

Ability To Elaborate Essays In Secondary Students Of Regular Basic Education

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Abstract

The present study corresponds to a scientific article regarding the competence to produce written texts type academic essay in students of regular basic education aimed to describe the level of production of written texts type essay in students of an educational institution of Regular Basic of Ica-Peru. The research was developed from the quantitative approach and the typology of simple descriptive research the sample was constituted by 90 students of the fifth grade of secondary of the regular basic education was used as an evaluation instrument the evaluation sheet of the ability to elaborate argumentative essays with a total of 15 items the qualification of each of the essays was carried out in a collegial manner through the intervention of teachers of the Areas of Social Sciences and Communication. The results reflect that a high percentage of students equivalent to 72% have reached the level of process regarding their ability to produce essays this means that students are close to or close to the expected level regarding the ability to prepare essays.

Keywords: Writing skills, academic essays, students.

1. Introduction

The production of academic essays is a fundamental challenge faced by students and constitutes a large part of individual achievement in academic and professional life. However, many researchers are very concerned about the low performance of young students in basic and higher

education in this field (1). Several studies reveal the difficulties that students face when writing texts, including essays, reports and final projects. Specifically, in Mexico, there is a high percentage of students who do not complete their higher education due to the inability to conclude their academic work. Writing is a foundational skill, therefore, the abilities, skills, and competencies necessary for academic writing should be learned in basic education rather than higher education (2).

This problem is evident in Latin American countries, such as the case of Peru, where it is evidenced according to the census evaluation (ECE) and sample evaluation (EM) carried out by the Ministry of Education (2018), that 20.2% of second-grade high school students achieved writing skills, on the contrary, most of the students evaluated (80.2%) write a work with insufficient information, with digressions, redundant repetition of ideas or contradictions (3).

This situation is evident in scientific studies, where 65.62% of students are at the initial level when writing argumentative texts. This means that they present difficulties related to the knowledge of communication, the purpose of the textual genre, the search and selection of information, the writing processes, the lack of motivation to write, the scarcity of reading habits and the textual plagiarism in extreme. In addition, 31.25% of the students located at the process level experienced difficulties when posing their thesis or taking a position, showed few argumentative strategies and did not correctly use the references and citations of authors. A high percentage of students who presented arguments did so based solely on their experiences (4).

In this same direction, according to a study carried out among university students of public and private origin in Nicaragua, it concluded that they all share the same difficulty in mastering the process of creating and writing argumentative essays, because these procedures are not consciously applied (5). It is necessary that, precisely in the higher education field, the elaboration of argumentative essays is privileged in which they have to demonstrate skills to sustain, question, criticize and persuade. In practice, students do not have sufficient knowledge about textual resources that lead them to the satisfactory writing of argumentative essays (6). In the case of elaborated texts, these are produced with notorious deficiency of

congruence, cohesion and clarity; the ideas are reproduced from diverse sources without being oriented towards taking their own position; that is, the voice of the student authors is not perceived (7).

In this way, the creation of essays represents an essential challenge faced by students, since it constitutes a significant part of their academic and professional success. Despite the efforts made, there is great concern among experts about the low performance of younger students in the field of essay writing at basic educational level (1).

In the population of secondary school students, the needs and shortcomings in the typification of argumentative texts such as the essay is evident. The preliminary observations reflect deficiencies of the students to elaborate the introduction of an essay in adequate conditions likewise in terms of the development of the essay they generally consign little relevant information and do not take into account an adequate way to cite the authors and theorists likewise their conclusions are not aligned to the objectives or purposes for which the essay is written. What is not learned, in the scenario of basic education, drags the same difficulties in the levels of higher education. In a global panorama it is assumed that these lack of skills to produce texts is a task that requires an in-depth study. In this intentional line, it is sought in this article, to identify and analyze the skills acquired by students of basic and higher education in the process of writing academic essays from the perspective of a simple descriptive research.

This situation has led to the following questions, a general problem: What is the level of development of the ability to prepare essays in fifth grade high school students of a regular basic educational institution in Ica-Peru? and the specific problems: What is the level of skill for the elaboration of the introduction of the essay, in students of the secondary level of Regular Basic Education?, What is the level of ability to elaborate the development of the essay, in students of the secondary level of Regular Basic Education?; What is the level of ability to elaborate the conclusions of the essay, in students of the secondary level of Regular Basic Education? and What is the level of ability to elaborate the essay keeping aspects of form: coherence, cohesion and spelling, in students of the secondary level of Regular Basic Education?; On the basis of these questions, the objectives of the investigation have been raised; general objective: To

describe the level of development of the ability to prepare essays in fifth grade students of a regular basic educational institution of Ica-Peru and the specific objectives: To describe the ability to prepare the introduction of the essay, in students of the secondary level of Regular Basic Education, to describe the ability to elaborate the development of the essay, in students of the secondary level of the Regular Basic Education?; to describe the ability to elaborate the conclusions of the essay (other), in students of the secondary level of Regular Basic Education.

