in the post-test further supports the conclusion that the intervention was effective in enhancing the participants' proficiency. The results are statistically significant, reinforcing the reliability of the observed improvements. This suggests that the ProAct Feedback was successful in achieving its goals of improving proficiency among the participants.

Table 8. Wilcoxon Signed Rank Test of Difference between the Pre-test and Post-test Proficiency of the respondents

Proficiency	Mean	Mdn	Z Value	P-Value	Effect Size (R)	Interpretation
Pre-test	18.8	18.5	3.8188	0.0001*	0.8761	Large
Post-test	23.45	24				

*= significant at 0.05 level; ns= not significant at 0.05 level
0.1= small effect; 0.3 = moderate effect; 0.5 and above = large effect
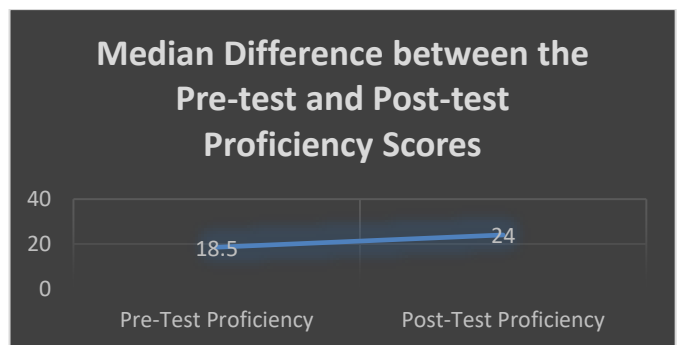

Figure 4. Line Graph of Difference between the Pre-test and Post-test Proficiency Scores

The result is in line with the study of Pamungkas and Amroni (2021) wherein it was found that students' writing proficiency in terms of content, organization, vocabulary, language use, and mechanics is greatly enhanced by written corrective feedback. Well-structured written corrective feedback as stated by Zhang and Cheng (2021) positively enhances writing accuracy and fluency compared to sustained benefits and increased syntactic complexity. Moreover, written corrective feedback affects language accuracy regardless of whether it is the direct or indirect type, with a

higher proficiency level being more suitable for the latter type of feedback (Jafary et al. 2023).

Multiple researches have shown that written corrective feedback is an effective tool for enhancing writing proficiency. Students like feedback that is clear and self-explanatory. Additionally, direct feedback, such as the Proact Feedback is always more effective than feedback indirectly in any proficiency level while comprehensive feedback, which also Proact Feedback offers, has a lasting positive impact on correctness and fluency.

Proofreading Activity Progress Scores during the Implementation of the ProAct Feedback

The data provided outline the progression of scores during the proofreading activities, which was part of the implementation of the ProAct Feedback intervention over the four days. The scores are evaluated based on mean values, standard deviations (SD), and interpretations of progress.

The intervention starts with a mean score of 2.65 and a standard deviation of 1.23, classified as "Moderate Progress." This suggests that participants are beginning to engage with the intervention, showing emerging skills in proofreading but with considerable variability in performance. There is a noticeable improvement on the second day, with the mean score increasing to 3.35 and the SD rising slightly to 1.35. The classification remains at "Moderate Progress," indicating a continued upward trajectory in skill acquisition, yet the increase in SD points to a still diverse range of abilities among participants. A significant leap in performance is observed on the third day, with the mean score jumping to 4.55 and the SD decreasing to 0.76. The interpretation upgrades to "Excellent Progress," reflecting a substantial enhancement in proofreading skills. The reduction in SD suggests that participants' performances are becoming more consistent. The trend continues with a slight increase in the mean score to 4.65 and a further reduction in SD to 0.59 on the fourth day. This day also falls under the "Excellent Progress" category, indicating that participants not only maintain high competency levels but also show very consistent performances across the board.

The progression from "Moderate" to "Excellent" progress over the four days indicates that the ProAct Feedback intervention is effective in enhancing writing mechanics proficiency levels. The initial variability in scores, as indicated by higher SDs, narrowed down by the third and fourth days, suggesting that participants are not only improving but are also becoming more uniform in their abilities. This aligns with the set competency expectations, where scores above 4.20 are considered excellent. The data reflect a successful intervention with participants reaching and maintaining high levels of competency by the end of the fourth day.

