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UTILIZATION OF SIX THINKING HATS STRATEGY FOR WRITING SKILLS OF GRADE 7 STUDENTS OF TUNASAN NATIONAL HIGH SCHOOL

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ABSTRACT:

The study investigated the effectiveness of the Six Thinking Hats strategy in enhancing the writing skills of Grade 7 students at Tunasan National High School during the 2024–2025 academic year. Utilizing a quasi-experimental design, this research sought to determine whether the Six Thinking Hats strategy can significantly improve students' writing skills, particularly in the areas of coherence, clarity, grammar, and organization. The quasi-experimental approach involved two groups: an experimental group that used the Six Thinking Hats Strategy and a control group that followed the traditional method of teaching writing. Both groups participated in the pretest and posttest to evaluate their writing skills, focusing on specific areas: Coherence, Clarity, Grammar, and Organization. A 40-item multiple-choice test was used to evaluate each participant. It was revealed that there was no significant difference in the posttest scores between the control and experimental groups ($t = -0.697$, $p = .488$), indicating that both groups performed similarly after the intervention. However, significant improvements were found in the pretest and posttest scores within both groups. For the control group, significant differences were observed in coherence ($t = -38.251$, $p = .000$), clarity ($t = 22.274$, $p = .000$), grammar ($t = -19.511$, $p = .000$), and organization ($t = -7.378$, $p = .000$). Similarly, the experimental group showed significant improvements in coherence ($t = 21.804$, $p = .000$), clarity ($t = -39.110$, $p = .000$), grammar ($t = -16.417$, $p = .000$), and organization ($t = -5.155$, $p = .000$) after the intervention. These findings show that while the Six Thinking Hats strategy and traditional approaches were both effective in developing students' writing skills, neither demonstrated a clear advantage over the other within the study

period. Furthermore, an action plan was proposed to support English teachers in implementing Six Thinking Hats-based strategies for writing development.

Keywords: *Utilization, Six Thinking Hats Strategy, Writing Skills, Grade 7 Students, Action Plan, Philippine local school,*

INTRODUCTION

Writing is a crucial skill for academic success and professional competence, yet many learners encounter challenges in effectively expressing their thoughts in written form. Research consistently highlights difficulties in organization, idea development, coherence, vocabulary usage, and sentence structure among students (Tannous, 2022). In an international context, studies indicate that students in the United States, the United Kingdom, and Australia struggle with writing proficiency, which adversely affects their academic performance and career readiness (Tannous, 2022). Similarly, local research in the Philippines emphasizes these trends, revealing significant obstacles in students' writing abilities despite the educational system's focus on developing communication skills. (The Philippine Department of Education (DepEd), through the K to 12 Curriculum, prioritizes the enhancement of communication, collaboration, creativity, and critical thinking (DepEd Order No. 8, 2015). However, various studies indicate persistent writing difficulties among Filipino students due to factors such as inadequate resources, insufficient instructional support, and limited exposure to academics. These barriers hinder students' ability to produce well-structured and coherent written work, highlighting the urgent need for innovative instructional strategies. One approach that has gained attention in improving writing proficiency is the Six Thinking Hats strategy, a structured thinking method developed by Edward de Bono (Park, 2023).

This strategy encourages students to critically examine their ideas from multiple perspectives, fostering systematic thought processes that enhance coherence, organization, and grammatical accuracy in writing (Park, 2023). The application of the Six Thinking Hats method has been found to support creativity and logical structuring in written compositions, providing students with a framework for refining their arguments and improving clarity (Ivanova et al., 2020).

At Tunasan National High School, English teachers observe recurring challenges in students' writing, including difficulties in maintaining clarity, coherence, and organization. These deficiencies negatively impact academic performance and overall communication skills, underscoring the necessity of implementing effective pedagogical strategies. Thus, this study examines the effectiveness of the Six Thinking Hats strategy in enhancing the writing proficiency of Grade 7 students at Tunasan National High School. By employing a quasi-experimental design, this research compares the impact of this strategy with traditional writing instruction, providing empirical evidence on its effectiveness.

Beyond its local application, this study contributes to broader educational discussions on improving writing instruction in Philippine schools. Writing remains a fundamental skill for academic success and career preparedness, necessitating structured strategies that facilitate clear and organized expression. By addressing common writing deficiencies, this research aims to equip educators with practical recommendations for fostering effective writing instruction. Ultimately, the study seeks to strengthen students' writing foundations, preparing them for future academic and professional challenges.

Research Questions

1. What is the pretest score of Grade 7 learners in the control group in the English writing skill proficiency in terms of:
    Coherence,
    Clarity,
    Grammar, and,
    Organization?
2. What is the pretest score of Grade 7 learners in the experimental group in the English writing skill proficiency in terms of:
    Coherence,
    Clarity,
    Grammar, and,
    Organization?
3. Is there a significant difference between the pretest scores of the control and experimental groups?
4. What is the posttest score of Grade 7 learners in the control group in English writing skill proficiency in terms of:
    Coherence,
    Clarity,
    Grammar, and,
    Organization?
5. What is the posttest score of Grade 7 learners in the experimental group in English writing skill proficiency in terms of:
    Coherence,
    Clarity,
    Grammar, and,
    Organization?
6. Is there a significant difference between the post-test scores of the control and experimental groups?
7. Is there a significant difference between the pretest and post-test scores of the control and experimental groups?
8. Based on the findings of the study, what action plan may be proposed?

METHODOLOGY

This provides a detailed explanation of the study's overall design and methodology. It encompasses various aspects of the study, such as the research site, study design, tools used for data collection, the target population and sample, individuals involved in the study, verification of the tools used, methods employed for data collection, ethical considerations, and procedures for managing quantitative data.

This study was conducted in Tunasan National High School in Muntinlupa City, Metro Manila, at a public high school recognized for its emphasis on literacy. The location was selected due to the absence of prior studies on student writing proficiency within the institution. The research employed a quantitative, quasi-experimental design to examine the effectiveness of the Six Thinking Hats Strategy on the expository writing proficiency of Grade 7 students. The independent variable, the Six Thinking Hats Strategy, was manipulated while measuring its impact on the dependent variable, student writing proficiency.

This study involved 100 Grade 7 students (40 males and 60 females) from two sections during the 2024–2025 academic year, divided equally into control and experimental groups. Purposive sampling was applied to ensure a diverse range of writing proficiency levels among respondents, aligning with the study's objectives and the Department of Education curriculum guide for expository writing.

Data collection included a researcher-developed pretest and posttest, each consisting of 40 multiple-choice items: 20 items assessing coherence and clarity, 10 items evaluating grammar, and 10 items measuring organization. A panel of five experts validated the instrument, resulting in a Content Validity Index (CVI) of 0.96 and a LAWSHE Content Validity Ratio (CVR) of 1.00; however, no pilot test was conducted due to time constraints.

