



**FACILITATING AND HINDERING FACTORS IN WRITING ENGLISH ESSAYS
AS EXPERIENCED BY LEARNERS AND TEACHERS: BASES FOR
IN-SERVICE TRAINING FOR TEACHERS**

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ABSTRACT

This descriptive-qualitative study has determined the facilitating and hindering factors experienced by teachers and learners in writing essays as bases for in-service training in private schools in the Municipality of Dumangas. It was found out that the facilitating factors of learners were their experience and knowledge, environmental factors, and receiving feedback; while the facilitating factors of teachers were setting clear instructions, learners' motivation, choosing relatable and interesting topics, and giving feedback. The hindering factors of learners included expressing ideas, selecting appropriate words and sentence structure, lack of motivation, lack of resources, distractions and limited teachers' support, and lack of practice and exposure to writing; while the teachers' hindering factors included lack of real-time interaction, inability to provide feedback, difficulty with information gathering, lack of interest, and limited vocabulary and time constraint.

Keywords: *Facilitating Factors, Hindering Factors, Writing English Essays, Learners' Experiences, Teachers' Experiences, In-Service Training for Teachers*

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INTRODUCTION

English serves as a bridge between diverse cultures that facilitates international dialogue in various fields such as education, business, science, and technology. This makes it an essential tool for anyone to engage in global conversations or pursue opportunities in an interconnected world.

Ilmu (2015) asserts that English, as an international language, and is one of the most important languages globally, most especially in the field of teaching and learning. Also, English is vital as it helps people to communicate effectively and internationally with one another either oral or written.

Additionally, the act of writing encompasses not only the generation of thoughts to be written but also the skillful arrangement of various aspects of writing. Essays can be written for different purposes, such as to inform audience, persuade them, tell a story, or analyze a subject (Altunkaya & Ayranci, 2020).

Rosayda and Apoko (2023) state that nobody can learn a language without acquiring first vocabulary that highlights the importance of vocabulary development in language learning. Therefore, it is accepted that one cannot learn a language effectively without developing a vocabulary foundation. Vocabulary, then, plays an essential role in reading, speaking, listening, and writing in particular. Inadequate vocabulary can cause lack of effective communication and expression of feelings in both speaking and writing in general. A person with sufficient vocabulary speaks, read, listen, and write with ease.

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In writing, English has been used by millions of people in the world and by literary artists around the world. Filipinos are good in communicating using English language however some lack mastery of English vocabulary. Ever since, many individuals particularly learners struggle to express their thoughts and ideas in writing using the English language because of insufficiency of English language vocabulary (Ilmu, 2015).

Writing essays using English vocabulary is considered one of the challenges that learners are facing nowadays. Lack of knowledge of vocabulary means that learners will possibly have a difficult time expressing their thoughts in composing sentences. Indeed, learners are facing challenges with mastery in vocabulary. Furthermore, some factors in learning vocabulary are lack of resources, environmental factors, and lack of motivation (Reskiawan et al., 2020).

In addition, Rosayda and Apoko (2023), assert that vocabulary mastery such as word pronunciation, spelling, and determination of word meaning were the learners' weaknesses.

The study of Andriani and Sriwahyuningsih (2020), states that there are internal and external influences that affect learners' mastery of the vocabulary. One of the external factors that can affect their vocabulary mastery is environment in which learners struggle because of the absence of someone to listen, support, and encourage them. Another external factor is embarrassment. In contrast, there are also facilitating factors that help learners with their English vocabulary mastery.

The researcher has been observing that some of the learners' vocabulary are not sufficient enough to express their ideas and thoughts in writing essays. She, then, believes

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that poor vocabulary can affect learners' performance in writing essays. Researchers' observations need scientific data for support, that's why, the researcher conducted research study that concentrated on hindrances and facilitating factors in writing essays using English Vocabulary among Grade 10 learners from private schools.

MATERIALS AND METHODS

Research Methodology

This chapter outlines the research methodology utilized in this study. It describes the research method, research design, participants, sampling design, research instrument, data-gathering procedures, and data analysis approach. The aim of this study is to identify the hindering and facilitating factors in writing English essays as experienced by learners and teachers as bases for In-service training for teachers.

Research Method

The research method utilized in the study was qualitative research using in-depth interview.

Descriptive method according to Fraenkel and Wallen (2012), is used to describe a given situation as fully and carefully as possible.

The interviewer with the interviewee during the interview were allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

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Research Design

The study used phenomenological research design. Phenomenology can be considered a philosophical approach to undertake qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what he or she experiences. Phenomenology was done by interviewing the participants to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

Participants of the Study

The participants in the study were the twenty-five(25) Grade 10 learners and seven (7) selected English teachers from St. Augustine Catholic School, Dumangas, Inc., and Dumangas Baptist Christian Inc., the two private schools in the Municipality of Dumangas for the school year 2024-2025.