Table 9. Proofreading Activity Progress Scores of the Grade 5 Pupils with the Implementation of the ProAct Feedback

Phases of the Intervention	Mean	SD	Interpretation
First Day	2.65	1.23	Moderate Progress
Second Day	3.35	1.35	Moderate Progress
Third Day	4.55	0.76	Excellent Progress
Fourth Day	4.65	0.59	Excellent Progress

4.20-5.00 (Excellent Progress/ Meets Competency Expectations)
3.40-4.19 (Significant Progress/ Growing)
2.60-3.39 (Moderate Progress/ Emerging)
1.80-2.59 (Limited Progress/ Coping)
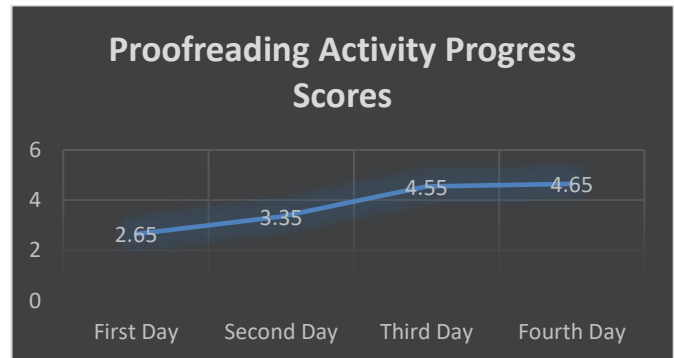*1.00-1.79 (No Progress/ Not Participating)*

Figure 5. Line Graph of the Progress Scores of the Respondents

Existing research on writing proficiency presents that proofreading or revision has significant impact on the quality and accuracy in writing. Students who revised their writing after receiving feedback showed greater gains in writing accuracy compared to those who did not revise, with the most improvement in that area occurring when students kept their corrected drafts as reference material (Ekanayaka & Ellis, 2020). Also, research suggests that students who go through metacognitive revision show writing achievement improvement, as well as a positive attitude towards writing (Sachar, 2020). Longer writing tasks that focus on proofreading or revision and editing are effective in improving the writing skills of students, particularly in content, organization, vocabulary, language use and mechanics, as for Kadar et al. (2023). In addition, long-term writing skills are enhanced with the aid of automated writing evaluation feedback, such as the Proact Feedback, where students demonstrate improvements in writing ability through informed revisions and self-directed learning (Lee, 2020).

The summary of the obtained research results stands out that good writing is impossible without proofreading or revising. Not only does it improve writing accuracy, it also

facilitates a more comprehensive writing as process. Rewriting whether guided by feedback from peers, instructors or automated tools helps the writer to improve their effectiveness and the exercise is critical for both intermediate and advanced writers.

Differences in the Proofreading Activity Progress Scores during the Implementation of the ProAct Feedback

The data provided outline the differences in proofreading activity progress scores across four days during the implementation of the ProAct Feedback intervention. The results include the average ranks for each day and the overall test statistics from Friedman ANOVA test with corresponding chi-square distribution.

The average rank on the first day is 1.4, indicating that on this initial day, the participants' proofreading scores were relatively lower compared to subsequent days. On the second day, the average rank increases to 2.125, suggesting an improvement in proofreading scores as the intervention progresses. The average rank further increases to 3.175 by the third day, showing continued improvement in the participants' proofreading abilities. The average rank on the fourth day is slightly higher at 3.3, indicating that the highest proofreading scores were observed on this day, albeit with a very marginal increase from the third day. The Friedman test statistic is 36.2407, which is a measure of the variance in proofreading scores across the different days relative to what would be expected if there were no changes across the days. The degrees of freedom for this test are 3, corresponding to the four days (4-1=3). The P-value is reported as 0.000, marked with an asterisk to indicate significance at the 0.05 level. This very low P-value suggests that the differences in average ranks across the four days are statistically significant.

The statistical analysis indicates significant differences in the proofreading activity progress scores across the four days of the intervention. The increasing trend in average ranks from the first to the fourth day suggests that the ProAct Feedback intervention was effective in improving the participants' proofreading skills over time. The significant Friedman value confirms that these differences are statistically significant, not likely due to random chance. This implies that the intervention had a measurable and positive impact on the participants' ability to proofread, with the most substantial improvements observed by the fourth day.