Before the intervention, formal permission was secured from school and division authorities, and consent letters were distributed to all participants, ensuring voluntary participation and confidentiality. The control group received traditional writing instruction, while the experimental group participated in 16 sessions of the Six Thinking Hats Strategy over 20 days. Following the intervention, both groups completed the same posttest.

Student performance was assessed using a rubric-based scale, classifying scores as follows: Advanced (90–100), Proficient (85–89), Approaching Proficiency (80–84), Developing (75–79), and Beginning (74 and below). The collected data were analyzed through frequency, percentage, and mean calculations to summarize results, while a paired t-test at a 0.05 significance level was used to compare pretest and posttest scores within groups. Standard deviation was computed to measure variability in score improvements, with a statistician assisting in data interpretation to ensure accuracy.

The study was limited to Grade 7 students from two sections in a single public high school, focusing solely on expository writing skills during one academic quarter.

Limitations included the absence of a pilot test, restriction to one grade level and writing genre, and voluntary participation, which may have influenced the generalizability of findings. Ethical considerations were strictly observed, including informed consent, data privacy protection, and adherence to institutional research standards.

RESULTS AND DISCUSSION

The study aimed to investigate the effectiveness of the Six Thinking Hats Strategy in enhancing the writing skills of Grade 7 students of Tunasan National High School throughout the academic year 2024-2025 in Muntinlupa, Metro Manila.

Research Question 1. What is the pretest score of Grade 7 learners in the control group in the English writing skill proficiency in terms of:

Table 1.1

Pretest Score of Grade 7 Students in the Control Group in the English Writing Skill Proficiency in terms of Coherence

Indicators	Frequency	Percent
Advanced	**0**	**0.00**
Proficient	**0**	**0.00**
Approaching Proficiency	**2**	**4.00**
Developing	**6**	**12.00**
Beginning	**42**	**84.00**
Total	**50**	
Average	**67.70**	**100.00**
SD	**5.17**	**Beginning**

Legend: 90 - 100 – Advanced 80 - Approaching Proficiency
85- 89 Proficient 75 - 79 - Developing 74 – Beginning

In the pretest, the Grade 7 students were below the **beginning level (67.70).** The performance of the Grade 7 students in the control group in English writing proficiency showed that most students (84%), 42 out of 50, scored below 75 and were rated at the Beginning level. Only two students (4%) reached the Approaching Proficiency level. While a few students were improving, most still needed support to strengthen their writing skills. The scores were fairly close to the average, showing some differences among students but no extreme gaps. The **standard deviation of 5.17** indicated moderate variation in the scores, meaning that most students' results were within about five points of the average. This reflected a balanced spread, with no extreme outliers, but still a noticeable range of abilities among the students. Overall, the data underscored the need for focused instructional support to help more students progress beyond the Beginning level in writing coherence.

It implies that the average score of 67.70% indicates a generally low proficiency level in coherence among the control group before the intervention. Students struggle to organize their ideas in writing because they often lack the skills and practice needed to structure their thoughts logically. They may not receive enough instruction on using tools like outlines or cohesive language, and might not have enough opportunities to revise and improve their work. Additionally, transitioning from conversational to academic writing was challenging for them because it required mastering formal language, complex sentence structures, and precise vocabulary to clearly express complex ideas. This difficulty often led to unclear or disjointed writing, as students found it hard to move beyond informal, spoken language patterns and develop coherent, well-structured academic texts. Supporting students through strategies like breaking down writing prompts, using genre-based instruction, and encouraging peer discussions helped ease this transition and improved their academic writing skills.

According to Zhang and Wang (2022), many middle school students struggled with coherence because they lacked explicit instruction on how to logically organize ideas and use appropriate transition devices in their writing. Their study found that students often failed to connect sentences and paragraphs smoothly, resulting in disjointed and unclear texts.

Table 1.2

Pretest Score of Grade 7 Students in the Control Group in the English Writing Skill proficiency in terms of Clarity

Indicators	Frequency	Percent
Advanced	**0**	**0.00**
Proficient	**0**	**0.00**
Approaching Proficiency	**0**	**0.00**
Developing	**3**	**6.00**
Beginning	**47**	**94.00**
Total	**50**	**100.00**
Average	**65.20**	**Beginning**
SD	**4.51**	

Legend: 90 - 100 – Advanced 80 - Approaching Proficiency
85- 89 Proficient 75 - 79 - Developing 74 – Beginning

In the pretest, the Grade 7 students were below the **Beginning level (65.20).** The vast majority, 94%, scored below 75, which placed them in the Beginning level. Only three students, or 6%, reached the Developing level with scores between 75 and 79. The scores were closely grouped around the average, showing that most students performed close to the average standards for clarity. These results showed that many students need additional support to improve their writing clarity and coherence. The average score was classified as "Beginning" because it fell below the expected standard benchmark, which was typically set at a scaled score of 100 or above. A score below 100 indicated that a student had not yet met the expected standard and was still working toward it. This

showed that, while students generally performed at a similar level, there was only a small degree of difference in their scores, reflecting consistent performance across the group.

It implies that the average score of 65.20 falls well below the beginning threshold, indicating that most students struggle to express their ideas clearly and understandably in writing. This low level of clarity hinders learners from organizing their thoughts and conveying messages effectively, which impedes their overall communication and academic success. Students often lack the necessary vocabulary and language skills to communicate their thoughts effectively. Additionally, many students have limited experience with organizing their ideas in a logical way, which makes their writing confusing or hard to follow. Without enough practice and guidance on how to develop clear sentences and paragraphs, students find it difficult to convey their message. Furthermore, some students do not fully understand the topic or how to connect their ideas smoothly, which leads to unclear or incomplete writing.

The low writing clarity observed among Grade 7 students could be attributed to several underlying cognitive and motivational factors identified in recent research. Studies emphasized that limited working memory capacity, poor transcription skills (handwriting and spelling), and low self-efficacy negatively impacted students' ability to organize and express ideas clearly in writing (Limpo et al., 2024; Driscoll et al., 2023). Working memory was crucial for holding and manipulating ideas during writing, and when it was taxed, students struggled to maintain clarity and coherence.

Table 1.3

Pretest Score of Grade 7 Students in the Control Group in the English Writing Skill Proficiency in terms of Grammar

Indicators	Frequency	Percent
Advanced	**0**	**0**
Proficient	**5**	**10.0**
Approaching Proficiency	**11**	**22.00**
Developing	**14**	**28.00**
Beginning	**20**	**40.00**
Total	**50**	**100.00**
Average	**74.20**	**Beginning**
SD	**6.34**	

Legend: 90 - 100 – Advanced 80 - Approaching Proficiency
85- 89 Proficient 75 - 79 - Developing 74 – Beginning

In the pretest, the Grade 7 students were below the **Beginning level (74.20).** Five students (10%) scored at the Proficient level. The largest group, making up 40%, remained at the Beginning level with scores below 75. This average score showed that many students were close to moving beyond the Beginning level. The scores varied moderately, indicating that while some students performed better, others still needed support to improve their grammar proficiency. The standard deviation of 6.34 showed a

moderate spread of scores around the mean, reflecting variability in participants' proficiency.

