

# Dictation Composition: Common Pitfalls Among Junior High School Learners

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**Abstract**— The study aimed to determine the common errors in dictation composition of the Junior High School learners at Upper Tumapoc National High School, Burgos, La Union. The study was conducted in Upper Tumapoc National High School situated at Upper Tumapoc, Burgos, La Union. The respondents of the study were the total enumeration of thirty-nine (39) Grade 7 learners of the school year 2024-2025. The study used dictation composition approach to collect data, utilizing passages from LETRA (Language Enhancement Through Reading Assessment). Assessments were conducted in both pre-test and post-test formats to evaluate learners' comprehension and retention of the material. This study came up with the following findings: the frequency and types of errors made by Grade 7 learners in dictation composition is classified as low proficient and capitalization is the common error and during the posttest, the learners became proficient having less incurred less error, and there is significant difference on the scores of the learners in dictation compositions during the pre-test and post-test. Based on the findings of the study, the following were the conclusions drawn: The low proficient performance of Grade 7 learners in the pretest is attributed to their limited proficiency in writing mechanics. Providing practice exercises and activities that focus on specific areas of difficulty contributed to the proficient category performance of Grade 7 learners in the post. The significant difference in the Grade 7 learners' performance levels before and after the intervention is attributed to the targeted instructional strategies that effectively addressed their weaknesses in spelling, punctuation, and capitalization.

**Keywords**— LETRA, MATATAG, literacy, communication, accuracy, Constructivist Theory, Sociocultural Theory, ZPD.

## INTRODUCTION

Dictation Composition is a teaching method where an instructor reads a text aloud, and students write down what they hear. This approach enhances listening skills, spelling, and understanding of grammar and sentence structure. It is widely used in language learning globally to help students internalize language patterns and improve their writing skills (Smith, 2021). Also, it is a method used in language education where an instructor reads a passage aloud, and students transcribe it. This technique is aimed at improving listening skills, spelling accuracy, and understanding of grammatical structures. It is widely utilized in various educational contexts to enhance students' writing abilities and reinforce language comprehension according to the study of Brown (2020).

In the Philippines, Dictation Composition serves as an effective instructional strategy to enhance students' literacy skills. It encourages careful listening and accurate transcription, which are essential for developing writing proficiency. This approach is particularly beneficial in Filipino language education, as it aligns with the country's goals of improving communication skills among students according to the study of Dela Cruz (2021). According to Reyes (2020),

Dictation Composition is recognized as a valuable pedagogical tool that enhances students' writing proficiency by focusing on their ability to listen attentively and transcribe accurately. It is particularly emphasized in language education to develop literacy skills among Filipino students, aligning with the country's educational goals of fostering effective communication skills in both English and Filipino languages.

In La Union, Dictation Composition has been adapted to include local dialects and cultural narratives, allowing students to engage with their heritage while developing writing skills. This method involves teachers reading texts that reflect local stories or traditions, thereby promoting both literacy and cultural appreciation among students according to the study of Cruz (2022). Further, Santos (2022) mentioned that Dictation Composition has been adapted to incorporate local dialects and cultural narratives. Teachers often read texts that reflect the region's heritage, allowing students to engage with their cultural identity while honing their writing skills. This method not only promotes literacy but also fosters appreciation for local traditions. The ability to write effectively is a crucial skill for students, particularly in the context of language education.

Dictation composition serves as a significant pedagogical tool that not only aids in developing writing skills but also enhances listening comprehension and spelling accuracy. This method involves an instructor reading a passage aloud while students transcribe it, allowing them to engage actively with the language. However, despite its benefits, many learners encounter common errors during dictation tasks, which can impede their writing proficiency.

Globally, dictation has been recognized as an effective tool for language acquisition. Khan (2020) discusses how dictation exercises can help identify specific linguistic challenges faced by learners. The study emphasizes that through dictation, educators can pinpoint areas where students struggle with spelling, punctuation, and grammar. This identification is critical for tailoring subsequent instruction to address these weaknesses effectively. Additionally, Ahmed (2021) highlights the cognitive benefits of dictation in language learning. The study argues that the process of listening and writing simultaneously requires students to engage both their auditory and motor skills, fostering deeper cognitive processing. This dual engagement can lead to improved retention of language structures and vocabulary. Rojas (2022) further explores the types of errors commonly made by students during dictation tasks. The research identifies frequent mistakes such as homophone confusion and incorrect verb tenses, emphasizing the need for targeted interventions to help students overcome these challenges. Patel (2023) investigates how different teaching strategies can mitigate common errors in dictation tasks among junior high school students. The findings suggest that incorporating feedback mechanisms significantly reduces error rates and enhances overall writing proficiency.