Table 10. Friedman's Test of difference in the four-day progress scores during the integration of ProAct Feedback

Phases of the Intervention	Average Rank	df	ChiSquare	*Asymp. Sig.*
First Day	1.4			
Second Day	2.125	3	*36.2407*	*0.000**
Third Day	3.175			
Fourth Day	3.3			

*= significant at 0.05 level; ns= not significant at 0.05 level

The results are in line with the recent research findings on the influence of proofreading or revising and providing feedback on writing skills progression. Specific corrective feedback, when combined with revision, is way more effective in writing accuracy and quality improvement than general feedback (Rahimi, 2019). Teacher feedback plays a key role in the excellent correction of student text and eliminating errors (Charalampous & Darra, 2023). Moreover, the explicit written corrective feedback, which combines direct feedback with metalinguistic explanation, highly improves the quality of revised drafts and the new writings, especially for the proficient language learners (Zabihi & Erfanitabar, 2021). Generally speaking, students regard written corrective feedback as advantageous, with them preferring strategies which involve explanation at the realm of metalinguistics and direct feedback (Rasool et al., 2023).

Nemenyi Post Hoc test in the differences in the Proofreading Activity Progress Scores during the Implementation of the ProAct Feedback

The Nemenyi Post Hoc test results presented here analyze the pairwise differences in proofreading activity progress scores across different days during the implementation of the ProAct Feedback intervention. This test is particularly useful for comparing multiple groups without assuming normal distributions. The results include the sum of ranks differences (Rsum Difference), the Q statistic, confidence intervals (Lower CI and Upper CI), and P-values.

The difference in rank sums between Day 1 and Day 2 is -14.5, with a Q value of 2.5115. The P-value is 0.285, indicating that the difference in scores between these two days is not statistically significant. There is a substantial difference in rank sums of -35.5 between Day 1 and Day 3, with a Q value of 6.1488. The P-value is extremely low (0.00008105), indicating a highly significant improvement in scores from Day 1 to Day 3. The difference in rank sums further increases slightly to -38 between Day 1 and Day 4, with a Q value of 6.5818. The P-value is even lower (0.00001933), suggesting a very significant improvement from Day 1 to Day 4. The rank sum difference is -21, with a Q value of 3.6373. The P-value is 0.04961, indicating a marginal but statistically significant difference in scores from Day 2 to Day 3. The rank sum difference is -23.5, with a Q value of 4.0703. The P-value is 0.02086, showing a significant improvement from Day 2 to Day 4. The smallest rank sum difference is -2.5, with a Q value of 0.433. The P-value is 0.99, indicating no significant difference in scores between Day 3 and Day 4.

The Nemenyi Post Hoc test results reveal significant improvements in proofreading scores as the intervention progresses, particularly notable from Day 1 to Day 3 and Day 1 to Day 4. The improvements from Day 2 to Day 3 and Day 2 to Day 4 are also statistically significant, though less pronounced. However, there is no significant difference

between Day 3 and Day 4, suggesting that the maximum improvement in proofreading skills was achieved by Day 3, with no further significant gains on Day 4. This pattern indicates that the intervention had its most substantial impact in the initial days, with diminishing returns by the end of the period.

Table 11. Nemenyi Post Hoc Test in the Differences in the Proofreading Activity Progress Scores

ir	Rsum Difference	Q	Lower CI	Upper CI	p-value
Day 1- Day 2	-14.5	2.5115	- 35.4761	6.476	0.285ns
Day 1 - Day 3	-35.5	6.1488	- 56.4761	- 14.524	0.000*
Day 1 - Day 4	-38	6.5818	- 58.9761	- 17.024	0.000*
Day 2 - Day 3	-21	3.6373	- 41.9761	-0.024	0.049*
Day 2 - Day 4	-23.5	4.0703	- 44.4761	-2.524	0.0201*
Day 3- Day 4	-2.5	0.433	- 23.4761	18.476	0.99ns

= significant at 0.05 level; ns= not significant at 0.05 level

It is the metacognitive writing revisions techniques that facilitate the higher writing achievements and positive attitude towards writing as stated by Sachar (2020), which aligend to this study's findings. In addition, this research also incorporated comprehensive direct written corrective feedback, which is according to Endley and Karim (2022), allows revision that is shown to improve accuracy.