It implies that many Grade 7 students struggle with grammar proficiency in English writing because grammar rules can be complex and require consistent practice to master. Students often do not receive enough focused instruction or feedback on grammatical errors, making it difficult for them to recognize and correct mistakes. Additionally, limited exposure to well-structured English texts and insufficient reading habits hinder their understanding of proper grammar usage. For some learners, transferring grammar rules from their first language to English is confusing, leading to errors. Without regular practice and clear explanations, students often find it challenging to apply grammar correctly in their writing.

A study by Gruta and Astillero (2024) found that Grade 7 learners struggled significantly with verb tenses and subject-verb agreement, with verb-tense errors occurring in 66% of analyzed essays and subject-verb-agreement errors in 42% of cases. These difficulties were attributed to limited knowledge of grammatical rules, vocabulary gaps, and the morphosyntactic differences between students' first language and English.

Table 1.4

Pretest Score of Grade 7 Students in the Control Group in the English Writing Skill Proficiency in terms of Organization

Indicators	Frequency	Percent
Advanced	**21**	**42**
Proficient	**8**	**16.00**
Approaching Proficiency	**10**	**20.00**
Developing	**3**	**6.00**
Beginning	**8**	**16.00**
Total	**50**	
Average	**83.40**	**100.00**
SD	**9.39**	**AP**

Legend: 90 - 100 – Advanced 80 - Approaching Proficiency
85- 89 Proficient 75 - 79 - Developing 74 – Beginning

In the pretest, Grade 7 students were **Approaching Proficiency** (**83.40)**. This indicated a generally strong proficiency in the organization aspect of English writing. Most students performed at a level or higher. Specifically, 21 students (42%) received an Advanced level, scoring between 90 and 100, while 8 students (16%) were at the Beginning level, with scores below 80. This indicated overall solid performance across the group. The standard deviation of 9.39 showed a moderate degree of variability in scores, reflecting a mix of skill levels but with a clear concentration toward proficiency.

This implies that learners have a solid understanding of how to organize their ideas effectively in writing. However, with 22% of students scoring below the Approaching

Proficiency level, it is clear that some learners still require support in developing coherent and well-structured writing.

Studies highlighted that explicit teaching of organizational patterns, such as paragraph development, logical sequencing, and cohesive devices, significantly enhanced students' ability to organize their ideas. Additionally, the use of performance-based assessments and targeted feedback helped students understand how to structure their writing effectively, leading to higher scores in organization (Aliyu, 2020; Suastra and Menggo, 2020).

Research Question 2. What is the pretest score of Grade 7 learners in the experimental group in the English writing skill proficiency in terms of:

Table 2.1

Pretest Score of Grade 7 Students in the Experimental Group in the English Writing Skill Proficiency in terms of Coherence

Indicators	Frequency	Percent
Advanced	**0**	**0.00**
Proficient	**0**	**0.00**
Approaching Proficiency	**7**	**14.00**
Developing	**8**	**16.00**
Beginning	**35**	**70.00**
Total	**50**	
Average	**69.00**	**100.00**
SD	**6.62**	**Beginning**

Legend: 90 - 100 – Advanced 80 - Approaching Proficiency
85- 89 Proficient 75 - 79 - Developing 74 – Beginning

In the pretest, the Grade 7 students were below the **Beginning level (69.00).** Most students struggled with coherence in their English writing, and the data indicated that the majority were at the lower proficiency levels. Seven students (14%) were at the Approaching Proficiency level (scores 80–84), while 35 students (70%) were classified at the Beginning level, with scores below 75. The standard deviation of 6.62 showed moderate variability in scores. This distribution indicated that learners had difficulty logically connecting their ideas and maintaining a clear flow in their writing, which were essential components of coherence.

It implies that targeted instruction focuses on developing logical connections, sequencing, and cohesive devices, which are essential for helping students produce well-structured and coherent writing. By explicitly teaching students how to use logical connectors such as those indicating sequence, cause and effect, or comparison, students become better equipped to organize their ideas and link sentences and paragraphs smoothly. Research indicates that both explicit and implicit teaching of logical connectors

enhances students' writing skills; however, methods that concentrate specifically on form and offer ample practice along with feedback are particularly successful in improving accuracy and proper usage.

Studies showed that students often struggled to organize ideas logically, develop clear thesis statements, and maintain consistent flow throughout their essays. These difficulties were linked to limited vocabulary, inadequate understanding of discourse markers, and weak grasp of grammatical cohesion, such as conjunctions and referential ties (Suswanto, 2023).

Table 2.2

Pretest Score of Grade 7 Students in the Experimental Group in English Writing Skill Proficiency in terms of Clarity

Indicators	Frequency	Percent
Advanced	**0**	**0.00**
Proficient	**0**	**0.00**
Approaching Proficiency	**0**	**0.00**
Developing	**8**	**16.00**
Beginning	**42**	**84.00**
Total	**50**	
Average	**66.90**	**100.00**
SD	**4.61**	**Beginning**

Legend: 90 - 100 – Advanced 80 - Approaching Proficiency
85- 89 Proficient 75 - 79 - Developing 74 – Beginning

In the pretest, the Grade 7 students were below the **Beginning level (66.90).** Eight students (16%) achieved a Developing level, and the majority of them, 42 students (84%), were at the Beginning level. Most students struggled to express their ideas clearly and precisely, which affected the overall effectiveness of their writing.

It implies that students face challenges in the clarity aspect of English writing proficiency for several reasons. Many lack a strong vocabulary and the ability to choose precise words, making it difficult to convey their ideas. Additionally, they have limited practice in organizing their thoughts logically, which results in writing that is confusing or unclear. Insufficient instruction on sentence structure and the use of clear, concise language also contributes to their difficulties. Furthermore, students struggle with understanding the writing task or how to focus their ideas effectively, leading to vague or incomplete expressions. Without targeted support and regular feedback, these challenges persist, hindering their ability to write clearly and effectively.

Studies emphasized that integrating grammar instruction with writing exercises, providing timely feedback, and using digital tools significantly improved clarity in student writing (Canales Sánchez et al., 2024; LITPAM, 2024).

Table 2.3

Pretest Score of Grade 7 Students in the Experimental Group in the English Writing Skill Proficiency in terms of Grammar

Indicators	Frequency	Percent
Advanced	**0**	**0.00**
Proficient	**4**	**8.00**
Approaching Proficiency	**9**	**18.00**
Developing	**18**	**36.00**
Beginning	**19**	**38.00**
Total	**50**	**100.00**
Average	**73.60**	**Beginning**
SD	**6.47**	

Legend: 90 - 100 – Advanced 80 - Approaching Proficiency
85- 89 Proficient 75 - 79 - Developing 74 – Beginning

In the pretest, Grade 7 students were **beginning level (73.60).** Four students (8%) reached the Proficient level, scoring between 85 and 89, and 19 students (38%) were at the Beginning level, with scores below 75. This indicated moderate challenges in grammar proficiency within their English writing skills. The standard deviation of 6.47 showed moderate variability in scores.

