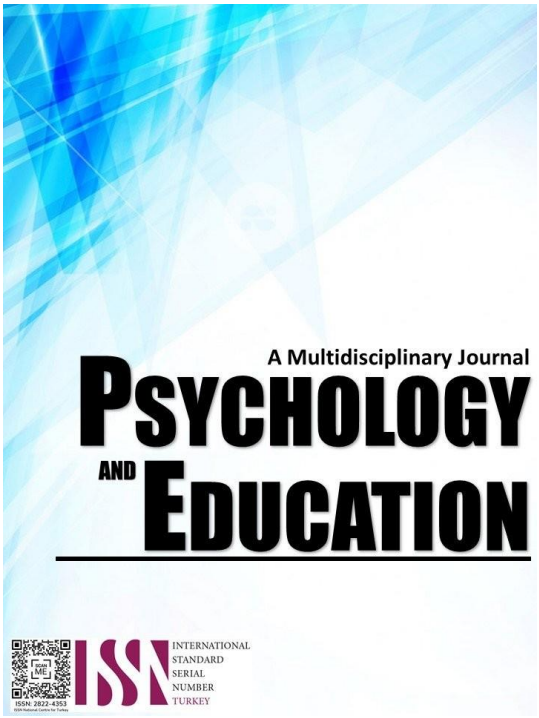
UTILIZATION OF SENTENCE DIAGRAMMING WORKTEXT: ENHANCING GRADE 11 STUDENTS GRAMMAR SKILLS



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Research Article

Utilization of Sentence Diagramming Worktext: Enhancing Grade 11 Students Grammar Skills

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Abstract

English language proficiency is fundamental for academic success and global communication, yet many students struggle with grammar skills. This study investigated the effectiveness of sentence diagramming worktext in improving the grammar skills of Grade 11 students at Rajah Muda National High School in Tacurong City, Philippines, where English teachers consistently observed significant challenges in teaching grammar effectively. The research addressed the lack of literature on the use of sentence diagramming in the Philippine context, particularly in addressing the specific grammar challenges faced by Senior High School learners. A true experimental design with a descriptive-evaluative approach was employed, involving a control group receiving conventional instruction and an experimental group utilizing the sentence diagramming worktext. The sentence diagramming worktext was developed and validated by English language experts, ensuring its high quality and alignment with learning objectives. Data were collected through pre-tests and post-tests to measure students' grammar skills before and after the intervention. The findings revealed that the experimental group, who used the sentence diagramming worktext, showed a significantly greater improvement in their grammar skills compared to the control group. This suggested that sentence diagramming, as a visual and interactive learning strategy, can be a valuable tool for improving grammar skills, particularly in the context of writing composition. The study concluded that the sentence diagramming worktext was effective in enhancing grammar skills and recommended its adoption and implementation in Senior High School classrooms across the Philippines. The study also emphasized the importance of pre-assessment in identifying individual learning needs and personalizing instruction accordingly.

Keywords: *sentence diagramming, grammar skills, english language instruction, senior high school, Philippines*

Introduction

English has become the language of global conversation as the world becomes more connected. Many students think understanding English's features is impossible. Even for people who speak English as their first language, the rules of grammar can be hard to understand. For people who are learning English as a second language, though, the task can seem even more impossible. The problem challenges teachers to strategize and use various teaching methods to improve students' English skills. Many people learn English to make friends, discuss their opinions, and meet new people. But learning the ins and outs of English grammar can feel like crossing a rough and complicated terrain.

In global studies conducted in the United States, Haussamen (2018) reports that grammar instruction, such as sentence diagramming, completely separate from composition instruction, has no effect on students' writing skills. Despite the history of sentence diagramming, there are a very recent few sparks of interest in sentence diagramming in education across the US (Wilson, 2017). This study examined how effectively sentence diagramming instruction, alongside composition rather than as an independent unit of instruction, can improve middle level students' writing. However, there is an evidence gap being revealed that the sentence diagramming as an approach affects the grammar skills of students, specifically their syntactic skills and writing composition.