In the Philippine educational landscape, dictation composition plays a significant role in enhancing literacy among students. Bautista (2022) emphasizes that for Grade 7 learners, who are often transitioning into more complex writing tasks, dictation serves as an effective means to develop their writing proficiency. The study notes that common errors during dictation can stem from various factors, including limited exposure to the English language and insufficient understanding of grammatical rules. Moreover, De Leon (2020) explores the relationship between dictation practices and students' writing performance. The research indicates that regular dictation exercises can significantly reduce error rates in students' written work by reinforcing

correct spelling and grammar usage. Santos (2021) investigates the specific errors made by Grade 7 learners during dictation tasks in various schools across the Philippines. The findings reveal that many students struggle with phonetic transcription and often misinterpret sounds due to a lack of familiarity with certain vocabulary. Furthermore, Fernandez (2023) examines how cultural factors influence the writing errors made by Filipino learners during dictation exercises. The study suggests that incorporating culturally relevant materials can help reduce these errors by making the content more relatable to students.

Reyes (2020) highlights that dictation composition is particularly beneficial for Grade 7 learners who are transitioning into more complex writing tasks. This age group often faces challenges related to language proficiency, which can manifest in various forms of errors during dictation exercises. Common issues include spelling mistakes, incorrect punctuation, and grammatical errors that reflect a lack of understanding of the language's structural rules. The study by Reyes underscores the importance of identifying these errors to inform teaching strategies that can enhance students' writing skills. By focusing on common mistakes made during dictation, educators can implement targeted interventions designed to improve students' overall literacy and writing proficiency.

In La Union, educators have begun adapting dictation exercises to include local dialects and culturally relevant texts that resonate with students' experiences. This approach not only helps address common errors but also fosters a deeper connection to their cultural identity. Cruz (2022) investigates how integrating local narratives into dictation exercises can enhance student engagement while reducing error rates among Grade 7 learners. Additionally, Santos (2023) discusses the importance of context in dictation practices. The study emphasizes that when students are exposed to familiar cultural references during dictation tasks, they are more likely to engage meaningfully with the content and apply their knowledge effectively. Educators in La Union have recognized the importance of incorporating local culture into dictation exercises. By using texts that reflect the students' cultural background, teachers can enhance engagement and comprehension. For instance, Alvarez (2021) explores how integrating local narratives into dictation tasks can reduce error rates among students by making the content more relatable and familiar.

Research conducted by Mendoza (2022) highlights specific types of errors commonly made by junior high school learners during dictation exercises. The study identifies frequent mistakes such as phonetic transcription errors, misinterpretation of homophones, and incorrect punctuation usage. These errors often stem from a lack of familiarity with certain vocabulary and insufficient exposure to English language structures. The effectiveness of different teaching strategies in reducing common errors during dictation has also been examined. Lim (2023) discusses how explicit instruction on common pitfalls can help students become more aware of their mistakes and improve their overall writing proficiency. The study emphasizes the importance of providing constructive feedback and opportunities for practice to reinforce learning.

Furthermore, community involvement plays a significant role in supporting students' learning experiences. Garcia (2022) highlights how parental engagement in educational activities can positively influence students' performance in dictation tasks. The study suggests that when parents participate in their children's learning processes, it fosters a supportive environment that enhances academic achievement. Error analysis is a critical aspect of language education that focuses on identifying, analyzing, and understanding the errors learners make in their writing. This approach provides valuable insights into the learning process and helps educators tailor their instruction to address specific challenges faced by students. In the context of dictation composition, where students transcribe spoken language into written form, understanding common errors can significantly enhance teaching effectiveness and improve student outcomes.

Globally, error analysis has been widely recognized as an essential tool for understanding language acquisition. Corder (2020) emphasizes that analyzing errors made during writing tasks, including dictation exercises, allows educators to identify patterns that reflect learners' linguistic development stages. Corder argues that such analysis not only highlights areas of difficulty but also informs instructional strategies that can effectively address these challenges. Additionally, James (2021) discusses the implications of error analysis for second language acquisition. His research indicates that understanding the types of errors made by learners—such as grammatical mistakes, spelling errors, and punctuation issues—can help educators develop targeted interventions that improve students' writing skills. James advocates for

incorporating error analysis into the curriculum to foster a more responsive teaching approach.

In the Philippine educational context, error analysis is increasingly being utilized to enhance writing instruction. Reyes and Santos (2022) conducted a study on common errors made by junior high school students during dictation tasks. Their findings revealed that many students struggle with basic grammatical structures and punctuation rules, which significantly impacts their writing clarity. The authors emphasize that systematic error analysis can guide teachers in implementing effective instructional strategies tailored to students' needs. Moreover, Bautista (2023) explores how error analysis can inform teaching practices in language education. The study highlights that by analyzing dictation errors, educators can identify recurring issues such as misinterpretations of sounds or vocabulary confusion among junior high school learners. Bautista suggests that addressing these specific errors through focused instruction can lead to improved writing outcomes.

