



# An Action Research on Improving Cursive Handwriting Skills through Project Write: (Writing Intervening and Timed Exercises)

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## I. Introduction

Handwriting is one of the content standards in the integrated language arts curriculum for the K to 12 basic education program of the Department of Education. The domains of literacy in the K to 12 Language Curriculum during the emergent literacy stage is Handwriting.

The Mother Tongue-Based Multilingual Education (MTB-MLE) is the government's banner program for education as a salient part of the implementation of the K to 12 Basic Education Program. Its significance is underscored by the passing of Republic Act 10523, otherwise known as the "Enhanced Basic Education Act of 2013." In the Mother Tongue Curriculum Guide, (Competencies) handwriting is one of the content standards. To write legibly in cursive handwriting and to write words, phrases and sentences in cursive handwriting are the performance standards in Grade 2. To write words, phrases and sentences while integrating spelling and word knowledge are the performance standards in Grade 3. To write legibly in manuscript or cursive writing is the performance standard at the end of Grade 3.

In the K to 12 Curriculum Guide in Filipino, *Pagsulat at Pagbaybay* is also a content standard.

*"Nagkakaroonngpapaunladnakasanayansawasto at maayosnapagsulat"* is the performance standard in Grades 1-3. Learners are expected to have improved their handwriting skills at primary grades. The result of the pre-test in Writing Basic Strokes shows that of 30 grade 5-1 pupils, only 9 pupils or 30% can write legibly. (Writing Series Level 5, Let's Get Ready to Write by Rubina S. Ortua, et. al.) The 21 pupils or 70% find it difficult to write the basic strokes in handwriting. It takes so much time to decipher what they wanted to convey in their messages. It's important to ensure quality

handwriting so that the pupils can look back over their notes and read properly what they've written.

In our age of technology nowadays, it is still an essential need to all professions to learn the cursive handwriting skills. For example, lawyers need to be equipped with handwriting skills while preparing to take the bar examination that includes the handwritten essays. Doctors need to have legible handwriting whenever giving prescriptions to avoid errors. Accountants need to make their reports legible to relay accurate information to users. Teachers are said to be the paragons of penmanship although teachers attribute part of the cursive decline from the increasing use of computers and typing classes.

We can inculcate the values of perseverance, dedication and love to the minds of these young children who need closer encounter to this kind of endeavour. During the conduct of this program, learners will acquire fundamental skills gradually. This means that they have to exert effort in every exercise for them to reach the end goal.

Thus, to improve the learner's handwriting skills, the proponent desires to implement Project WRITE (Writing Intervening and Timed Exercises). This aims to improve the cursive handwriting skills of the grade five pupils in Tastas Elementary School, school year 2019-2020. This project will be done every day except Friday during Supervised Study at 3:35-4:00 PM.

## INNOVATION, INTERVENTION, AND STRATEGY

Project WRITE utilized three (3) Sets of Exercises in cursive writing. Each Set will be performed for ten (10) minutes only. Set 1 is the Writing Basic Stroke Exercises. Practice copying direct ovals and indirect ovals, push and pulls, and loops and twists for they are the patterns to the



correct letter formation. The objective of this is to develop pupils' mastery in writing basic stroke. Set 2 is the Alphabet Cursive Exercises – writing cursive capital and small letters. The objective of this is to develop pupils' mastery in writing the alphabet in capital and small letters through cursive writing. Set 3 is Writing Cursive Connections Exercises. Write undercurve connections, over curve connections and cross-stroke connections for the correct cursive letter formation. The objective of this is to develop pupils' mastery in writing cursive connections.

The outputs were scored using the rubric for cursive handwriting with the following criteria: 1) letter shape, 2) use of lines, 3) size of letters, 4) spacing of letters/words, and 5) neatness, legibility. The scores will vary from emerging with 2 points, developing with 3 points, achieved with 4 points and highly achieved with 5 points. Each descriptive rating has an equivalent standard to be achieved. The expected perfect score is 25 points.