On the other hand, language teaching in the Philippine secondary education is synonymous to grammar and the teaching of literature of various countries or continents. Thus, Flores et al. (2020) concluded that in the elementary and secondary levels of the Philippine educational system, the teaching of grammar is the bulk of the instruction which constrained students to grasp, if not the focus. Additionally, Eslit et al. (2024) reported that teaching English grammar was challenging for both public and private English teachers. Nanquil (2021) also noted students frequently struggle with language proficiency and detest grammar sessions. However, there is not much literature or research being done in this area. This knowledge gap will be filled by the current study in showing the effects of sentence diagramming as an approach in teaching English grammar to the syntactic skills and writing composition of the Grade 11 students. This lack of research on the effectiveness of sentence diagramming in the Philippine context also represents a contextual gap in the field of English language teaching.

In the context of Rajah Muda National High School, Tacurong City Division, English teachers in Senior High School are prompted with issues and concerns in teaching grammar effectively. Based on the results of their summative assessment in RMNHS, it has been shown that 75% of their SHS learners have poor grammar skills which affect their performance in English. Henceforward, the researcher plans to undertake on the instructional utilization of sentence diagramming to address the raised issues in the grammar skills of their learners.

In this case, the need for this study is underscored by the observations of English teachers at Rajah Muda National High School (RMNHS) in Tacurong City. They have consistently observed that a significant number of Senior High School (SHS) learners, particularly those in Grade 11, struggle with grammar skills. These weaknesses in grammar significantly impact their overall

performance in English. Their observation draw attention to the urgency of exploring effective teaching strategies to address the identified grammar challenges.

In terms of teaching, the purpose of creating sentence diagrams is to teach the patterns of language in a visual way. In the past, sentence diagramming was taught in its own special grammar class, apart from writing class, a position that does not actually help students to improve their writing (Huttenlock, 2017). Hence, the goal of this study is to determine the effects of the Sentence Diagramming Worktext to the Grammar Skills of Grade 11 students at Rajah Muda National High School, Rajah Muda, Tacurong City during the school year 2024-2025. Furthermore, the lack of research on the effectiveness of sentence diagramming in the Philippine context, particularly in addressing the specific grammar challenges faced by SHS learners, necessitates this study.

Research Questions

This study aimed to determine the validity of the instructional material to the Grammar Skills of the Grade 11 students at Rajah Muda National High School, Barangay Rajah Muda, Tacurong City in the school year 2024-2025 during their Individual Cooperative Learning (ICL) conducted by the school. Specifically, this sought to answer the following questions:

1. What is the level of validity of the sentence diagramming worktext, in terms of:
    1.1. Content;
    1.2. Organization;
    1.3. Mechanics; and
    1.4. Over-all Package?
2. What is the level of the students' grammar skills of the control and experimental groups during pretest result?
3. What is the level of the students' grammar skills of the control and experimental groups during posttest result?
4. Is there a significant difference between the level of the students' Grammar skills of the control and experimental groups in the pretest results?
5. Is there a significant difference between the level of the students' Grammar skills of the control and experimental groups in the posttest results?
6. Is there a significant difference between the mean gain score of the control and experimental group?

Methodology

Research Design

This study employed a quantitative research design, specifically a true experimental design with a descriptive-evaluative approach. The true experimental design was used to determine the effectiveness of sentence diagramming worktext in teaching English among Grade 11 students during the Individual Cooperative Learning (ICL) conducted by the school. A true experimental design, as defined by Em (2024), is a statistical method for demonstrating the cause-and-effect link between distinct variables. Moreover, this is one of the most precise types of study designs, providing considerable evidence for the presence of links. The study included two response groups: a control group that participated in regular class discussions, and an experimental group that was instructed using sentence diagramming worktext.

The descriptive-evaluative approach was used to analyze the impact of the use of sentence diagramming worktext on students' English proficiency. This approach focused on evaluating the effectiveness of the intervention by comparing the performance of the experimental group (using sentence diagramming worktext) with the control group (receiving traditional instruction). Data was collected through pre-tests and post-tests to measure students' English proficiency before and after the intervention. The results were analyzed using statistical methods to determine the extent to which the sentence diagramming worktext contributed to improvements in English proficiency.

This research design was appropriate for the proposed study because it allowed for the systematic investigation of the effectiveness of sentence diagramming worktext in teaching English. The true experimental design provided strong evidence for the cause-and-effect relationship between the intervention and students' English proficiency. The descriptive-evaluative approach provided valuable insights into the impact of the intervention, helping to determine whether the sentence diagramming worktext were a beneficial tool for improving English proficiency. This combination of approaches provided a comprehensive understanding of the impact of using sentence diagramming worktext in teaching English to Grade 11 students.