Writing is an extremely complex cognitive activity because it involves the use of thought, language and interpretation of reality. Likewise, the capacity for argumentation requires a thorough exercise of thought (8). Writing involves a dynamic and meditative process in which the student uses different skills to shape meanings within the context of common linguistic interactions (9). Through writing, the appropriation of culture is formalized and influences school progress (10).

Through argumentation, essential ideas are transmitted with the purpose of supporting or refuting the thoughts or ideas of others. For this reason, it is argued that argumentation constitutes the foundation of reasoning, persuasion, demonstration and human knowledge (11). In daily life, the ability to argue is critical to addressing problematic situations, resolving disputes, and making choices effectively (11)(12)(13).

Within this perspective, the ability to generate argumentative texts is recognized as an element of great relevance. Argumentative text is understood as one of the most challenging discursive forms, both in its theoretical understanding and in its mastery by students at different educational levels (14) (15).

According to (16) (17), an argumentative text can be described as a word structure focused on evaluating and taking a stance on a controversial topic. The author's purpose may be to demonstrate or endorse an idea (or thesis), refute the contrary opinion, or persuade and convince the recipient about certain behaviors, events, or ideas.

According to (15) argumentation plays a fundamental role as a discursive device that connects the construction of knowledge in all areas. It represents a significant advantage in the development of disciplinary topics and in the

performance of specific tasks in which reflective and critical reasoning play a primary role (18) (19).

The argumentative text acquires autonomy thanks to its defined structure, which is constituted by the operations that lead to the very act of argumentation(20) (21) (22). This structure is based on the use of a thesis that seeks to prove or refute, supported by a series of premises that lead to a conclusion. To support or question these premises, the argumentator uses different argumentative marks that serve to connect and develop the argumentative discourse. The fundamental thing is that the argumentation forms a coherent structure that always leads to a conclusion. (11) (23).

As with other types of texts, argumentative text takes various discursive forms, such as opinion articles, press reviews, debates, and essays. (24). All textual construction activities are aimed at promoting the development of thought and language (25) (26).

The academic essay is defined as a scientific-argumentative text whose purpose is to support a thesis through arguments supported by citations, references, empirical research data, personal experiences, historical allusions, among other resources (27) (28).The objective of the essay is to foster the intellectual development of students, providing them with the opportunity to improve their research skills and abilities. This is intended to recognize, explain, understand and solve the challenges that arise in their social or natural environment. (29).

The basic parts to consider when writing an essay are as follows:

Introduction: The introduction is the first part of the essay and aims to introduce the topic and capture the reader's attention. In this section, a brief contextualization of the topic is included, the thesis or main argument is presented and the objectives of the essay are established (30).

Development: The development of the essay is the central part where the arguments and ideas related to the topic are exposed and developed; and these are organized into thematic paragraphs that address each key point; In addition, each paragraph should begin with a main idea and then be supported with examples, evidence or logical reasoning; in which the development must be coherent and have a logical progression of ideas. quote

Conclusion: The conclusion is the last part of the essay and aims to close the discussion and summarize the key points addressed; It is in this section where the central thesis or argument is reaffirmed and a synthesis of the main points developed in the essay is provided; A final reflection or a call to action related to the theme (30) may also be included.

In addition to these main parts, an essay may include other sections depending on the specific style or format, such as an abstract, bibliography, footnotes, among others; It is important to follow the specific guidelines and requirements set by the teacher or the requested writing format (30).

The construction of the written essay text is one of the most important skills for communication and one of the basic requirements for any student who is heading to be a professional (27).

To evaluate the introduction of the trial, it should be considered; **Clarity** and relevance in the topic and context of the essay by effectively capturing the reader's attention, is validated if a solid central thesis or argument is presented and if the importance and relevance of the topic is explained, and in terms of structure and **organization** is preserved if the introduction follows a logical and coherent structure, Presenting in an orderly manner the points to be addressed in the trial, it is also assessed whether a smooth transition between introduction and development is used (31).

The evaluation of development has to have Coherence and fluency: Examines whether the development of the essay is organized into thematic paragraphs, each with a main idea supported by clear and relevant examples, evidence or reasoning; it evaluates whether appropriate transitions are used to maintain fluency and coherence in the presentation of ideas. **Argumentation and evidence** is considered in the evaluation: It analyzes the quality and solidity of the arguments presented in the essay. Check to see if concrete examples, relevant data, citations from reliable sources, or other supporting elements are used to support the arguments. Evaluate whether the points are developed thoroughly and persuasively (31).

Regarding the aspect of the Conclusions; **Recap key points**: See if the conclusions summarize the main points addressed in the essay concisely and accurately. Verify whether reference is made to the thesis or argument central to the one

raised in the introduction and the Reflection and **closing**: Evaluates whether the conclusions include a final reflection on the topic and its relevance, as well as the possibility of expanding the discussion or suggesting future research lines; it evaluates whether a satisfactory and solid closure is provided to the essay (31).