In La Union, educators are beginning to recognize the value of error analysis in improving student performance in dictation composition. Cruz (2022) investigates common errors made by junior high school learners during dictation tasks within local schools. The study identifies frequent mistakes related to spelling and punctuation and emphasizes the need for explicit instruction on these areas to enhance students' overall writing proficiency. Additionally, Mendoza (2023) discusses how integrating error analysis into teacher training programs can better equip educators to identify and address common mistakes made by students during dictation exercises. The research highlights the importance of professional development focused on error analysis techniques to foster a more effective learning environment. Spelling is a fundamental component of writing proficiency and plays a critical role in dictation tasks, where students transcribe spoken language into written form. Errors in spelling can significantly affect the clarity and effectiveness of students' written communication. Understanding the types of spelling errors that junior high school learners commonly make during dictation exercises is essential for developing effective instructional strategies to enhance their writing skills.

Globally, research has shown that spelling errors are prevalent among learners at various educational levels. Baker (2020) discusses the impact of spelling

proficiency on overall writing quality, emphasizing that frequent spelling mistakes can lead to misunderstandings and reduced clarity in written work. The study highlights that dictation exercises can serve as an effective means to identify specific spelling challenges faced by students, allowing educators to tailor their instruction accordingly. Additionally, Smith and Johnson (2021) explore the relationship between spelling errors and cognitive processing in language acquisition. Their research indicates that students who struggle with spelling often experience difficulties with word recognition and comprehension, which can hinder their overall writing development. The authors advocate for incorporating targeted spelling instruction into language curricula to address these challenges effectively.

In the Philippine context, spelling errors among junior high school learners have been a focus of educational research. Reyes (2022) conducted a study examining common spelling mistakes made by students during dictation tasks. The findings revealed that many learners struggle with phonetic transcription and frequently confuse similar-sounding words, leading to significant errors in their written work. Reyes emphasizes the importance of explicit spelling instruction to help students improve their performance in dictation exercises. Moreover, Bautista (2023) highlights the role of teacher feedback in addressing spelling errors. The study found that when teachers provide immediate feedback on spelling mistakes during dictation exercises, students are more likely to retain correct spellings and apply them in future writing tasks.

Understanding common spelling errors made by junior high school learners during dictation composition is crucial for developing effective instructional strategies that enhance writing skills. By examining international research alongside national and local contexts, this study aims to provide a comprehensive overview of the challenges faced by learners and the pedagogical approaches that can be employed to address these issues effectively. Punctuation is a critical aspect of writing that significantly influences the clarity and coherence of students' written work. In dictation tasks, where learners transcribe spoken language into written form, proper punctuation is essential for conveying meaning accurately. Understanding the types of punctuation errors that junior high school learners commonly make during dictation exercises is vital for developing effective instructional strategies aimed at improving their writing skills.

Globally, research has highlighted the prevalence of punctuation errors among learners at various educational levels. Baker (2020) examines how punctuation proficiency impacts overall writing quality. The study reveals that frequent punctuation mistakes can lead to misunderstandings and ambiguity in students' writing. Baker emphasizes that dictation exercises can serve as effective tools for identifying specific punctuation challenges faced by students, allowing educators to tailor their instruction accordingly. Additionally, Smith and Johnson (2021) explore the relationship between punctuation errors and writing clarity in language acquisition. Their research indicates that students who struggle with punctuation often experience difficulties in conveying their ideas effectively, which can hinder their overall writing development. The authors advocate for incorporating targeted punctuation instruction into language curricula to address these challenges effectively.

In the Philippine context, punctuation errors among junior high school learners have been a focus of educational research. Reyes (2022) conducted a study examining common punctuation mistakes made by students during dictation tasks. The findings revealed that many learners struggle with basic punctuation rules, such as the use of commas and periods, which significantly impacts their writing clarity. Reyes emphasizes the importance of explicit punctuation instruction to help students improve their performance in dictation exercises. Moreover, Bautista (2023) highlights the role of teacher feedback in addressing punctuation errors. The study found that when teachers provide immediate feedback on punctuation mistakes during dictation exercises, students are more likely to retain correct usage and apply it in future writing tasks.

Understanding common punctuation errors made by junior high school learners during dictation composition is crucial for developing effective instructional strategies that enhance writing skills. By examining international research alongside national and local contexts, this study aims to provide a comprehensive overview of the challenges faced by learners and the pedagogical approaches that can be employed to address these issues effectively. Capitalization is a fundamental aspect of writing that significantly influences the clarity and professionalism of students' written work. In dictation tasks, where learners transcribe spoken language into written form, proper capitalization is essential for conveying meaning accurately.

Understanding the types of capitalization errors that junior high school learners commonly make during dictation exercises is vital for developing effective instructional strategies aimed at improving their writing skills.

Globally, research has shown that capitalization errors are prevalent among learners at various educational levels. Graham and Perin (2020) discuss the impact of capitalization on writing clarity and coherence. Their study reveals that frequent capitalization mistakes can lead to misunderstandings and ambiguity in students' writing. They emphasize that dictation exercises can serve as effective tools for identifying specific capitalization challenges faced by students, allowing educators to tailor their instruction accordingly. Additionally, Smith (2021) explores the relationship between capitalization errors and overall writing proficiency. Smith's research indicates that students who struggle with proper capitalization often face difficulties in demonstrating their understanding of sentence structure, which can hinder their overall writing development. The author advocates for incorporating targeted capitalization instruction into language curricula to address these challenges effectively.

