

English Proficiency and Sequencing Skills in Narrative Writing

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ABSTRACT

This descriptive-comparative research explored the level of grammar proficiency in terms of subject-verb agreement, tenses of the verb, prepositions, and connectors, and sequencing skills in narrative writing of the Grade 7 students. Specifically, it sought to determine the significant difference in the level of grammar proficiency and the sequencing skills of the students. This study used a researcher-made instrument conducted to 308 Grade 7. The findings revealed that the students have low level of grammar proficiency and average level in sequencing skills as a whole. Moreover, a significant difference exists in the level of grammar proficiency and the level sequencing skills of students when they were grouped according to academic performance in English and track. Further, no significant difference exists in the level of grammar proficiency and sequencing skills of the students when they were classified according to sex. In conclusion, grammar proficiency and sequencing skills are the indicators of success in narrative writing.

Keywords: Language Education, Grammar Proficiency, Narrative Writing, Sequencing Skills, Descriptive-Comparative, Negros Occidental, Philippines