The synthesizing of the research suggests that giving and taking feedback is an essential part of enhancing writing skills. Specific but constructive feedback, combined with revision, turns out to be highly effective in raising the writing accuracy and quality. The revision, particularly, the one which is guided by metacognitive strategies and teacher feedback, is of utmost importance for enhancing the quality of writing as well as accuracy in mechanics. In general, feedback and revision are vital elements to ensure one's growth in writing.

Unedited Responses of the Selected Grade 5 Pupils After The Intervention Taken From The Teacher-Researcher's Notes

The data presented reflects the responses of Grade 5 pupils after participating in ProAct Feedback aimed at improving their writing skills in Filipino. The responses are categorized under various themes that emerged from the pupils' feedback.

A significant theme that emerges from the data is "Increased Confidence." Pupils A and D both express a newfound confidence in writing in Filipino. Pupil A specifically mentions feeling more confident about writing in Filipino, while Pupil D notes a slight increase in confidence. This suggests that the intervention was effective in boosting students' self-assurance in their writing abilities.

Another prominent theme is "Improved Writing." This theme is mentioned by several pupils (B, E, F, H, I, and G in his second response). These pupils highlight improvements in various aspects of writing, such as mechanics, vocabulary, overall quality, and awareness of writing rules like margins and spelling. Pupil B, for instance, feels more skilled in mechanics and vocabulary, while Pupil F credits the intervention, specifically the "Surilat (Proact Feedback)," for enhancing the quality of their writing. This indicates that the intervention successfully addressed technical aspects of writing, leading to enhanced writing proficiency.

The theme "Positive Attitude Towards Writing" is also notable and is expressed by Pupils C and G. Pupil C mentions a shift from struggling with writing in Filipino to enjoying it, attributing this change to a better understanding of writing measurements and rules. Pupil G expresses a similar sentiment, noting an increased enjoyment in writing due to a heightened awareness of margins. This shift in attitude is crucial as it reflects a transformation in how pupils perceive the task of writing, moving from viewing it as a challenge to seeing it as an enjoyable activity.

Overall, the data indicates that the intervention was effective in enhancing both the skill level and the attitudes of Grade 5 pupils towards writing in Filipino. The themes of increased confidence, improved writing, and a positive attitude towards writing suggest that the pupils not only improved their writing skills but also developed a more positive and confident approach to writing in Filipino.

Table 12. Unedited responses of the 10 selected grade 5 pupils after the intervention, taken from the teacher-researcher's notes

	Actual Responses	Themes Emerged
Pupil A	*"Mas confident na ako magsulat sa Filipino."*	*Increased Confidence*
Pupil B	*"Mas naging mahusay na ako sa mechanics at sa vocabulary."*	*Improved Writing*
Pupil C	*"Nagustuhan ko na ang pagsusulat sa Filipino hindi tulad noon na nahihirapan ako. Ngayon, alam ko ang tamang measurement at mga rules sa pagsulat."*	*Positive Attitude Towards Writing*
Pupil D	*"I am a little bit more confident now."*	*Increased Confidence*
Pupil E	*"Mas gumaling ako sa pagsulat."*	*Improved Writing*
Pupil F	*"Tinulungan ako ng Surilat (Proact Feedback) na maimprove ang pagsulat ko. Mas naging maganda ang sulat ko."*	*Improved Writing*
Pupil G	*"Mas nagustuhan ko pang magsulat dahil mas naging aware ako sa margin."*	*Positive Attitude Towards Writing*
Pupil H	*"Mas naging okay ang pagsusulat ko dahil mas alam ko na ang tamang margin at spelling."*	*Improved Writing*
Pupil I	*"Mas gumanda at maayos ang sulat ko."*	*Improved Writing*
Pupil G	*"Parang magaling na ako magsulat sa Filipino. Nagegets ko na ang mali at tama."*	*Improved Writing*

A lot of importance is attached to written corrective feedback for language learning to researchers in education. Numerous studies investigated the effect of written corrective feedback on writing skills, attitudes and self-confidence among learners. For instance, Dewi et al. (2023) found out that corrective feedback is effective in improving academic writing performance and students' confidence in their writing skills. Significantly, written corrective feedback can increase writing correctness and fluency. Generally, the students' perception of written corrective feedback is positive, in line with the observed improvement on their language performance (Zhang & Cheng, 2021). Furthermore, students have an inclination towards written corrective feedback, which they consider crucial for the maintenance of improvement. They highly appreciate constructive feedback, including both direct and indirect feedback, and understand feedback as an instrument of improvement and positive reinforcement (Shinta et al., 2023). Automated written corrective feedback has demonstrated to have positive effect on many areas of writing such as grammar, vocabulary, and structural organization and it can also heighten students' confidence in writing (Muftah et al., 2023).