In the Philippine educational context, capitalization errors among junior high school learners have been a focus of educational research. Reyes (2022) conducted a study examining common capitalization mistakes made by students during dictation tasks. The findings revealed that many learners struggle with basic capitalization rules, such as the use of capital letters for proper nouns and the beginning of sentences, which significantly impacts their writing clarity. Reyes emphasizes the importance of explicit capitalization instruction to help students improve their performance in dictation exercises. Moreover, Bautista (2023) highlights the role of teacher feedback in addressing capitalization errors. The study found that when teachers provide immediate feedback on capitalization mistakes during dictation exercises, students are more likely to retain correct usage and apply it in future writing tasks. Additionally, Mendoza (2023) emphasizes the importance of integrating culturally relevant materials into dictation exercises to enhance students' engagement and improve their understanding of capitalization rules. The research suggests that when students encounter familiar vocabulary within a cultural context, they are more likely to remember correct capitalization usage.

Understanding common capitalization errors made by junior high school learners during dictation composition is crucial for developing effective instructional strategies that enhance writing skills. By examining international research alongside national and local contexts, this study aims to provide a comprehensive overview of the challenges faced by learners and the pedagogical approaches that can be employed to address these issues effectively. In the context of Upper Tumapoc National High School, Grade 7 learners are at a pivotal stage in their education, transitioning from elementary-level writing to more complex tasks that require critical thinking and coherence. Dictated compositions serve as a valuable exercise, allowing students to practice listening and writing simultaneously, yet many struggle with this task.

The researcher observed that Grade 7 learners frequently make errors in their dictated compositions, including issues with spelling, punctuation and capitalization. These errors can significantly impede their ability to communicate ideas clearly and can affect their overall academic performance. The class need to improve their written skills especially in the accurate use of the mechanics of writing in English. Understanding the types and frequencies of these mistakes is crucial for identifying gaps in students' writing skills and determining the most effective instructional strategies to address these challenges. Moreover, the result of this study would be beneficial to the learners since they became aware of their errors and strive to overcome their weakness to enhance their skills.

This is also beneficial to English language teachers since it moved them to vary their strategies and enhance the way of teaching the language especially the mechanics of writing. Teachers can also be guided by the weaknesses and perceive their causes so they can take into consideration these factors which may affect the learners. In addition, the school administrators should take advantage since they would have a basis on the training needs of teachers and the facilities and learning materials proven to be essential to the students' performance. This uplifted the performance of the school. The Upper Tumapoc National High School would be able to produce individuals who are competitive in their own fields later and be productive citizens of the country.

Various activities we learn from EPP strengthen our path towards total personal enhancement. EPP develops technical skills in agri-fishery, home economics,

industrial arts and entrepreneurship. The mentioned areas are important skills that can arm us against this world filled with laziness and ignorance. They will serve as our bridges towards a brighter future and livelihood. (Caña, M.W. 2010). In hindsight, EPP is the bridge towards learning that can help us live. Home economics for example can motivate us in elective ways. As we all know, HE teaches us gift wrapping using recycled materials. Hence, this is an effective tool that boosts students' ingenuity. That ingenuity then will be embedded in students' minds that will be carried on in the future (Caña, M.W. 2010)

### **Statement of the Problem**

The study aimed at analyzing the frequency of errors in dictation composition by the Grade 7 learners. Specifically, the following questions were answered:

1. What is the number of errors of the Grade 7 learners in dictation composition during the pretest?
2. What is the number of errors of the Grade 7 learners in dictation composition during the posttest?
3. Is there a significant difference on the number of errors of the Grade 7 learners in dictation composition during the pre and posttest?

### **Theoretical and Conceptual Framework**

The theoretical framework for this study on common errors in dictation composition among junior high school learners is informed by several key theories that address language acquisition, writing processes, and error analysis. These theories provide a comprehensive understanding of how students learn to write and the common challenges they encounter during dictation tasks.

Jean Piaget's constructivist theory (1952) asserts that learners actively construct knowledge through experience and reflection. According to Piaget, learners in the formal operational stage (which begins around age 12, the typical age of Grade 7 students) develop the ability to think abstractly and engage in logical reasoning. However, errors in writing may occur as learner's experiment with new forms of expression in digital and paper formats. In the context of dictation composition, Piaget's theory explains why learners might make conceptual errors when organizing their thoughts in written form. For instance, learners may have difficulty sequencing ideas or ensuring logical flow in their essays, particularly when switching between

different writing environments. Piaget's work emphasizes the need for scaffolded instruction that allows students to experiment with their writing while receiving constructive feedback to help them refine their skills.

Lev Vygotsky's Sociocultural Theory (1978) focuses on the role of social interaction and cultural tools (such as language and writing technologies) in cognitive development. Vygotsky posited that learning occurs within a Zone of Proximal Development (ZPD), where learners can achieve more with guidance (scaffolding) from teachers or more experienced peers than they can on their own. Vygotsky's emphasis on the social nature of learning also highlights the importance of collaborative writing exercises in reducing errors. Grade 7 learners are at a developmental stage where peer feedback and teacher guidance are crucial for their writing development, particularly in a hybrid environment that involves both digital and paper-based compositions.