Respondents

The respondents for this study were officially enrolled Grade 11 students enrolled at Rajah Muda National High School during the School Year 2024-2025, with 30 students in the experimental group and another 30 students in the control group selected using a simple random sampling technique through drawing of lots. To ensure the validity of the materials, Filipino Master Teachers in English also participated on the validation, and evaluation of the sentence diagramming worktext as to their content, organization, mechanics, and over-all package.

Moreover, English teachers of Rajah Muda National High School observed that the Senior High School students, specifically 11th

Grade, faced issues on grammar. According to Al-Mekhlafi, & Nagaratnam (2017), in their study "Difficulties in Teaching and Learning Grammar In An EFL Context", they concluded that students in Senior High School invariably faced serious difficulties with regard to EFL grammar instruction, students facing them to a greater extent. Also, it was obvious that EFL teachers considered these difficulties quite serious, which suggested that serious attention needed to be paid to them.

The study focused especially on Grade 11 students at Rajah Muda National High School since English teachers currently had regularly noted that a significant proportion of Senior High School (SHS) students, especially those in Grade 11, struggle with grammar. Their whole English performance is much affected by these grammar mistakes. Moreover, this realization points out the need of investigating successful teaching techniques to solve the found grammar problems.

Instrument

The following methods were utilized to gather data:

To evaluate the efficacy of the sentence diagramming worktext, a panel of competent English-teaching Master Instructors administered an evaluation instrument. They evaluated and verified the worktext's Content, Organization, Mechanics, and Overall-Package. This evaluation process was based on the SKSU IMDC Assessment Instrument for Instructional Materials, ensuring a comprehensive and standardized assessment.

In addition to the expert evaluation, a survey instrument and a questionnaire based on a five-point Likert Scale were used to gather feedback from the participants. This approach, guided by the SKSU IMDC Evaluation Sheet (2024), provided valuable insights into the usability, effectiveness, and overall impact of the sentence diagramming worktext from the perspective of the learners.

In addition, a survey instrument and a questionnaire based on a five-point Likert Scale was used, as indicated below:

Table 1. *SKSU IMDC Assessment Tool in terms of Content, Organization, Mechanisms, and Overall Package*

Rating	*Range of Means*	*Verbal Description*	*Interpretation*
5	4.20-5.00	Very High Extent	Meets above 91-100% quality Content
4	3.40-4.19	High Extent	Meets above 75-90% quality Content
3	2.60-3.39	Moderate Extent	Meets above 60-74% quality Content
2	1.80-2.59	Less Extent	Meets above 35-39 % quality Content
1	1.00-1.79	Least Extent	Meets above 35-39 % quality Content

After which, the exam results were evaluated and interpreted using the DepEd Order No. 8, s. 2015, titled "Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program" which is an assessment tool created specifically for the student's accomplishments. Based on the Classroom Assessment tool and the following scale:

Table 2. *Classroom Assessment for the K to 12 Basic Education Program*

Descriptor	*Grading Scale*	*Remarks*
Outstanding	90-100	Passed
Very Satisfactory	85-89	Passed
Satisfactory	80-84	Passed
Fairly Satisfactory	75-79	Passed
Did Not Meet Expectations	Below 75	Failed

A scale is used to determine the growth of students' academic performance in school (Adopted from DepEd Order No. 8, s. 2015).

Procedure

The research commenced as soon as it was approved by the Dean of the Graduate School at SKSU. The researcher used all available resources to address the research issue. A letter was sent to the Superintendent of Schools in Tacurong City asking that the researcher conduct his study at Rajah Muda National High School and utilize his official time to collect data.

Another letter was sent to the Principal of Rajah Muda National High School and the students, inviting their participation in the research. In addition, authorization was obtained from the School Principal to utilize the teacher's official time to teach, distribute questionnaires, and administer pre- and post-tests.

Next, the researcher constructed and created sentence diagramming worktext. Using the Evaluation and Validation Instrument developed by the SKSU IMDC, it was reviewed and validated. This evaluation and validation instrument were used by a group of English instructors and teachers. The researcher administered both a pre- and post-test. The experiment was conducted at the students' individual homes during class time during the Individual Cooperative Learning (ICL) conducted by the school.