It implies that Grade 7 students face moderate grammar challenges because English grammar is complex and requires clear instruction and regular practice. Many lack opportunities to apply grammar meaningfully and often rely on memorization rather than understanding. Advanced grammar concepts demand higher-level thinking skills, which can be difficult without targeted support and guidance. Additionally, inconsistent feedback and limited interactive activities reduce students' chances to recognize and correct their errors. These factors combine to make it harder for students to improve their grammar proficiency, affecting the overall quality of their writing. Providing focused teaching and more practice opportunities is essential to help them overcome these challenges.

This ongoing difficulty was often attributed to a limited functional grasp of grammatical elements, interference from the learners' first language, and insufficient reinforcement of grammar concepts throughout the K-12 spiral curriculum (ERIC, 2020).

Table 2.4

Pretest Score of Grade 7 Students in the Experimental Group in the English Writing Skill Proficiency in terms of Organization

Indicators	Frequency	Percent
Advanced	**10**	**20.00**
Proficient	**15**	**30.00**

Approaching Proficiency	**10**	**20.00**
Developing	**8**	**16.00**
Beginning	**7**	**14.00**
Total	**50**	**100.00**
Average	**81.20**	**AP**
SD	**8.36**	

Legend: 90 - 100 – Advanced 80 - Approaching Proficiency
85- 89 Proficient 75 - 79 - Developing 74 - Beginning

In the pretest, the Grade 7 students were at the **Approaching Proficiency level (81.20).** Ten students (20%) achieved the Advanced level, scoring between 90 and 100, while seven students (14%) were at the Beginning level, scoring below 75. This indicated a generally positive performance in the organizational aspect of English writing proficiency. The standard deviation of 8.36 reflected a moderate spread of scores, showing a healthy mix of skill levels.

It implies that many students have a good grasp of organizing their thoughts logically and presenting them in a clear sequence, but there remains a need to support those who find it challenging to maintain coherence and proper flow in their writing. Furthermore, some students who struggle with organizing their thoughts in writing often face difficulties due to a lack of clear understanding of how to structure their ideas logically. They find it challenging to plan their writing or use tools like outlines and graphic organizers that help arrange ideas in a coherent sequence. Additionally, some students have limited experience with recognizing how ideas connect or flow smoothly from one to another, which affects the clarity of their writing. Insufficient instruction on organizing paragraphs and using transitional words also contributes to these struggles. Without consistent practice and feedback, students continue to have trouble maintaining coherence and a logical progression in their writing.

The Montessori English Language Course: Writing Skills for Grade 7 (2024) highlighted that when students were taught to organize their writing using clear patterns, such as chronological order, cause and effect, and compare-contrast, they developed the ability to present ideas logically and coherently.

Research Question 3. Is there a significant difference between the pretest scores of the control and experimental groups?

Table 3

Test of Significant Difference between the Pretest Scores of the Control and Experimental Groups

Variables	T test	P value	Remarks	Decision
Pretest	**.000**	**1.00**	**Not Significant**	**Accept Ho**

There was no significant difference in the assessment of the control and experimental groups. The probability value is 1.00, which is greater than the level of significance at .05. Thus, the null hypothesis was accepted that the control and experimental groups were comparable in terms of their initial English writing skill proficiency.

It implies that the performance of both the control and experimental groups is the same, reflecting similar levels of proficiency and challenges in English writing skills across both groups. It shows that the students, regardless of group assignment, demonstrate comparable abilities in areas such as clarity, grammar, and organization. The data indicates that the overall writing performance is consistent, with no significant variation between the groups. This similarity reflects common factors influencing student learning and writing development within the population.

Recent studies in 2024 consistently reported that finding no significant difference between control and experimental groups at the pretest stage was a common and important aspect of well-designed educational research. Szalay et al. (2024) conducted a longitudinal study on experimental design skills among Grade 8 pupils and found no significant difference in pretest scores between control and experimental groups, indicating that the groups were comparable before the intervention began. This equivalence was crucial as it validated that any post-intervention differences could be attributed to the treatment rather than pre-existing disparities.

Research Question 4. What is the posttest score of Grade 7 learners in the control group in English writing skill proficiency in terms of:

Table 4.1

Posttest Score of Grade 7 Students in the Control Group in the English Writing Skill Proficiency in terms of Coherence

Indicators	Frequency	Percent
Advanced	**46**	**92.00**

Proficient	**2**	**4.00**
Approaching Proficiency	**1**	**2.00**
Developing	**0**	**0.00**
Beginning	**1**	**2.00**
Total	**50**	
Average	**94.70**	**100.00**
SD	**6.10**	**Advanced**

Legend: 90 - 100 – Advanced 85- 89 Proficient 80- Approaching Proficiency
75 - 79 - Developing 74 –Beginning

In the Posttest, the Grade 7 students were at the **Advanced level (94.70).** The majority of Grade 7 students, 46 (92%), achieved the Advanced level, scoring between 90 and 100. And 1 student (2%) fell into the Beginning level, scoring below 75. The standard deviation of 6.10 indicated some variability, but overall, consistently high performance. This distribution indicated that most students had developed a strong ability to logically connect ideas and maintain a clear, consistent flow in their writing.

It implies that the students improve in the posttest because they likely receive effective instruction that emphasizes organizing ideas logically and maintaining a clear flow in their writing. Consistent practice and feedback help them develop skills in connecting sentences and paragraphs smoothly. Additionally, exposure to well-structured examples and strategies for planning their writing strengthens their ability to express ideas clearly and cohesively. Supportive learning environments and targeted teaching methods also play a key role in enhancing students' coherence proficiency.

A study by Ni Putu Hindiani Putri (2024) analyzed descriptive paragraphs of seventh-grade students and found that 88% of the students produced coherent writing with clear structure and logical flow, primarily using conjunctions and reference devices to link ideas effectively.

Table 4.2

Posttest Score of Grade 7 Students in the Control Group in the English Writing Skill Proficiency in terms of Clarity

Indicators	Frequency	Percent
Advanced	**48**	**96.00**
Proficient	**2**	**4.00**
Approaching Proficiency	**0**	**0.00**
Developing	**0**	**0.00**
Beginning	**0**	**0.00**
Total	**50**	
Average	**96.50**	**100.00**
SD	**4.32**	**Advanced**

Legend: 90 - 100 – Advanced 85- 89 Proficient 80 - Approaching Proficiency

75 - 79 - Developing 74 –Beginning

In the posttest, the Grade 7 students were at the **Advanced level (96.50).** Most Grade 7 students, 48 (96%), achieved the Advanced level, scoring between 90 and 100. The remaining two students (4%) reached the Proficient level, scoring between 85 and 89. The standard deviation of 4.32 indicated relatively low variability, reflecting consistently strong performance across the group. This indicated that all learners were able to express their ideas clearly and effectively.