The main finding of the existing research is that written feedback is able to develop learners' writing skills and self-confidence. Students highly appreciate well-established and different types of feedback that ensure their continuous improvement and positive outlook towards writing. The effectiveness of the written corrective feedback is also affected by the students' perception and attitudes, showing a moderate correlation between positive attitudes towards the written corrective feedback and writing skills. To sum up, written corrective feedback is a needed component in the writing skills' development, including in a Filipino subject.

Descriptive-Qualitive Analysis of Pupil's Written Outputs for Pre-Test and Post-Test

Figure 6 displays a qualitative analysis of a pupil's written outputs before and after the intervention, specifically focusing on punctuation improvements. The analysis is presented in a side-by-side format with two images of handwritten text samples.

On the left side of the image, the pre-test sample is shown. This sample contains several sentences with noticeable punctuation errors, highlighted in red boxes. The errors are the missing punctuation marks at the end of sentences, specifically the periods. On the right side, the post-test sample demonstrates clear improvements in the pupil's ability to use punctuation correctly. The corrections are indicated with green markings. The post-test sample shows that the pupil has started to correctly place periods at the end of sentences.

The image serves as a visual representation of the pupil's progress in mastering punctuation, illustrating the effectiveness of the ProAct Feedback in enhancing the pupil's writing skills. This comparison not only highlights specific areas of improvement but also provides a clear before-and-after scenario that can be used for further educational assessments and planning.
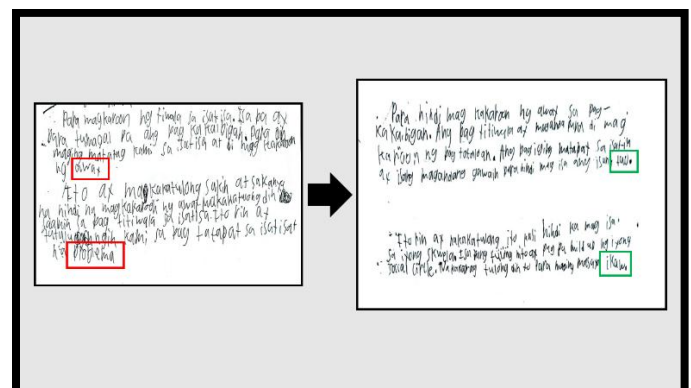
Figure 6. Writing sample of Pupil A showing the improvement in punctuating after a sentence/ paragraph before and after the intervention

Figure 7 displays a comparison of a student's writing samples before and after the intervention aimed at improving writing, including the use of capitalization for proper nouns and the first words of sentences. The left side of the image shows the "before" sample where several errors in capitalization can be observed. For instance, a proper noun like "joaquin" is not capitalized and the first word of sentences is also in lowercase. The right side of the image presents the "after" sample, where these issues have been corrected. The proper noun "Joaquin," is now capitalized, as well as the first word of each sentence. This visual comparison effectively illustrates the student's improvement in applying capitalization rules, highlighting the effectiveness of the intervention.
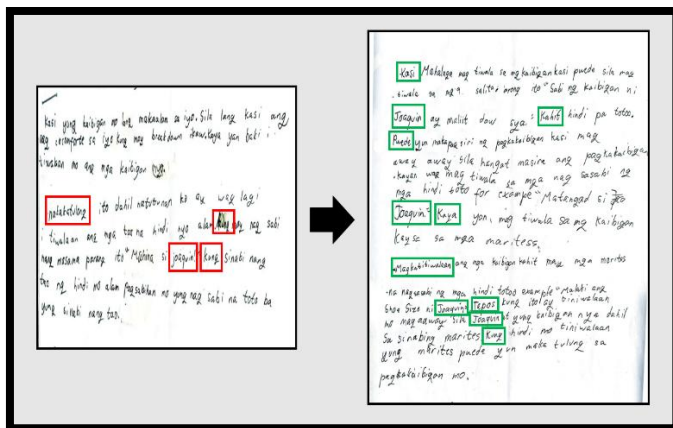

Figure 7. Writing sample of Pupil B showing the improvement in capitalizing proper nouns and first words of sentences before and after the intervention.