Pupils who obtained a score of 17 points and above are considered passers in each Set. Set 1 passers received one pencil each coming from the SPG fund. Set 1 non-passers will take the Set 2 Exercises. Set 2 passers will receive long pad each

	V-1	Passers	Non passers
Male	10	1	9
Female	20	8	12
Total	30	9	21

The table shows that only 9 pupils or 30% are considered passers for the pre-test given in writing basic strokes. The remaining 21 pupils or 70% are non-passers. Out of these 21 non-passers, 9 or 42.8% are males and 12 or 57.14% are females. They were given with the Set 2 Exercises, while the 9 or 30% pupil-passers in the pre-test were not anymore given the Set 2 Exercises.

b. **Data Gathering Methods.** The researcher identified the grade five-1 pupils with handwriting

coming from the SPG fund. Set 2 non-passers will take the Set 3 Exercises. Set 3 passers will be considered Completers and will be awarded with a Certificate of Writing Completion during the School Recognition Day.

Pupils who will obtain a score of 16 points and below will be considered non-passers. These pupils repeat/revise Set 1 Exercise. Upon obtaining a score of 17 points and above, they may now move on to the next Set of Exercise.

### ACTION RESEARCH QUESTIONS

This action research attempts to answer the general question: How effective is project WRITE (Writing Intervening and Timed Exercises) in improving the cursive handwriting skills of the grade five pupils? Furthermore, this research would like to determine the percentage of passers in each set of exercises.

### ACTION RESEARCH METHODS

a. **Sources of Data and Information.** This action research is applied to Grade 5 Section 1 pupils of Tastas Elementary School, school year 2019-2020. This covered the months of June – August 2019.

problems through a pre-test. Results showed that 21 pupils or 70% of the class are having difficulty in writing basic strokes. Only 30% or 9 pupils can write legibly based on the set 1 exercise on writing basic strokes.

There were three (3) sets of exercises. Each set was performed for ten (10) minutes. This study will make use of the experimental research using authentic assessment through the Cursive Handwriting Rubric.

### CURSIVE HANDWRITING RUBRIC

CRITERIA	EMERGING (2 points)	DEVELOPING (3 points)	ACHIEVED (4 points)	HIGHLY ACHIEVED (5 points)
Stroke/Letter Shape	Most strokes/letters are not formed correctly	Some strokes/letters are not formed correctly	Most strokes/letters are formed correctly	All strokes/letters are formed correctly



Use of Lines	Most strokes/letters are not on the lines	Some strokes/letters are not on the lines	Most strokes/letters are on the lines	All strokes/letters are on the lines
Size of Stroke/Letter	Most strokes/letters are not the correct size	Some strokes/letters are not the correct size	Most strokes/letters are the correct size	All strokes/letters are the correct size
Spacing of Stroke/Letter/Word	Spaces between most stroke/letter/word is inappropriate	Spaces between some stroke/letter/word is inappropriate	Spaces between most stroke/letter/word is appropriate	Spaces between all stroke/letter/word is appropriate
Neatness, legibility	Writing is illegible or difficult to read	Strokes, letters and words are written illegibly	Most strokes, letters and words are written neatly and are legible	All strokes, letters and words are written neatly and are legible
SCORE ___/25	EMERGING	DEVELOPING	ACHIEVED	HIGHLY ACHIEVED

Percentage Scale Determining Pupils' Performance

- 68 – 100 - Passed
- 35 – 67 - Conditional
- 1 – 34 - Failed

**II. RESULTS AND DISCUSSIONS**

**Table 1. Percentage of Passers in Set 1 (Writing Basic Stroke)**

Gender	No. of Pupil	No. Of Passers	% of Passers (By Gender)	% of Passers (By Class)
Boys	10	1	10	3.33
Girls	20	8	40	26.67
Total	30	9	30	30

Table 1 shows Percentage of Passers in Set 1 - Writing Basic Stroke. There are 30 pupils in V-1, 10 are boys and 20 are girls. Only 1 or 10% of boys and 8 or 40% of girls with a total of 9 or 30% of 30 pupils passed set 1. It implies that several pupils find it hard to write basic stroke which is supposed to be mastered at the end of grade 2 class. Therefore, set 1 exercise should be introduced in grade 2.

**Table 2. Percentage of Passers in Set 2 (Alphabet Cursive)**

Gender	No. of Pupils	No. of Passers (Set 1)	No. of Non-passers (Set 1)	No. of Passers (Set 2)	% of Passers (Set 2)	Total No. of Passers (Set 1 & 2)	% of Passers in Set 1 & 2 By Gender
Boys	10	1	9	3	33.33	4	40
Girls	20	8	12	2	58.33	15	75
Total	30	9	21	10	47.62	19	63