Lev Vygotsky's sociocultural theory emphasizes the role of social interaction in cognitive development. Vygotsky argues that learning occurs within a social context and that language is a primary tool for cognitive development. In the context of dictation, peer collaboration and teacher feedback can significantly impact students' understanding of language rules, including spelling, punctuation, and capitalization errors. This theory supports the idea that addressing common errors in dictation composition can be enriched through social interactions within the classroom. The process writing theory posits that writing is a recursive process involving multiple stages: prewriting, drafting, revising, editing, and publishing. According to Graham and Perin (2020), effective writing instruction should focus on these stages to help students develop their skills systematically. Understanding this framework allows educators to identify at which stage students are making errors during dictation tasks and how to provide targeted support.

Error analysis focuses on the systematic study of errors made by learners to gain insights into their understanding of language rules and structures. According to Corder (2020), analyzing errors can reveal patterns that reflect students' learning processes and areas where they need further instruction. This theory is particularly relevant for dictation tasks, where spelling, punctuation, capitalization, and grammatical errors can be systematically analyzed. Writing as a social process

emphasizes that writing is not only an individual cognitive act but also a social activity influenced by interaction with peers and teachers. According to Flower and Hayes (2021), effective writing involves collaboration and feedback from others.

This framework supports the idea that addressing common errors in dictation composition can be enriched through social interactions. In addition to the theoretical frameworks discussed above, it is essential to consider how national educational policies influence teaching practices related to dictation composition in junior high schools across various countries: The K-12 curriculum emphasizes developing communication skills through various modes of expression including writing. According to recent guidelines from the Department of Education (DepEd) in the Philippines (2021), there is a strong focus on integrating local culture into language education while also addressing common errors through targeted instruction.

**Educational Research in Language Learning:** Studies conducted by Filipino educators such as Reyes (2022) emphasize the importance of addressing common spelling and grammatical errors within local contexts during dictation exercises as part of improving overall literacy rates among junior high school learners. Dictation composition is valuable for developing and refining essential literacy skills. It reinforces listening, spelling, and writing, while also improving attention and memory. By actively engaging with the language, students improve their understanding of sentence structure and vocabulary.

**METHODOLOGY**

The study used a combination of descriptive and quasi-experimental research designs with a quantitative pre-

test/post-test approach to assess Grade 7 learners' dictation skills at Upper Tumapoc National High School, Burgos, La Union, involving all 39 students for SY 2024-2025. Data were gathered using passages from LETRA (Language Enhancement Through Reading Assessment), whose validity and reliability are established by Division Memorandum No. 239 and No. 003, series 2024. The procedure included obtaining necessary permissions, administering pre-tests and post-tests, and analyzing data through mean, frequency, percentage, and dependent t-test to measure learners' improvements in spelling, punctuation, and capitalization. Ethical standards were strictly observed, and AI tools (Perplexity AI and Gemini AI) were employed for manuscript refinement under the researchers' full supervision and accountability.

**RESULTS AND DISCUSSIONS**

**Number of Errors of the Grade 7 Learners in Dictation Composition During the Pretest**

Table 1 presents the number of errors of the Grade 7 learners in dictation composition during the pretest. The results show that the learners' overall performance across the assessed competencies, such as spelling, punctuation, and capitalization, is classified as low proficient, with an average weighted mean of 3.51.

It indicates a notable need for improvement in the learners' mastery of basic writing mechanics, suggesting a need for possible intervention to address the identified skill gaps. According to Gomez (2022), an error analysis of students' business letters revealed that the most frequent errors were in punctuation marks, diction, subject-verb agreement, spelling, capitalization, and contractions. The study emphasized the need for targeted instructional strategies to address these issues.

*Table 1. Number of Errors of the Grade 7 Learners in Dictation Composition During the Pretest (N=39)*

Competencies	Pretest					TWP	WM	DE	R
	NP	LP	NeP	P	HP				
	5	4	3	2	1				
<b>1.Spelling</b>	3	16	10	6	4	125	3.21	NeP	3
<b>2.Punctuation</b>	8	16	8	4	3	139	3.56	LP	2
<b>3.Capitalization</b>	15	10	7	4	3	147	3.77	LP	1
<b>AWM</b>							3.51	LP	

Legend:

Scale	Frequency of Errors	Statistical Limits	Descriptive	Symbol
<b>5</b>	17–20	4.21–5.00	Not Proficient	NP
<b>4</b>	13–16	3.41–4.20	Low Proficient	LP

3	9–12	2.61–3.40	Nearly Proficient	NeP
2	5–8	1.81–2.60	Proficient	P
1	0–4	1.00–1.80	Highly Proficient	HP

This finding aligns with the test results of the current study, where Grade 7 learners exhibited similar orthographic errors. This implies that educators should implement focused interventions to improve students' writing accuracy. Ranked first in error frequency is Capitalization, making it the most problematic area during the test, with a weighted mean of 3.77, categorized as low proficient. This reflects a need for thorough discussion and it also indicates that learners have to develop a stronger grasp of capitalization rules. Teachers can teach one capitalization rule at a time, providing clear examples and ample practice opportunities. Incorporating proofreading into daily routines and using engaging activities like games can also reinforce understanding and make learning more fun.