It implies that students in the control group achieve proficient scores in clarity, since they likely benefit from effective writing instruction that emphasizes organizing ideas, using clear language, and structuring sentences logically. Additionally, consistent practice, constructive feedback, and opportunities to revise their work help reinforce these skills, and the use of clear examples and modeling by teachers further supports students in understanding how to express their ideas precisely.

Research indicated that clarity in writing was closely linked to students' ability to organize thoughts logically and use appropriate linguistic structures, which could be developed through explicit teaching and continuous practice (Research and Education, 2024). These studies collectively suggested that the outstanding clarity scores observed in the post-test data resulted from effective teaching methods that emphasized precise expression, vocabulary development, and structured writing.

Table 4.3

Posttest score of Grade 7 Students in the Control Group in the English Writing Skill Proficiency in terms of Grammar

Indicators	Frequency	Percent
Advanced	**46**	**92.0**
Proficient	**4**	**8.0**
Approaching Proficiency	**0**	**0**
Developing	**0**	**0**
Beginning	**0**	
Total	**50**	
Average	**95.90**	**100.00**
SD	**4.59**	**Advanced**

Legend: 90 - 100 – Advanced 85- 89 Proficient 80- Approaching Proficiency
75 - 79 - Developing 74 –Beginning

The post-test scores of the Grade 7 students were at the **Advanced level (95.90).** Forty-six students (92%) achieved the Advanced level, scoring between 90 and 100, while the remaining four students (8%) reached the Proficient level, with scores from 85 to 89. The standard deviation of 4.59 indicated relatively consistent high performance across the group, showing that all learners demonstrated a strong command of grammatical rules and their correct application in writing.

It implies that the results of sustained and focused grammar instruction are crucial in helping students master essential language structures. Grade 7 students in the control group show improvements because the grammar instruction provided offers a clear framework for constructing accurate sentences, which enhances their ability to communicate ideas precisely and effectively. Their consistent practice and targeted feedback help them recognize and correct their mistakes, leading to better understanding and application of grammatical rules. Mastery of grammar also supports reading comprehension and enables students to progress to more complex language tasks with confidence.

A study by Apolonio et al. (2024) found that microlearning approaches that systematically reinforced grammar concepts deepened students' understanding and retention of grammar rules.

Table 4.4

Posttest of Grade 7 Students in the Control Group in the English Writing Skill Proficiency in terms of Organization

Indicators	Frequency	Percent
Advanced	**40**	**80**
Proficient	**8**	**16.0**
Approaching Proficiency	**2**	**4.0**
Developing	**0**	**0**
Beginning	**0**	**0**
Total	**50**	
Average	**92.90**	**100.00**
SD	**5.72**	**Advanced**

Legend: 90 - 100 – Advanced 85- 89 Proficient 80- Approaching Proficiency
75 - 79 - Developing 74 –Beginning

In the Posttest, the Grade 7 students were at the **Advanced level (92.90).** Forty students (80%) achieved the Advanced level, scoring between 90 and 100. And two students (4%) were classified at the Approaching Proficiency level (80–84). The standard deviation of 5.72 showed a moderate spread of scores, reflecting some variability but overall high achievement, indicating that all students were able to effectively structure their writing with clear and logical organization.

It implies that the results highlight the importance of focusing on teaching organizational skills, as a strong organization enhances the clarity and impact of written communication. When students learn to structure their ideas logically and use effective transitions, their writing becomes easier to follow and more persuasive. Clear organization helps students present their arguments cohesively, making their messages more compelling and understandable. Furthermore, explicit instruction in organization equips students with strategies to plan and revise their work, fostering greater confidence and independence in writing.

A 2024 study on Grade 7 students' overall proficiency reported that learners demonstrated strong skills in writing organization alongside other language skills, reflecting the positive impact of targeted teaching methods (Proficiency and Academic Performance of Grade 7 Learners in English as a Second Language," 2024 *Studies in Technology and Education* (Volume 3, Issue 2, pages 66–82).

Research Question 5. **What is the posttest score of Grade 7 learners in the experimental group in English writing skill proficiency in terms of:**

Table 5.1

Posttest Score of Grade 7 Students in the Experimental Group in the English Writing Skill Proficiency in terms of Coherence

Indicators	Frequency	Percent
Advanced	**46**	**92.0**
Proficient	**2**	**4.0**
Approaching Proficiency	**1**	**1.0**
Developing	**0**	**0.0**
Beginning	**1**	**1.0**
Total	**50**	**100.00**
Average	**93.20**	**Advanced**
SD	**5.96**	

Legend: 90 - 100 – Advanced 85- 89 Proficient 80- Approaching Proficiency
75 - 79 - Developing 74 –Beginning

In the Posttest, the Grade 7 students were at the **Advanced level (93.20).** Specifically, 46 students (92%) achieved the Advanced level, scoring between 90 and 100, and one student (1%) fell into the Beginning level with scores below 75. The standard deviation of 5.96 indicated some variability in scores, but overall, consistently strong performance. This distribution demonstrated that most students had developed a strong ability to logically connect ideas and maintain a clear, consistent flow in their writing.

It implies that the six thinking hats strategy applied in the experimental group is highly effective in enhancing learners' coherence skills. The blue hat is associated with coherence and managing the overall thinking process. The teachers are responsible for setting up the agenda, controlling the flow of discussion, and ensuring all other perspectives are considered. These findings emphasize the importance of the continued use of targeted teaching methods that focus on organizing ideas clearly, using cohesive devices, and structuring paragraphs effectively. Such approaches not only improve coherence but also contribute to overall writing quality, comprehension, and academic success. Educators sustain and build upon these effective practices to maintain high levels of writing proficiency among learners.

A study by Zahran (2024) demonstrated that the Six Thinking Hats strategy was highly effective in enhancing students' writing skills, particularly in coherence and

critical thinking. For instance, the study explored the impact of a Six Thinking Hats blended learning program on university students' writing and found significant improvements in their ability to organize ideas coherently, think creatively, and critically evaluate their work.

Table 5.2

Posttest Score of Grade 7 Students in the Experimental Group in the English Writing Skill Proficiency in terms of Clarity

Indicators	Frequency	Percent
Advanced	**48**	**96**
Proficient	**2**	**4.0**
Approaching Proficiency	**0**	**0.0**
Developing	**0**	**0.0**
Beginning	**0**	**0.0**
Total	**50**	**100.00**
Average	**97.20**	**Advanced**
SD	**4.30**	

Legend: 90 - 100 – Advanced 85- 89 Proficient 80 - Approaching Proficiency
75 - 79 - Developing 74 –Beginning

In the Posttest, the Grade 7 students were at the **Advanced level (97.20).** Forty-eight students (96%) achieved the Advanced level, scoring between 90 and 100, while the remaining 2 students (4%) reached the Proficient level, with scores between 85 and 89. The standard deviation of 4.30 indicated relatively low variability, reflecting consistently strong performance across the experimental group. This distribution highlighted a highly skilled cohort, showcasing excellent mastery of this outcome, where nearly all learners could express their ideas with precision, use appropriate vocabulary, and construct sentences that were easy to understand.