Table 2 shows Percentage of Passer in Set 2 - Alphabet Cursive. Only 9 boys and 12 girls with a total of 21 out of 30 pupils were tested. There are 3 or 33.33% boys and 7 or 58.33% girls with a total

of 10 or 47.62% who passed set 2. Combining the total number of passers in set 1 and 2, 4 or 40% are boys and 15 or 75% are girls with a total of 19 or 63% passed set 1 and 2. It can be deduced that there



was progress after giving set 2 exercise, since in set 1 there is only 30% who passed as compared to set 2 of 33% with a total of 63% of pupils' improvement in cursive writing. Only the remaining 21 pupils who did not pass set 1 were

tested since the 9 passers showed in their outputs that they can already be considered as skilled. Giving the succeeding sets of exercises can be boredom on their part. Therefore set 1 and 2 exercises should be mastered in grade 3.

**Table 3. Percentage of Passers in Set 3 – Cursive Connections**

Gender	No. of Pupils	No. of Passers (Set 1)	No. of Passers (Set 2)	Total no. of Passers (Set 1 & 2)	No. of Passers (Set 3)	% of Passers (Set 3)	Total no. of Passers (Set 1, 2 & 3)	% of passers in set 1, 2 & 3
Boys	10	1	3	4	6	60	10	100
Girls	20	8	7	15	5	25	20	100
Total	30	9	10	19	11	36.67	30	100

Table 3 shows Percentage of Passers in Set 3 – Cursive Connections. There are 6 or 69% out of 10 boys and 5 or 25% out of 20 girls with a total of 11 or 36.67% of 30 pupils who were given set 3 exercise. There are 4 boys and 15 girls with a total of 19 pupils who passed sets 1 and 2, therefore they are excluded in doing set 3. Result showed that 100% passed the test.

Table 3 can be interpreted that Sets 1, 2 and 3 are interrelated activities to improve cursive handwriting skills to be mastered during the last quarter of grade 3.

**Table 4. Effectiveness of Project WRITE in Improving Handwriting Skills**

Gender	Set 1		Set 2		Set 3		Total No. of Passers	% of Passers
	No. of Passers	% of Passers	No. of Passers	% of Passers	No. of Passers	% of Passers		
Boys	1	10	3	23.33	6	100	10	100
Girls	8	40	7	58.33	5	100	20	100
Total	9	30	10	47.62	11	100	30	100

Dif. 17.62 52.38

To interpret Table 4, the following percentage scale of the innovation will be used:

% of students with improvement after giving Description the 3 sets of intervention

85 – 100	Very effective
51 – 84	Moderately effective
50 – less	Less effective

At the end of the study, giving set 1, 9 Or 30% of the pupils passed. Giving set 2, 10 or 47.62% out of 21 pupils passed. Therefore, there are 17.62% increase in the number of passers. There are 11 remaining non-passers of sets 1 and 2 who will take set 3. After giving set 3, all of the 11 pupils or 100% passed with 52.38% increase in percentage of passers from set 2.

After giving the 3 sets of exercises, it was wound out that the intervention is very effective since 85-100% of the pupils mastered the skill. It should be done sequentially with proper use of a tool in measuring the progress.

Based on these findings, the following conclusions are drawn from this research:

- Several pupils find it hard to write basic stroke which is a skill supposed to mastered at the end of Grade 2 class. Set 1 Exercises should be introduced in Grade 2.
- It can be deduced that there is progress after giving Set 2 Exercises. Sets 1 and 2 Exercises helped the pupils improve their skill in cursive handwriting that should be mastered at the end of Grade 3 class.
- Sets 1, 2 and 3 are interrelated activities to improve the cursive handwriting skills of the pupils to be mastered during the last quarter of Grade 3.

### III. CONCLUSIONS



4. After giving the 3 Sets of Exercises, it was found out that the intervention given is very effective.

#### IV. RECOMMENDATIONS

Based on the findings and conclusions, the researcher gives the following recommendations:

1. Set 1 Exercises should be introduced in Grade 2.
2. Sets 1 and 2 Exercises should be mastered in Grade 3 during the first or second quarter.
3. Sets 1, 2 and 3 are interrelated activities to improve the cursive handwriting skills of the pupils to be mastered during the last quarter of Grade 3.
4. Using the intervention, it should be done sequentially with proper use of a tool in measuring the progress.
5. The teacher may require the pupils to submit formal and informal themes, reports and projects both in English and Filipino in a cursive handwriting.
6. To further develop the skill of cursive handwriting, the curriculum developers, supervisors and other authorities may review the existing policies and guidelines in ensuring the implementation of handwriting for possible revisions.

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