Moreover, there was a collection of forms and data, and the results were examined and interpreted. The waterfall diagram in figure 3 showed the detailed process of the data gathering procedure of the study. After reviewing the worktext on sentence diagramming

developed by the researcher, the students took a pre- and post-test. The researcher/teacher next used sentence diagramming worktext with 30 experimental participants and a standard instructional platform with 30 control participants.

Students were also given a posttest to assess the quality of the worktext. Eventually, the IGS's Final Management was approved.

Data Analysis

After the study was complete, the data were organized, tabulated, analyzed, and interpreted. The following statistical methods were utilized to address the problem statement provided in Chapter I.

The mean and standard deviation were used to assess the level of validity of the sentence diagramming worktext in terms of Content, Mechanics, Organization, and Overall Package, as well as to determine the students' average performance, specifically in writing composition in both the control and experimental groups.

Thereafter, the t-test was used to calculate the significant difference in students' performance in the pretest and posttest between the control and experimental groups, as well as the significant difference in mean gain scores between the control and experimental groups.

As reported by the JMP Statistical Discovery (2020), a t-test (also known as Student's t-test) is a tool for evaluating the means of one or two populations using hypothesis testing. A t-test is used to evaluate whether a single group differed from a known value (a one-sample t-test), whether two groups differed from each other (an independent two-sample t-test), or whether there was a significant difference in paired measurements (a paired, or dependent samples t-test).

Ethical Considerations

This research study, conducted at Rajah Muda National High School, adhered to ethical guidelines to ensure the well-being and rights of all participants. Informed consent was obtained from both students and their parents or guardians before they were allowed to participate. The researcher explained the study's purpose, procedures, and potential risks and benefits to the participants. They were also informed that their participation was voluntary and that they could withdraw from the study at any time without penalty.

Consequently, all information gathered was kept private and used exclusively for the study in order to protect the participants' anonymity. No data analysis or reporting contained the identities of the students. In accordance with Republic Act No. 10173, also referred to as the Data Privacy Act of 2012, which established the National Privacy Commission (NPC) to safeguard individual personal information in information and communication systems in the public and private sectors, the researcher also made sure that the study did not subject participants to any unnecessary risks or harm.

The study was designed to be culturally sensitive and inclusive, taking into account the diverse backgrounds of the students at Rajah Muda National High School. The researcher ensured that the instructional materials used in the study were appropriate for the students' age, developmental level, and cultural context.

Lastly, the researcher also sought feedback from the participants throughout the study to ensure that their needs and concerns were addressed. This feedback was used to refine the study's procedures and materials, as well as to ensure that the study was conducted ethically and responsibly.

Results and Discussion

This section presents the analysis and discussion of the results from the gathered data to provide answers to the research questions to determine the effectiveness of the worktext.

Evaluation on the Level of Validity of the Sentence Diagramming Worktext in terms of Content, Organization, Mechanics, and Overall Package

Table 3. *Results of Level of Validity of the Sentence Diagramming Worktext*

Indicators	*Mean*	*SD*	*Verbal Description*
Content	5.00	0.00	Very High Extent
Organization	4.95	0.25	Very High Extent
Mechanics	5.00	0.00	Very High Extent
Overall Package	5.00	0.00	Very High Extent
Overall	4.98	0.62	Very High Extent

The findings of the sentence diagramming worktext's validity evaluation are shown in Table 3. The table indicates that the worktext achieved an overall mean score of 4.98 from all four assessed areas: content (5.00), organization (4.95), mechanics (5.00), and overall package (5.00). This shows that the worktext met above 91–100% of the quality content criteria, indicating that the experts who assessed it thought it was of extremely high quality. With high degree of validity, it implies that the worktext is suitable for the intended audience, well-designed, and in line with the learning objectives.