It implies that this data is significant for both teaching and assessment. High clarity in student writing under the white hat represents clarity and the need for facts and information, not only reflecting mastery of language skills but also ensuring that assessment results are valid indicators of what students know and can do, as clarity reduces the risk of misinterpretation by both students and evaluators. The experimental group students demonstrate outstanding clarity in their writing because they likely benefit from the Six Thinking Hats Strategy, which encourages diverse modes of thinking and helps them organize their ideas more effectively. This approach fosters critical thinking and creativity, enabling students to choose precise vocabulary and construct clear, well-structured sentences. The strategy's emphasis on different perspectives may also improve their ability to express ideas with greater precision and coherence. When students understand what is expected and are provided with transparent criteria, they are more likely to produce writing that meets high standards of clarity. This underscores the need for educators to continue using clear modeling, writing, and providing targeted feedback to sustain and further enhance students'

clarity in written expression.

A study titled The Effect of Using Six Thinking Hats Strategy on the Development of Writing Skills and Creativity of Seventh Grade EFL Students (2025) confirmed that applying the Six Thinking Hats strategy improved writing skills and creativity among Grade 7 EFL learners, with statistically significant gains over traditional teaching methods. The study employed a quasi-experimental design with pretest and posttest measures, involving 65 students divided into experimental and control groups. Results showed that the experimental group, taught using the Six Thinking Hats strategy, significantly outperformed the control group, which received conventional instruction. These findings imply that incorporating the Six Thinking Hats in writing instruction fosters critical thinking, encourages diverse perspectives, and promotes clearer, more coherent writing, making it a valuable pedagogical tool for enhancing English writing proficiency.

Table 5.3

Posttest Score of Grade 7 Students in the Experimental Group in the English Writing Skill Proficiency in terms of Grammar

Indicators	Frequency	Percent
Advanced	**46**	**92.0**
Proficient	**4**	**8.0**
Approaching Proficiency	**0**	**0**
Developing	**0**	**0**
Beginning	**0**	**0**
Total	**50**	**100.00**
Average	**94.80**	**Advanced**
SD	**6.14**	

Legend: 90 - 100 – Advanced 85- 89 Proficient 80 - Approaching Proficiency
75 - 79 - Developing 74 –Beginning

In the Posttest, the Grade 7 students were at the **Advanced level (94.80).** Forty-six students (92%) achieved the Advanced level, scoring between 90 and 100, while the remaining four students (8%) reached the Proficient level, with scores between 85 and 89. The standard deviation of 6.14 shows some variability in scores, but overall, consistently strong performance. This distribution reflected a highly skilled group, with the vast majority demonstrating excellent mastery of the assessed competencies, indicating that all learners demonstrated a strong command of grammatical rules and their correct application in writing.

It implies that the Grade 7 students highlight that they achieve mastery of grammar through the use of the blue hat, which represents mastery under the Six Thinking Hats strategy. By engaging in diverse thinking modes, they understand and apply grammatical rules accurately in their writing. The strategy's structured approach promotes careful reflection and analysis, which helps students internalize correct

grammar usage and produce clearer, more precise sentences.

Zahran (2024) found that implementing a Six Thinking Hats blended learning program using Moodle not only improved university students' writing skills but also enhanced their creativity and academic engagement. Collectively, these studies confirmed that the Six Thinking Hats strategy was highly effective in developing students' grammatical accuracy and comprehensive writing proficiency, supporting the high achievement reflected in the experimental group's post-test results.

Table 5.4

Posttest Score of Grade Students in the Experimental Group in the English Writing Skill Proficiency in terms of Organization

Indicators	Frequency	Percent
Advanced	**40**	**80.0**
Proficient	**8**	**16.0**
Approaching Proficiency	**2**	**4.0**
Developing	**0**	**0**
Beginning	**0**	**0**
Total	**50**	
Average	**95.90**	**100.00**
SD	**22.33**	**Advanced**

Legend: 90 - 100 – Advanced 85- 89 Proficient 80 -Approaching Proficiency
75 - 79 - Developing 4 –Beginning

In the Posttest, the Grade 7 students were at the **Advanced level (95.90).** There was a strong performance distribution, with 40 students (80%) achieving the Advanced level (scores 90–100), and 2 students (4%) at the Approaching Proficiency level (80–84). However, the standard deviation was notably high at 22.33, which indicated a wide variation in individual scores despite the high average. This large variability could indicate that while most students performed very well, a few scores differed significantly; all students structured their writing with clear, logical sequencing of ideas and appropriate use of paragraphs and transitions.

It implies that the improvement in organization among Grade 7 students in the experimental group is attributed to the structured approach of the Six Thinking Hats strategy, specifically the green hat, which encourages systematic thinking and innovative ideas that help students plan their writing more effectively. By engaging in different modes of thinking, students learn to sequence their ideas logically and use appropriate transitions, resulting in clearer and more coherent writing. Additionally, focusing instruction and regular practice with this strategy likely enhances their ability to organize paragraphs and maintain a consistent flow throughout their work. The combination of these factors contributes to their strong proficiency in writing organization.

Research by Dahlia et.al (2024) demonstrated that teaching strategies incorporating structured thinking frameworks, such as the Six Thinking Hats strategy, significantly enhanced students' ability to organize ideas logically and coherently in writing. Their study showed that students exposed to such interventions achieved higher scores in writing organization compared to peers taught through conventional methods.

Research Question 6. Is there a significant difference between the post-test scores of the control and experimental groups?

Table 6

Test of Significant Difference between the Posttest Scores of the Control and Experimental Groups

Variables	T test	P value	Remarks	Decision
Post test	**-.697**	**.488**	**Not Significant**	**Accept Ho**

There was no significant difference in the post-test assessment scores between the control and experimental groups. Shows a probability value of .488, which is greater than the significance level of .05. Therefore, the null hypothesis was accepted.

It implies that both groups performed similarly. It suggests that the six thinking hats strategy and traditional approaches used for both groups were equally effective in developing students' writing skills. Additionally, this outcome may reflect that factors such as students' prior knowledge, motivation, or classroom environment had a stronger influence on performance than the specific teaching strategy applied. The similarity in results also implies that more time or additional support might be needed for the experimental method to show a clear advantage.

A 2024 study by Szalay et al. investigated the development of experimental design skills among junior secondary school students and found no significant difference in post-test scores between the control and experimental groups, indicating that both groups performed similarly despite the intervention. This outcome may reflect factors such as the effectiveness of traditional step-by-step instructional methods, the limited duration or intensity of the intervention, or the need for further refinement of instructional strategies to better support the development of experimental design skills.