Gilbang et al. (2024) concluded that in their error analysis of written essays by students, capitalization errors were among the most serious, with 80% of the participants committing such errors. The study highlighted that these errors are mechanical in nature and are significantly influenced by the learners' mother tongue. This finding correlates with the pretest results of the current study, where capitalization errors were the most frequent errors among Grade 7 learners. This suggests that students generally have a limited understanding of capitalization rules, contributing negatively to the overall quality of their writing. While occasional mistakes may still occur, particularly with proper nouns and sentence beginnings, this implies that prior instructional efforts have been effective. Educators can continue to reinforce these rules through brief, targeted review sessions, while placing greater instructional emphasis on more persistent areas of difficulty, such as spelling.

Ranked second is Punctuation, with a weighted mean of 3.56, and classified as second in frequency of errors and remains in the low proficient category. This implies a moderate level of proficiency, with some learners struggling to apply punctuation marks accurately. This concept is reinforced by the work of Raheem, et al. (2024), a study analyzing punctuation and spelling errors among learners found a high prevalence of errors in using capital letters, commas, and periods. The study highlighted the importance of explicit instruction in punctuation and spelling to enhance writing proficiency.

This supports the pretest findings of the current study, where learners need support to improve their performance so as not to continue to struggle so much. This implies that sustained, focused teaching on punctuation and spelling rules is essential for developing students' writing skills.

An analytical study by Apuhin et al. (2023) on punctuation errors in persuasive writing among English language learners corroborates this claim, showing that omission errors were the most prevalent, with commas being the most frequently misused punctuation mark, accounting for 77.4% of the errors. This aligns with the posttest results of the current study, where learners demonstrated moderate proficiency in using punctuation marks correctly, yet frequent errors persisted. The connection suggests that learners often struggle with the application of punctuation rules, particularly commas, which can impede the clarity and coherence of their writing. This implies that targeted instructional strategies focusing on the correct usage of punctuation marks, especially commas, are essential to enhance students' writing proficiency.

Ranked last is Spelling in terms of error frequency, with a weighted mean of 3.21, now rated as nearly proficient. This means that it was the least common area of error among the three assessed competencies during the pretest. It implies that the Grade 7 learners have fewer spelling errors because they have developed a stronger foundation in phonics, reading, and vocabulary. They have also had more practice with writing and spelling, and may have been explicitly taught spelling rules and patterns during their elementary years. Elfa et al. (2021) stated that an investigation into students' errors in writing business letters identified spelling is the most common error, followed by punctuation and capitalization. The study attributed these errors to omission, addition, misformation, and misordering. This finding correlates with the pretest results of the current study, where spelling errors emerged as the least common errors among Grade 7 learners. This indicates that learners still struggle with accurately retaining and applying correct spelling, which can impact the clarity and coherence of their written work. This implies that educators should implement focused instructional interventions that reinforce spelling skills, incorporating strategies such as phonetic awareness, vocabulary



enrichment, and multisensory learning techniques to support learners' development. The basic assumption which states that the number of errors of the Grade 7 learners in dictation composition during the pretest is classified as low proficient is true and hereby confirmed.

### Number of errors of the grade 7 learners in dictation composition during the post test

Table 2 presents the number of errors of the Grade 7 learners in dictation composition during the pretest. The findings indicate that the learners' overall performance across the assessed competencies, namely spelling, punctuation, and capitalization, are classified under the proficient category, with an average weighted mean of 2.60. Based on the established scale, this rating signifies a relatively less frequency of errors, reflecting a slight proficiency in the targeted skills. While the learners

exhibit a foundational understanding of the competencies, the results underscore the need for further instructional support to enhance accuracy and mastery in written composition. According to Belarmino (2023), there is a significant relationship between writing proficiency in English and the academic achievement of Grade 7 students. The study emphasizes that difficulties in spelling, punctuation, and capitalization can adversely affect students' overall academic performance. This aligns with the findings where Grade 7 learners still displayed notable errors in these basic areas. This implies that while learners may perform adequately in assessments, underlying gaps in writing mechanics remain, indicating the need for targeted reinforcement in these foundational competencies to enhance their overall writing proficiency.