The high mean score for content corresponds the focus on true, relevant, and acceptable content in educational resources. Many

researches stressed the need of content quality in efficient instruction and learning. Amabarwati (2021), for instance, underlined the significance of materials being relevant and accurate for the demands of students. Effective content should, they contend, be culturally sensitive, in line with learning goals, and support inclusiveness. The high mean score for organization points to a logically coherent worktext. Studies stressing the need of a clear organization in educational resources for efficient learning reinforce this. Santos et al. (2022) and Reforsado et al. (2024), for example, stressed the advantages of employing tree diagrams to help students' writing be better organized. Tree diagrams, they stated, enable learners to see the hierarchical link between concepts, therefore enhancing the coherence and clarity of their work.

Furthermore, the high mean score for mechanics shows that the worktext is error-free in language, spelling, and punctuation. Effective communication depends on this, which also meets studies outlining the need of proper mechanics in written content. For instance, Sahagun (2021) stated that in speech and writing, agreement is the correct grammatical match between words and phrases. It was underlined that good communication depends on proper mechanics since mistakes can complicate knowledge and lead to confusion. The high mean score for overall package indicates to visually beautiful, well-structured, user-friendly worktext. Tuti (2023) also marked the need of aesthetic appeal and usability in educational resources, thereby supporting this. In this regard, Candraloka and Novitasari (2022) clarified the importance of learning tools for teachers and students acting as a useful tool. They contend that aesthetically pleasing and usable materials can improve involvement, drive, and general learning results.

Table 4. *Level of Grammar Skills in the Pretest of Both Control and Experimental Groups*

Groups	*Mean*	*SD*	*Interpretation*
Control	11.60	2.55	Did Not Meet Expectations
Experimental	11.23	3.24	Did Not Meet Expectations

Table 4 presents the mean pretest scores and standard deviations for the control and experimental groups, providing an initial description of their grammar skills before the intervention. The control group, which received traditional instruction without the sentence diagramming worktext, had a mean pretest score of 11.60 with a standard deviation of 2.55, indicating that they did not meet expectations with the level of grammar skills after their scores were transmuted. The experimental group, exposed to the sentence diagramming worktext, had a slightly lower mean pretest score of 11.23 with a standard deviation of 3.24, suggesting that they also did not meet expectations in the level of grammar skills.

Additionally, the slightly lower mean pretest score of the experimental group, compared to the control group, suggested that they may have had a slightly weaker foundation in grammar skills at the start of the study. This initial difference in grammar proficiency between the groups, which is also statistically significant, was an important factor to consider when interpreting the post-test results. It was possible that this pre-existing difference in grammar skills could potentially influence the observed differences in post-test scores, making it challenging to isolate the impact of the sentence diagramming intervention.

The observed difference in pretest scores highlighted the importance of pre-assessment in identifying individual learning needs. This finding aligned with several studies that emphasized the need for teachers to assess students' prior knowledge and skills to tailor instruction effectively. For example, Aranda (2022) recommended exploring the specific challenges faced by students in senior high school with regard to EFL grammar instruction to better understand the factors contributing to these discrepancies. Similarly, Quines (2023) underscored the importance of grammar study in language training and the necessity of specialized methods to handle learners' varying levels of grammatical proficiency.

In a broader sense, Santos et al. (2022) also put emphasis on the importance of considering pre-existing differences in learner proficiency when evaluating the effectiveness of interventions. In addition, the higher standard deviation for the experimental group suggested greater variability in their initial grammar skills, which could also impact the interpretation of the post-test results. As a result, this variability could indicate that some students in the experimental group may have possessed stronger grammar skills than others, potentially obscuring the overall effect of the intervention.

As noted by Moses and Mohamad (2019), in order to better understand the mechanisms behind these differences between the two groups, more research should examine the particular difficulties senior high school students encounter when it comes to EFL grammar training. The results also support the findings of Jamin (2021), who stressed the importance of grammar study in language training and the necessity of specialized methods to handle learners' varying levels of grammatical competence among learners.

Table 5. *Level of Grammar Skills in the Post-test of Both Control and Experimental Groups*

Groups	*Mean*	*SD*	*Interpretation*
Control	18.80	1.35	Fairly Satisfactory
Experimental	23.67	2.82	Very Satisfactory

Table 5 depicts the mean post-test scores and standard deviations for the control and experimental groups, providing a comparison of their grammar skills after the intervention. The control group, which received traditional instruction without the sentence diagramming worktext, had a mean post-test score of 18.80 with a standard deviation of 1.35, indicating a fairly satisfactory level of grammar skills

after their scores were transmuted based on the DepEd Guidelines. The experimental group, exposed to the sentence diagramming worktext, had a significantly higher mean post-test score of 23.67 with a standard deviation of 2.82, suggesting a very satisfactory level of grammar skills.

