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School of Graduate Education & Professional Studies

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PUBLICATIONS AND PAPER PRESENTATIONS

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Students' Performance in Narrative Essay Writing and Teachers' Perception: Input to Improve Writing Output

Dr. Joy S. Montejo

ABSTRACT

The study was conducted to determine the performance in narrative essay writing and the perception of faculty on the students' performance. Quantitative data was obtained from the rating in the narrative essay that informed on their performance while qualitative method of research was employed in determining the perception of the English teachers regarding the students' performance. The respondents consisted of Third Year B and Fourth Year students of AB English. The instruments used were narrative essay written by the students, the rubrics used in rating the essay, and the questionnaire to determine the perceptions of the faculty on the students' performance. The results revealed that most students did not fully meet the criteria in writing a narrative essay based on the assessment of the features that include focus, elaboration, organization, convention, and integration. In terms of the teachers' perception in the performance of the students, comments include students' problem in focus was due to lack of unity or poor organization of ideas of students; failure to elaborate or expound more on key points, failure in organization for students not being able to arrange how the sequence of ideas were to be presented, and in convention, students were unaware of appropriate language to be used and inattention to the rules of grammar.

Key Words: Narrative Essay Writing, Teacher's Perception, Writing Output

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