**Table 2: Number of Errors of the Grade 7 Learners in Dictation Composition During the Pretest (N=39)**

Competencies	Post Test					TWP	WM	DE	R
	NP	LP	NeP	P	HP				
	5	4	3	2	1				
<b>1.Spelling</b>	0	9	4	4	22	78	2.00	P	3
<b>2.Punctuation</b>	2	10	14	6	7	111	2.85	NeP	2
<b>3.Capitalization</b>	5	4	18	8	4	115	2.95	NeP	1
<b>AWM</b>							2.60	P	

### Legend:

Scale	Frequency of Errors	Statistical Limits	Descriptive	Symbol
5	17–20	4.21–5.00	Not Proficient	NP
4	13–16	3.41–4.20	Low Proficient	LP
3	9–12	2.61–3.40	Nearly Proficient	NeP
2	5–8	1.81–2.60	Proficient	P
1	0–4	1.00–1.80	Highly Proficient	HP

Ranked first, and therefore the most frequent error, is capitalization, with a weighted mean of 2.95, described as nearly proficient. This implies that learners still had more difficulties with capitalizing words correctly. Errors in this area may still arise from confusion over specific capitalization rules, such as those for proper nouns, titles, or sentence openings, thus getting more frequent errors compared to other areas. According to Putri et al. (2024), capitalization errors are the most prevalent among students at IAIN Kerinci, accounting for 52.17% of the total errors identified in their thesis abstracts. These errors often involve failing to capitalize the first word of a sentence and proper nouns, indicating a lack of understanding of basic capitalization rules. This implies that Grade 7 learners generally demonstrate a better understanding of capitalization rules, with fewer

errors observed. While occasional mistakes may still occur, particularly in contexts like proper nouns, titles, or sentence beginnings, the overall performance indicates a satisfactory grasp of these conventions.

Second in rank is punctuation, with a weighted mean of 2.85, also described as nearly proficient. This implies that learners showed noticeable difficulties in applying correct punctuation, possibly due to limited practice or unclear understanding of punctuation marks in different sentence structures. Apuhin et al. (2023) highlight that punctuation errors are prevalent among learners, with comma misuse being the most frequent, accounting for 77.4% of the errors identified in persuasive writing tasks. The study highlights that such errors often stem from learners' limited understanding of punctuation

rules and insufficient practice in applying them within various sentence structures. This finding aligns with the observation that Grade 7 learners exhibit noticeable difficulties in applying correct punctuation. This implies that even at higher academic levels, students continue to struggle with punctuation, highlighting the need for reinforced instruction on punctuation rules from earlier stages of education.

Ranked last, and therefore the less frequent error, is spelling, which garnered a weighted mean of 2.00, categorized as proficient. This means that the learners somehow had improved their performance. Despite noticeable progress from the pretest, learners still showed challenges in consistently applying correct spelling. This suggests that while instructional strategies like vocabulary building and multisensory activities have had a positive impact, further support is needed to strengthen spelling proficiency. This implies that learners still struggled with accurate spelling during dictation. The prevalence of spelling errors suggests challenges in retaining correct word forms, highlighting a need for strategies that reinforce visual and phonetic recognition. According to the study of Nicolas, et al. (2024), spelling instruction in Philippine primary schools is critical for writing skills improvement. The study emphasizes that spelling instruction is often integrated into vocabulary teaching, suggesting that learners may develop spelling proficiency through exposure to word forms and vocabulary. This finding aligns with the observed challenges faced by Grade 7 learners suggesting that learners still struggle with retaining correct word forms and applying appropriate spelling during dictation tasks.

Other findings from Baguilat (2024) indicates that Grade 7 students frequently make spelling errors in writing tasks, often due to the influence of their first language. The study observed instances where students wrote words phonetically, such as "Spel it rait" instead of "Spell it right." These errors were attributed to the interference of Bahasa Indonesia in English spelling. This finding aligns with the pretest results of the current study, where learners exhibited similar spelling

mistakes. The implication is that language instruction should address first-language interference to improve spelling proficiency.

On the other hand, Rundassa (2021) states that a significant number of students exhibited persistent orthographic errors in their written compositions, particularly in the areas of spelling, capitalization, and punctuation. The author emphasized that such errors interfere with clarity and coherence in student writing. This observation is consistent with the pretest results of the current study, where Grade 7 learners committed frequent mistakes in these exact areas during dictation compositions. The connection highlights the widespread nature of orthographic challenges and supports the call for instructional reforms. The implication is that focused remedial teaching, peer reviews, and explicit grammar instruction should be systematically incorporated into writing lessons to reduce these common errors. The basic assumption which states that the number of errors of the Grade 7 learners in dictation composition during the posttest is under the nearly proficient is not true and is hereby negated.

***Significant difference on the number of errors of the grade 7 learners in dictation composition during the pretest and post test***

Table 3 presents the number of errors of the Grade 7 learners in dictation composition during the pretest and post test. The results of the study reveal that there is a significant reduction in the number of errors made by the Grade 7 learners in dictation composition during the pre and posttest. The improvements across all areas, particularly in spelling, indicate that the learners demonstrated better understanding and application of writing conventions after the teacher has employed varied activities and strategies. This suggests that consistent exposure to writing tasks and error-focused feedback may have contributed to enhanced writing accuracy.

Therefore, regular assessment and reinforcement of writing mechanics are crucial in addressing persistent orthographic errors among Junior High School learners.