The significantly higher mean post-test score of the experimental group, compared to the control group, suggested that the sentence diagramming intervention had a positive impact on their grammar skills. This finding indicated that the visual and analytical approach provided by the worktext may have effectively enhanced their understanding and application of grammatical concepts.

Fundamentally, the observed difference in post-test scores illustrated the potential benefits of incorporating visual and interactive learning strategies into English grammar instruction. This finding aligned with several studies that emphasized the effectiveness of visual aids and active learning techniques in improving grammar proficiency. For instance, Majidi and Aydinlu (2020) showed the positive impact of contextual visual aids on high school students' reading comprehension, suggesting that visual representations can enhance understanding and engagement. Comparably, Keo et al. (2022) reported that incorporating visual aids and interactive activities in language learning can increase learner motivation and improve mastery of grammatical concepts.

However, it is also important to note that the initial difference in the pretest and post-test scores observed in Tables 4 and 5 could potentially influence the succeeding results. Further analysis, such as a t-test comparing the post-test scores of the two groups, was necessary to determine if the observed differences in post-test scores are statistically significant and can be attributed to the sentence diagramming intervention which is shown in Tables 6 to 7 below.

Table 6. *T-test Results of Pretest in Both Control and Experimental Groups*

Groups	*N*	*SD*	*Mean*	*t-computed*	*p-value*
Control	30	2.55	11.60		
				2.16	0.04
Experimental	30	3.24	11.23		

**Significant at 0.05*

Table 6 represents the results of a t-test comparing the pretest scores of the control and experimental groups. The t-computed value was 2.16, and the p-value was 0.04. This indicated that there was a statistically significant difference between the pretest scores of the two groups at the 0.05 level of significance and the null hypothesis is rejected.

The statistically significant difference in pretest scores between the control and experimental groups suggested that the two groups did not have similar levels of grammar skills at the beginning of the study. This finding was consistent with the initial observation that the experimental group had a slightly lower mean pretest score than the control group. It was important to consider this pre-existing difference in grammar skills when interpreting the post-test results, as it could potentially influence the observed differences in post-test scores, making it challenging to isolate the impact of the sentence diagramming intervention.

Correspondingly, the finding of a statistically significant difference in pretest scores highlighted the importance of pre-assessment in identifying individual learning needs. This finding aligned with several studies that emphasized the need for teachers to assess students' prior knowledge and skills to tailor instruction effectively. For example, Aranda (2022) recommended exploring the specific challenges faced by students in senior high school with regard to EFL grammar instruction to better understand the factors contributing to these discrepancies. In the same way, Quines (2023) underscored the importance of grammar study in language training and the necessity of specialized methods to handle learners' varying levels of grammatical proficiency.

As further stated by Moses and Mohamad (2019), in order to better understand the mechanisms behind these differences, more research should examine the particular difficulties senior high school students encounter when it comes to EFL grammar training. The results also support the findings of Jamin (2021), who stresses the importance of grammar study in language training and the necessity of specialized methods to handle learners' varying levels of grammatical competence among learners. The succeeding table shows the results of the t-test after the post-test of both groups shown in Table 7.

Table 7. *T-test Results of Post-test in Both Control and Experimental Groups*

Groups	*N*	*SD*	*Mean*	*t-computed*	*p-value*
Control	30	1.35	18.80		
				-10.43	0.001
Experimental	30	2.82	23.67		

**Significant at 0.05*

Table 7 shows the results of a t-test comparing the post-test scores of the control and experimental groups. The t-computed value was -10.43, and the p-value was 0.001. This indicated that there was a statistically significant difference between the post-test scores of the two groups at the 0.05 level of significance and consequently, the null hypothesis is rejected.

The statistically significant difference in post-test scores between the control and experimental groups suggested that the sentence diagramming intervention had a positive impact on the grammar skills of the experimental group. This finding supported the initial

observation that the experimental group had a significantly higher mean post-test score than the control group. The large t-value and very low p-value indicated a strong effect of the intervention, suggesting that the sentence diagramming worktext were effective in improving grammar skills.