The figure shows two writing samples from Pupil C that illustrate an improvement in spelling a basic Filipino word before and after the implementation of ProAct Feedback. The "before" sample would display the incorrect spelling of the word "hinde," which is a common misspelling among learners of Filipino. The "after" sample would show the corrected spelling as "hindi," which is the accurate form of the word meaning "no" or "not" in English.

The improvement in spelling from "hinde" to "hindi" indicates that the intervention was effective in enhancing Pupil C's understanding and application of correct spelling rules in Filipino. This change not only reflects a specific improvement in spelling but also suggests an overall enhancement in language proficiency, which is crucial for effective communication and literacy development in the student's native language. The image, by visually juxtaposing these two samples, would effectively highlight the progress made by the student as a result of the intervention implemented.
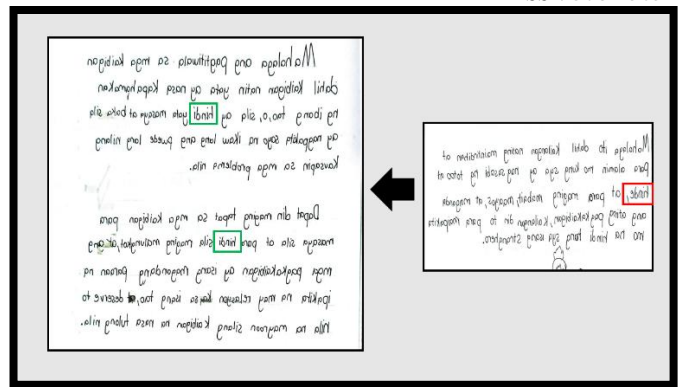

Figure 8. Writing sample of Pupil C showing the improvement in spelling before and after the intervention

The figure displays two writing samples from Pupil D that illustrate significant improvements in paragraphing before and after the implementation of the ProAct Feedback. The "before" sample on the left would show a lack of basic paragraphing conventions, such as the absence of margins on the left side of the paper and no indentation at the beginning of paragraphs. This presentation suggests that Pupil D initially struggled with organizing written text in a visually structured and standard format.

The "after" sample on the right would depict a marked improvement, where Pupil D has adopted the correct use of margins around the entire page and has begun to use indentation to signify the start of new paragraphs. This change not only makes the text more aesthetically pleasing and easier to read but also demonstrates Pupil D's understanding and application of standard writing conventions. The use of margins and indents are fundamental skills in writing that help in organizing thoughts and structuring text logically, which are critical for effective written communication.

Overall, the image would effectively showcase Pupil D's progress in mastering paragraphing, a key component of writing proficiency. This improvement reflects the success of the educational intervention in enhancing the pupil's writing skills and their ability to present ideas clearly and professionally in written form.
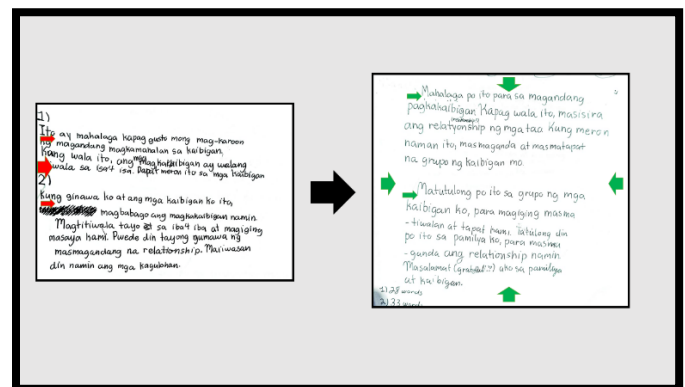
Figure 9. Writing sample of Pupil D showing the improvement in paragrahing before and after the intervention

The findings from this study thorough research on the role of written corrective feedback (WCF) in the improvement of L2 writing skills has been conducted by many experiments investigating the effect of different kinds of feedback. Written corrective feedback significantly contributes to the eradication of certain kinds of errors like wrong words and sentences, may bring about better writing quality (Rahimi, 2019).