Research Question 7. Is there a significant difference between the pretest and post-test scores of the control and experimental groups?

Table 7.1

Test of Significant Difference between the Pretest and Posttest Scores of the Control Group in English Writing Skill Proficiency

	Paired Difference					
Indicators	**Mean**	**SD**	**t**	**P value**	**Remarks**	**Decision**
Coherence	**-31.30**	**5.786**	**-38.251**	**.000**	**Significant**	**Reject Ho**
Clarity	**-27.00**	**8.571**	**-22.274**	**.000**	**Significant**	**Reject Ho**
Grammar	**-21.70**	**7.864**	**-19.511**	**.000**	**Significant**	**Reject Ho**
Organization	**-9.50**	**9.105**	**-7.378**	**.000**	**Significant**	**Reject Ho**

There was a significant difference between the pretest and posttest scores of the control group in English writing skill proficiency, as shown in Table 7.1. The probability values were all less than the significance level of .05. Therefore, the null hypothesis was rejected.

It implies that the significant difference observed between the pretest and post-test scores of the control group in English writing skill proficiency can be attributed to several factors. One possible reason is the testing effect, where students improve simply because they become familiar with the test format and reduce anxiety during the post-test. Additionally, ongoing classroom instruction and informal learning outside the control group intervention could have contributed to the improvement. Natural maturation and cognitive development over time may also play a role, as students gain language skills through continuous exposure in their daily discussions in the classroom. Furthermore, the Hawthorne effect, where participants increase their effort because they know they are being observed, may have contributed to better performance.

Recent TESOL studies emphasized the integration of traditional and modern pedagogical approaches, such as blended learning and technology-enhanced instruction, to foster deeper understanding and engagement, leading to enhanced writing skills (Wang et al., 2024).

Table 7.2

Test of Significant Difference between the Pretest and Posttest Scores of the Experimental Group in English Writing Skill Proficiency

	Paired Difference					
Indicators	**Mean**	**SD**	**t**	**P value**	**Remarks**	**Decision**
Coherence	**-24.20**	**7.848**	**-21.804**	**.000**	**Significant**	**Reject Ho**
Clarity	**-30.30**	**5.478**	**-39.110**	**.000**	**Significant**	**Reject Ho**
Grammar	**-19.60**	**8.441**	**-16.417**	**.000**	**Significant**	**Reject Ho**

Organization	**-14.70**	**20.163**	**-5.155**	**.000**	**Significant**	**Reject Ho**

There was a significant difference between the pretest and posttest scores of the experimental group in English writing skill proficiency, as shown in Table 7.2. The probability values are all less than the level of significance at .05. Thus, rejecting the null hypothesis.

It implies that the significant difference between the pretest and post-test scores of the experimental group in English writing skill proficiency can be attributed to the use of the Six Thinking Hats strategy. This method encourages students to approach problems and tasks from multiple perspectives, analytical, creative, emotional, optimistic, cautious, and process-oriented, by metaphorically "wearing" different colored hats, each representing a distinct mode of thinking. Through this structured strategy, students are guided to think more deeply and systematically about their writing, which enhances coherence, clarity, grammar, and organizational thinking skills, promotes active engagement, and fosters independent thought.

The Six Thinking Hats strategy also creates a dynamic and interactive classroom environment where students collaborate, discuss, and reflect on their ideas, leading to improved understanding and retention of writing concepts. By cycling through different thinking modes, learners can generate new ideas, assess their work critically, and make more informed decisions about their writing, resulting in higher proficiency and performance. Studies have shown that applying this method in educational settings leads to significant improvements in learning outcomes, as it helps students move beyond habitual thinking patterns and develop a more holistic approach to problem-solving and communication. Therefore, the significant improvement in the experimental group's post-test scores can be directly linked to the benefits provided by the Six Thinking Hats strategy in fostering comprehensive and effective thinking in English writing tasks.

This research confirmed that integrating the Six Thinking Hats strategy in writing instruction led to marked improvements in students' ability to organize, express, and develop ideas in writing, with the experimental group outperforming the control group on post-test assessments. These studies consistently demonstrated that the Six Thinking Hats Strategy was effective in enhancing various aspects of writing proficiency, including organization, creativity, clarity, and overall writing performance, across different educational levels and contexts (International Journal of Research in Education and Science, 2024).

Both the control and experimental groups showed significant improvement in English writing proficiency from pretest to posttest, with **p-values below .05.** The control group's gains were likely influenced by factors such as test familiarity, ongoing instruction, natural maturation, and increased motivation from observation. The experimental group's greater improvement was attributed to the Six Thinking Hats strategy, which encourages students to approach writing tasks from multiple perspectives, analytical, creative, emotional, and process-oriented, thereby enhancing coherence, clarity, grammar, and organization. This structured, interactive approach fosters deeper thinking, collaboration,

and independent thought, leading to higher writing proficiency. These findings align with recent studies that highlight the effectiveness of the Six Thinking Hats strategy in improving cognitive and writing skills in educational settings (Karmakar and Chattopadhyay, 2024).

Research Question 8. Based on the study's findings, what Action Plan may be proposed?

The findings of this study reveal the need for the formulation of an Action Plan that will provide a structured roadmap for achieving a specific goal by breaking it down into actionable steps, timelines, and resources. A well-structured Action Plan transforms a goal into a practical and measurable plan for execution.

"Innovative Writing Instruction: Integrating Six Thinking Hats for Student Success"(*"Empowering Students to Innovate their Thinking, Elevate their Writing").*

Description:

The Action Plan is an instructional approach that applies Edward de Bono's Six Thinking Hats technique to enhance students' writing skills by encouraging them to explore ideas from multiple perspectives. Each "hat" represents a distinct mode of thinking, such as facts (White Hat), emotions (Red Hat), creativity (Green Hat), critical judgment (Black Hat), optimism (Yellow Hat), and process control (Blue Hat), which guides students to analyze, organize, and express their thoughts more effectively. This method fosters critical and creative thinking, collaboration, and metacognitive awareness, helping students develop clearer, more coherent, and well-structured writing. By integrating this strategy into writing instruction, educators empower students to innovate their thinking and elevate their writing proficiency through a structured, engaging, and holistic approach.

Conclusions

The conclusions drawn from the summary of findings provide a deeper understanding of how instructional strategies improve students' writing skills, indicating:

1. That pretest results show that Grade 7 control group students struggle with coherence, clarity, and grammar, mostly performing at the Beginning level. However, they have a stronger ability in organization. Targeted instruction should focus on improving coherence, clarity, and grammar while building on their organizational skills to enhance overall writing proficiency.

2. That pretest results for the experimental group show that Grade 7 students have basic organizational skills but struggle with coherence, clarity, and grammar. Targeted instruction is needed to improve their writing clarity, logical flow, and language mastery while strengthening their organizational abilities to boost overall writing proficiency.

3. That pretest analysis confirms that the control and experimental groups started with comparable English writing skill levels across key areas. This baseline equivalence ensures that any differences in post-intervention performance are likely due to the instructional methods rather than initial group differences.