**Table 3.** Significant Difference on the Number of Errors of the Grade 7 Learners in Dictation Composition During the Pretest and Post Test (N=39)

Competencies	Pretest		Posttest		D
	WM	DE	WM	DE	
<b>1.Spelling</b>	3.21	NeP	2.00	P	1.21
<b>2.Punctuation</b>	3.56	LP	2.85	NeP	0.72
<b>3.Capitalization</b>	3.77	LP	2.95	NeP	0.82

<b>SUM</b>					2.74
<b>AWM</b>	3.51	LP	2.60	P	3.056

$t\text{-comp} = 6.067, t_{0.05, 3df} = 2.920, \text{Result: Significant Difference, Decision: Reject } H_0$

Learner performance could have also improved because of a variety of factors, including improved access to education, better teaching methods, and increased engagement in learning. Remedial intervention is crucial in teaching as it addresses learning gaps, prevents academic delays, and fosters student confidence. By providing targeted support, teachers can help students catch up with their peers, ensuring they develop a strong foundation in essential concepts. Ultimately, successful remedial intervention leads to improved academic performance and prepares students for future success says Arun, (2024).

Similarly, in the study of Rizwan et al. (2022) among the Grade 8 students at KM/AL-Mazhar Girls' High School in Sri Lanka revealed that 60% of students committed spelling errors, primarily due to omission and insertion mistakes. The researchers implemented targeted spelling activities and observed a significant improvement in students' writing skills post-intervention. Furthermore, Wati (2021) concluded that in her study exploring the impact of punctuation usage on students' writing skills, it was found that students became more inventive and skillful in using punctuation in their writing over a three-week period. Although the study primarily focused on punctuation, the improvement in writing skills suggests that targeted instruction can enhance various aspects of writing, including spelling. This aligns with the current study's posttest results, where Grade 7 learners showed marked improvement in spelling accuracy. This implies that structured interventions focusing on writing mechanics can effectively enhance students' overall writing proficiency.

In addition, Pathan (2021) in his investigation into the most frequent capitalization errors made by learners at the undergraduate level found that students often ignored rules on capitalizing the first letter of the first word in a sentence. The study highlighted that the absence or misuse of capitalization can completely change the meaning of words. This finding correlates with the current study's posttest results, where capitalization errors remained the most common among Grade 7 learners. This suggests that educators should implement focused instructional interventions that address capitalization rules explicitly, considering the

influence of the learners' first language on their writing skills.

Additionally, Foosuwan (2025) made an analysis of errors in the usage of punctuation marks in essay writing among second-year English students revealed that commas were the most common error, followed by periods and semicolons. The study recommended incorporating content on the influence of the first language and differences in early stages of learning. This finding supports the current study's posttest results, where learners demonstrated moderate proficiency in using punctuation marks correctly, yet frequent errors persisted. This shows that targeted instructional strategies focusing on the correct usage of punctuation marks are essential to enhance students' writing proficiency.

Lastly, a similar study also of Magpatoc et al. (2024) found out in their research on Grade 7 learners at Doña Carmen Soriano National High School in the Philippines demonstrated that the implementation of the Cover-Copy-Compare (CCC) strategy significantly enhanced students' spelling proficiency. The study reported a notable increase in posttest scores, indicating the effectiveness of the CCC strategy in improving spelling skills. This supports the current study's findings, where learners exhibited improved spelling performance in the posttest. This implies that incorporating strategies like CCC can lead to substantial gains in students' spelling abilities. Statistical analysis revealed a computed t-value of 6.067 which exceeds the critical t-value of 2.920 at a 0.05 significance level with 3 degrees of freedom. This leads to the rejection of the null hypothesis, confirming that there is a significant difference between the pretest and posttest results. This implies that the learners made fewer errors in dictation composition during the posttest, suggesting improvement in their mastery of spelling, punctuation, and capitalization after series of interventions.

In summary, the frequency and types of errors made by Grade 7 learners in dictation composition is classified as low proficient and capitalization is the common error and during the posttest, the learners became proficient having less incurred less error, and there is significant difference on the scores of the learners in dictation compositions during the pre-test and post-test. The

finding implies that the teacher has implemented a lot of strategies in order to help her learners improve their errors in dictation composition. Strategies improve performance by focusing on clear goals, effective communication, continuous development, and performance management practices. These strategies ensure everyone is aligned, motivated, and equipped to achieve objectives according to Akpen, et al. (2024).

### CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions and recommendations based on the study's findings. It was concluded that the low proficient performance of Grade 7 learners in the pretest was due to their limited proficiency in writing mechanics, and that the practice exercises targeting specific areas of difficulty contributed to their improved post-test performance. The significant difference between the pre-test and post-test results highlights the effectiveness of targeted instructional strategies in addressing learners' weaknesses in spelling, punctuation, and capitalization. Based on these conclusions, it is recommended that Grade 7 learners consistently seek help from teachers to strengthen their skills in capitalization, punctuation, and overall writing mechanics through regular dictation and writing exercises.

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