The written corrective feedback has a considerable influence on various components of students' writing like mechanics, which involves capitalization, punctuation, spelling, margins and indentations (Pamungkas & Amroni, 2021). In order to write well, students must pay attention to writing mechanics such as punctuation, capitalization, spelling, and word choice in addition to grammar and sentence structure. Spelling, capitalization, and punctuation are crucial elements that go into meaningful writing. It is crucial to employ correct writing mechanics when writing since they may make a phrase or paragraph easier to comprehend, which improves the message being transmitted (Sandrawati & Jurianto, 2021). Writing mechanics used correctly and appropriately may enhance a text's quality and present the writer in a positive light as can be seen in this study's results, particularly on the writing samples.

To sum up, the Proact Feedback is particularly helpful, especially that it addresses specific error types. The success of the intervention may also be affected by the delivery mode, the precision of the feedback, the mistakes targeted, and individual learner differences. Generally, written corrective feedback is a wonderful instrument for writing training.

IV. CONCLUSION

The main goal of this study was to determine the effectiveness of ProAct Feedback (Proofreading Activity + Written Corrective Feedback) in Grade 5 Learners' Writing Mechanics Proficiency and their Attitudes towards Writing in Filipino. Based on the quantitative results of the study, the ProAct Feedback intervention was effective in enhancing the attitudinal levels of the respondents towards writing in Filipino, having a medium effect size. It was also confirmed that the intervention was successful in achieving its goals of improving the writing mechanics proficiency among the participants, having a large effect size. Hence, the use of ProAct Feedback in Filipino class improves the pupils' writing mechanics proficiency and promotes postive attitude towards writing. Moreover, the qualitative results along thematic analysis indicates that the intervention was effective in enhancing both the skill level and the attitudes of Grade 5 pupils towards writing in Filipino. The themes of increased confidence, improved writing, and a positive attitude towards writing suggest that the pupils not only improved their writing skills but also developed a more positive and confident approach to writing in Filipino. Based on the qualitative analysis of pupils' writing outputs, the learners have improved writing mechanics proficiency as to punctuation, capitalization, spelling, and paragraphing. From the study's findings it can be inferred that learners improve their writing proficiency from the use of an innovative, engaging, self-corrective, and informative technique such as the ProAct Feedback.

V. RECOMMENDATION

Based on the conclusion of this study, the following recommendations are offered. First, as to *practical recommendations*, educational institutions have to think about incorporating ProAct Feedback into their curricula to improve students' writing abilities. This approach, which blends textual remedial feedback with proofreading exercises, has shown results and is adaptable to a range of educational contexts. Additionally, workshops and instruction should be provided to educators on the proper use of ProAct Feedback. This will guarantee that the method is applied successfully and uniformly in various classroom settings. Creating and disseminating materials that instructors may utilize to apply ProAct Feedback, such as templates and instructions is also important. These resources ought to include suggestions for running proofreading sessions as well as samples of comments.

Second, for *managerial recommendations*, educational administrators have to think about implementing guidelines that support the use of ProAct Feedback and other feedback systems in writing teaching. This might entail updating evaluation guidelines to include feedback as an essential part of the composition process. Putting in place a framework for keeping an eye on how ProAct Feedback is being used and assessing how it affects student results is also crucial. This might entail conducting frequent evaluations and feedback meetings to guarantee the program's efficacy and make the required modifications. The advantages of ProAct Feedback should also be communicated to parents and community members, soliciting their help in putting it into practice. Informational meetings and process demos may fall under this category.

Lastly, for *theoretical recommendations*, it is suggested that more research should be conducted to find out how ProAct Feedback affects other facets of writing, such creativity or the capacity to write in a variety of genres. This has the potential to broaden the theoretical underpinnings of feedback in the classroom. Examining the effectiveness and student satisfaction of ProAct Feedback in relation to alternative feedback methods may also help in a deeper understanding of the effect of the intervention. This may offer insightful information on how various feedback systems might be maximized for academic achievement. The results of this study should also be incorporated into more general theories of education about feedback and learning. This can entail

creating models to illustrate how particular feedback methods affect learning outcomes in various settings.

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