The findings of Table 7 were supported by numerous studies that emphasized the effectiveness of visual learning strategies in improving grammar comprehension and application. For example, Majidi and Aydinlu (2020) demonstrated the positive impact of contextual visual aids on high school students' reading comprehension, suggesting that visual representations can enhance understanding and engagement. Equally, Keo et al. (2022) reported that incorporating visual aids and interactive activities in language learning can increase learner motivation and improve mastery of grammatical concepts. The results also aligned with those of Aguion et al. (2021), who stressed the importance of grammar study in language acquisition and the necessity of specialized methods to handle learners' varying levels of grammatical proficiency.

Apart from that, the findings also concur with those of Luo and Chen (2021) and Ilankumaran (2024), who discovered that in the educational system, content-based teaching, or CBT, is a widely accepted pedagogical strategy. Its distinctive focus on the real-world application of language abilities, which eventually helps learners become proficient in a second language, is what accounts for its growing popularity. Collectively, these studies indicate that using interactive and visual learning strategies, such sentence diagramming, can greatly improve learning outcomes and grammar proficiency in English language training.

Table 8. *T-test Results of the Mean Gain Scores of the Control and Experimental Groups during the Pretest and Post-test*

Groups	*N*	*SD*	*Mean*	*t-computed*	*p-value*
Control	30	1.67	7.20		
				-10.15	0.001
Experimental	30	3.93	12.43		

**Significant at 0.05*

Table 8 reveals the results of a t-test comparing the mean gain scores of the control and experimental groups, calculated by subtracting their pretest scores from their post-test scores. The t-computed value was -10.15, and the p-value was 0.001. This indicated that there was a statistically significant difference between the mean gain scores of the two groups at the 0.05 level of significance. Therefore, the null hypothesis is rejected.

The statistically significant difference in mean gain scores highlighted the potential benefits of incorporating visual and interactive learning strategies into English grammar instruction. This result corresponded to the study of Sun et al. (2021) who indicated how well contextual visual aids improved reading comprehension of high school students, implying that visual representations might help to increase understanding and involvement. In language education, Cavite & Gonzaga (2023) also noted that including visual aids and interactive exercises could boost learner motivation and help mastering of grammatical concepts. The results also validated the conclusions of Aguion et al. (2021), who underlined the need of grammar study in language acquisition and the need of specific approaches to manage learners' grammatical competency.

Conclusions

From the results and findings, it was observed that sentence diagramming worktext significantly improved the grammar skills of Grade 11 students in the experimental group compared to the control group. This supports the idea that visual and interactive learning approaches can be effective in improving grammar comprehension and application, particularly in the context of writing composition. The high validity of the worktext, as determined by expert evaluations, further reinforced the study's findings, suggesting that the materials were well-designed and aligned with the learning objectives.

Finally, it was also realized that the importance of pre-assessment in recognizing individual learning needs. Even though the initial difference in grammar skills between the two groups was not statistically significant, it stressed the importance of considering pre-existing variations in learner proficiency when evaluating the success of interventions. As a result, this also emphasized the need for individualized instruction and targeted support for students who may require more assistance in terms of improving their grammar skills.

Based on the findings of this research, the following recommendations are proposed to address the identified issues and enhance grammar instruction in the Philippine educational context:

Given the high validity of the Sentence Diagramming Worktext, English Teachers may use the validated sentence diagramming worktext as a fun and engaging way to learn grammar. They can help students visualize sentences and understand how they work.

English Teachers and students may consider encouraging the development and implementation of individualized learning programs and strategies that cater to diverse learning needs and proficiency levels.

Curriculum planners may encourage the adoption and implementation of sentence diagramming as a pedagogical tool in English language instruction through DepEd's curriculum development and training programs.

English Teachers may encourage the use of pre-tests to assess students' prior knowledge and skills, allowing teachers to modify instruction to meet individual learning needs especially in terms of grammar instruction.

Administrators may consider encouraging the adoption and implementation of sentence diagramming as a pedagogical tool in English language instruction, particularly in SHS.

DepEd may also supplement the development and distribution of high-quality instructional materials, such as the material in different learning contexts, such as online learning environments.

Future researchers may further investigate the role of learner characteristics in influencing the effectiveness of sentence diagramming.

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