4. That posttest results show significant improvement in the control group's English writing skills, with most students reaching the Proficient level in coherence, clarity, grammar, and organization. The instructional approach effectively supported clear, well-structured, and accurate writing, highlighting the value of targeted teaching and practice for future curriculum development.

5. That posttest results for the experimental group show high proficiency in coherence, clarity, grammar, and organization, all within the Proficient category. This demonstrates significant growth and confirms the effectiveness of the Six Thinking Hats Strategy. The findings emphasize the importance of targeted interventions in improving writing skills and can inform future teaching and curriculum development.

6. That both groups perform similarly following the intervention. Since both groups achieved comparable results, the instructional methods applied are equally effective, and this supports the idea that either approach can be successfully used to improve students' writing skills.

7. That both the control and experimental groups showed significant improvements in coherence, clarity, grammar, and organization after the intervention. Statistical analysis confirmed highly significant score increases from pretest to posttest, demonstrating the effectiveness of both the instructional approach and the Six Thinking Hats strategy in enhancing students' writing proficiency.

8. Drawing on the findings, an action plan focused on integrating the Six Thinking Hats strategy into writing instruction can be implemented. This method can lead to greater student engagement and improved academic performance, making it a valuable addition to the English writing curriculum. It offers a powerful way to enhance students' critical thinking and writing skills.

Recommendations

Based on the study's findings, recommendations focus on addressing student weaknesses, building strengths, and supporting both teachers and learners. Implementing these strategies can create more effective learning environments that foster continuous improvement in Grade 7 students' English writing skills.

1. The teacher may lengthen the period of the instructional intervention, allowing students more time to internalize and apply strategies, leading to more pronounced improvements in writing skills for several reasons. Extended school time is also particularly beneficial for students of color, those from low-socioeconomic backgrounds, and low-achieving students, as they often have fewer out-of-school learning opportunities

and are more susceptible to summer learning loss. The extended timeframe provides opportunities for enriched activities beyond the standard curriculum, allowing teachers to offer real-time support when students need it most.

2. To enhance implementation reliability, the school administration, principal, and instructional learning resources may provide comprehensive training on several key areas. This includes ensuring teachers have an in-depth understanding of the Six Thinking Hats strategy, its principles, and practical applications, along with effective facilitation techniques for managing classroom discussions and encouraging active student participation. Training may also cover curriculum and technology integration to enhance the Six Thinking Hats Strategy.

3. Curriculum developers and assessment specialists may adopt or develop more sensitive assessment tools because traditional measures often may fail to capture subtle but important changes in students' writing proficiency. Sensitive instruments, such as rubrics that evaluate higher-order thinking, creativity, and writing process skills, alongside conventional metrics, provide a more comprehensive and nuanced understanding of student progress. These tools help identify specific areas of strength and difficulty, enabling targeted instructional support and more accurate monitoring of growth over time.

4. It is recommended that educational researchers, teachers, school administrators, and curriculum developers take active steps to control external factors such as classroom environment, student motivation, and prior knowledge when evaluating instructional approaches. To ensure research reliability and isolate the true effects of teaching methods, standardized classroom conditions should be established, motivational strategies employed, and students' prior knowledge assessed and addressed before instruction. Systematic monitoring of these variables helps minimize confounding influences, allowing for more valid and reproducible results. Additionally, aligning these practices with educational accountability frameworks supports continuous improvement and strategic evaluation, ultimately enhancing the credibility of findings and the effectiveness of teaching and learning processes.

5. The School Education Research team may design follow-up studies exploring different durations, intensities, and combinations of instructional strategies to validate and extend initial findings. Longer-term follow-up is critical to assess the sustainability and lasting impact of the interventions on writing and critical thinking skills. Research has shown that explicit writing instruction improves outcomes across proficiency levels and contexts, but ongoing studies are needed to refine approaches and confirm their broad applicability and durability over time

6. Multifaceted and personalized educational interventions that combine mentoring, tutoring, and peer-mediated strategies may be implemented by school counselors, teachers, and community volunteers. These individuals can work together to provide individualized support to students, fostering deeper skill development through collaboration. Alternative education models, such as blended learning, microschools, or self-directed learning centers, may be explored and spearheaded by school

administrators, educational organizations, and curriculum developers, who may create more flexible, student-centered environments.

7. Teachers may personalize instruction by tailoring strategies to meet the varied needs and proficiency levels of students because personalized learning significantly improves academic performance and engagement. When instruction aligns with each student's strengths, interests, and learning pace, students become more motivated and invested in their learning, which leads to better outcomes such as higher test scores and graduation rates. Personalized learning also fosters the development of essential 21st-century skills like critical thinking, problem-solving, collaboration, and technology literacy, preparing students for future academic and career success. School administrators and curriculum developers may support this process by providing necessary resources, training, and flexible learning environments, which empower teachers to implement personalized instruction effectively and sustainably.

8. Educators may use the Action Plan as a practical guide for enhancing students' creative thinking and writing skills. Teachers may use it to design classroom activities that foster innovation, such as group brainstorming and role-playing, which help students generate diverse ideas and perspectives to enrich their writing. It is also recommended to use visual aids like mind maps and graphic organizers to help students organize their thoughts clearly, thereby improving the coherence of their writing. Digital tools and educational apps, games, and virtual reality may also be utilized to create a dynamic and supportive environment that enhances students' writing skills.

9. Future researchers may replicate the utilization of the Six Hats Strategy having another set of respondents to find out if the said strategy will be effective or not.

Compliance with Ethical Standards

This study complied with the ethical principles outlined in the Laguna College of Business and Arts (LCBA) Research Manual, ensuring that ethical considerations were integrated throughout the research process.

This research also acknowledged the utilization of AI-powered tools, including Microsoft Copilot for generating ideas, Grammarly for proofreading and grammar corrections, and Turnitin for checking plagiarism. Nonetheless, this research independently carried out all analyses, interpretations, and conclusions, The study ensured that AI was utilized solely as a supportive tool, not as a substitute for critical thinking and academic reasoning. It complied with rigorous ethical standards, including safeguarding data privacy, upholding academic integrity, and promoting responsible use of AI, all following institutional policies. AI technologies were employed only to enhance language quality and clarity in academic writing, while preserving the originality and intellectual depth essential for scholarly work.

Furthermore, the research obtained necessary approvals from relevant educational authorities before commencing the study. Participation was entirely

voluntary, and students had the freedom to withdraw at any time without facing academic penalties or negative consequences. Clear communication was established to reassure students of their rights, autonomy, and ethical protections throughout their involvement.

Lastly, the study upheld the highest ethical standards in academic research, data protection, and institutional compliance. Every stage of the research was executed with a strong emphasis on transparency, voluntary participation, informed consent, and data security. The researcher remained dedicated to academic integrity, ensuring that all findings were based on authentic analysis, rigorous evaluation, and ethical research methodologies.

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