Sampling Design

Purposive sampling design will be used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units

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are selected because they have characteristics that are needed in the sample. In other words, units are selected on purpose in purposive sampling.

Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule has two major questions focusing on facilitating and hindering factors in writing essays using English vocabulary.

Voice and video recorder will also be used as supplementary materials for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In the context of content-related evidence of validity, it is essential that the content and format of a measurement tool are consistent with the definitions of the variables and the sample of subjects to be measured. This consistency is crucial for validating the items in a questionnaire, ensuring that the instrument accurately assesses the intended constructs (Creswell & Creswell, 2022).

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School and panel of jurors who were considered for their expertise in the field of research, testing and assessment, and English were requested to validate each question for review and modification.

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Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, School Heads, and individual participants were obtained to allow the researcher to conduct the study.

The researcher personally visited schools, communities, or other convenient locations chosen by participants to conduct interviews.

Before conducting interviews, the researcher ensured that participants signed a waiver or permission form related to the study.

Using in-depth interview, a voice and video recorder were also provided to completely capture the interviewee's words. The researcher consolidated all of the collected data after series of interviews.

The interviewer and interviewee sat together at a distance during the interview session and carefully considered series of questions on specific issues. The goal was to gather the primary and essential perspectives of participants within a social context through their responses.

The research utilized a researcher-developed interview schedule which comprised of questions that focused on the study's objectives.

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Data Analyses

The collected information underwent analysis through a thematic approach. Thematic analysis involved identifying patterns or themes within qualitative data. Thematic analysis is the process of identifying patterns or themes within qualitative data. It is a widely used method that allows researchers to interpret and understand the meanings behind the data collected from interviews, focus groups, and other qualitative sources (Braun & Clarke, 2023).

RESULTS AND DISCUSSIONS

The study aimed at identifying the facilitating and hindering factors experienced by learners and teachers in writing English essays as bases for in service training of teachers in the Municipality of Dumangas. By asserting the collective opinions and perspectives of the participants, the study aimed to discover the key concepts that can help the structure and implementation of in-service training programs for teachers during the school year 2024-2025.

The research method employed in the study was descriptive, utilizing in-depth interviews as the primary data collection technique. The study implemented a qualitative research design particularly phenomenological approach to guide the data collection and analysis.

The participants of the study were the twenty-five (25) Grade 10 learners and seven (7) English teachers from the private schools in the Municipality of Dumangas during the school year 2024-2025.

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The research instrument utilized in the study was a researcher-made interview schedule as well as the pen and paper together with a voice and audio recorder for data collection and documentation during the interview proper.

A panel of experts validated the interview schedule. All comments and suggestions related to the validation of the tool were considered and implemented.

After the questionnaire had been found valid, permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally were to the schools, communities or places convenient on the part of the participants to conduct the interview.

The researcher consolidated all collected data after series of interviews. The information were gathered, analyzed, and interpreted using thematic approach. The researcher compiled the collected data after the interview process.

The results of the study brought to light the findings concerning facilitating and hindering factors experienced by learners and teachers in writing English essays in different private Schools in the Municipality of Dumangas during the school year 2024-2025.

The facilitating factors of learners include their experience and knowledge, environmental factors, and receiving feedback, while the facilitating factors of teachers include their setting of clear instructions, learners' motivation, choosing relatable and interesting topics, access to resources, and giving feedback.

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The hindering factors of learners include cognitive and writing challenges, physiological and motivational factors, external and environmental factors, and practice and exposure issues, while the teachers hindering factors include their lack of real-time interaction, inability to provide feedback, difficulty with information gathering, lack of interest, and limited vocabulary and time constraint.

CONCLUSION

In view of findings and insights obtained from the study, the following approaches were recommended:

School Heads will re-assess English teachers' strategies and techniques in teaching essay writing which can be a useful way to evaluate the effective and ineffective teaching techniques.

Teachers should assess learners' strengths and weaknesses to add up as an aid to teachers' success in teaching. Assessing learners can help discover the unique ways of their learning. It also helps in differentiating instructions not to mix up and generalize the learning. It can help identify what support is needed for both struggling and advance learners and to identify gaps in learning and provide extra help to those learners who needed it the most. Assessing may address weaknesses to avoid learners' frustrations and increase motivation.

Schools Division Superintendent may conduct an in-service training program focusing on teaching strategies and development of teaching. 21st century learners are diverse learners and teachers' needs an open mind and advance thinking in doing the teaching.

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With the initiative of school principals, partnership in planning and support of different people involved such as the school administration, parents, community and other stakeholders should be strengthened more to address issues concerning learners' learning in private schools.

School administrators should encourage teachers to plan a program for writing that will aid learners in writing effectively.

Teachers must design a structure of activity that is writing-based, employing effective strategies that will enhance learner engagement and motivation through collaborative learning, active discussion, and constructive feedback.

Further studies from future researchers may include more variables in order to understand teaching and learning as well as to write at a deeper level, filling current gaps and leading to better instruction.

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