The essay stimulates the cognitive process of students with the aim of experiencing the development of research skills and abilities, in order to be able to identify, explain, understand and transform the problems that arise in their social or natural environment (29). Currently, the essay is considered one of the most approached genres from the academic point of view (32).

The process of writing an argumentative essay requires a complex skill set to express a solidly grounded, well-written, and responsible point of view regarding an idea or topic. This approach encourages reflection and the issuance of judgments that involve the author in the exploration from his experience. In turn, this prompts you to ask questions that allow you to relate your ideas to those available in sources, make connections between your prior knowledge and what you need to know, and create new relationships between the available data, its context, and its purpose. (8). What skills does the construction of a written text such as the essay allow? The three essential skills or actions are: planning, textualizing and revising; these actions work interdependently together with the dimensions of discourse: pragmatics, semantics and syntax (33).

In essay writing, the essential skills of planning, textualizing and proofreading are fundamental and complement each other. Planning involves organizing and structuring ideas before you start writing. This involves deciding on the structure of the text, the key points to be addressed and how they will be developed. Good planning helps lay a solid foundation for the rest of the writing process. Textualization refers to the ability to translate ideas into text in a clear and coherent manner. This involves properly using discourse dimensions, such as pragmatics (the effective use of language in a communicative context), semantics (the meaning and understanding of words and phrases), and syntax (the grammatical structure and organization of sentences). Proofreading is a crucial part of the writing process. It involves reviewing and improving the essay in terms of clarity, consistency, fluency and grammatical

correctness. During the review, adjustments can be made to the organization of ideas, the use of vocabulary, the correction of errors and the improvement of the overall structure of the essay (30).

The skills required include a series of constructive operations that, from a linguistic perspective, are known as textual indicators (27). According to (34), during the writing process, it is crucial to combine these operations, which include planning ideas, generating texts and revising them.

The planning skill involves a set of operations to design the essay construction process. This involves determining what and how to write, the communicative purpose and intention, the characteristics of the recipients of the text, the type of speech to be used and the writing scheme. It is essential that this action is carried out in a manner consistent and appropriate to the text (27). It is important to note that writing strategies should be established during planning, hence the importance of using idea generation techniques (35).

The whole process starts from the generation of ideas and involves a non-linear activity, which means that the writer can return to his ideas, evaluate them or add others (36).

Textualization refers to the set of writing operations that are executed from the planning and new operations that arise during the textual elaboration process. It is important to consider the time and resources available, and then define the initial stage of preparation, that is, how to start the writing. The text is constructed taking into account the dimensions of language: pragmatics, semantics and syntactics. This action should be carried out in a manner that is coherent, cohesive and appropriate to the text (27).

The review involves a set of operations aimed at verifying each of the operations carried out in the planning and textualization, taking into account the dimensions of the discourse. It reflects on whether the text has achieved the expected result in planning. This revision makes it possible to avoid repetitions, syntactic errors, spelling errors, letter changes and other aspects that may go unnoticed during biased reading (37).

In this way, essay writing plays a crucial role in the dissemination and socialization of knowledge (38). It is essential to encourage the interest of more people in practicing scientific research and to put into words the

knowledge acquired. The written text becomes a knowledge tool that contributes to disseminate and validate the results and discoveries of research within the scientific community, allowing the dissemination of knowledge and the possibility of accessing knowledge on a large scale (8).

2. Method

The present study has been constructed from the perspective of a simple descriptive research which is a type of study used in scientific research that aims to describe or characterize a situation or phenomenon in an objective and detailed way. According to (39): "Simple descriptive research has as its fundamental objective to describe the characteristics of a population or phenomenon at a given time, establishing its structure or behavior.". This scientific article describes in detail the ability to elaborate essays in students of the secondary level of regular basic education.

The study population was constituted by 118 students of the fifth grade of secondary education of an educational institution of Regular Basic Education of Ica- Peru, according to enrollment payroll of the year 2023, to determine the study sample was used the formula for calculating the sample size for finite populations resulting in a total of 90 students. The main characteristic of the study sample is that the students are also female, all of them are aged between 16 and 17 years and belong to the last year of studies of regular basic education.

For data collection, the instrument called the evaluation form of the ability to elaborate argumentative essays in students of the secondary level was used, this instrument was formulated taking into account the student's ability to elaborate the introduction of the essay; the ability to produce the text referring to the essay's own development and the ability to elaborate the conclusions of the essay; Likewise, aspects related to the coherence, cohesion and management of spelling were taken into account, this instrument consisted of 15 items which could be valued with scores from 1 to 4 where one point indicates poor ability and four points indicates very good ability. In the global assessment of the dimensions and ability to elaborate essays, the following evaluation scale was considered: At the beginning, in process, expected achievement and

outstanding achievement regarding the student's ability to elaborate essays.

For the qualification of each of the essays produced by the students, we had the collegiate support of professors in the area of social sciences and communication with whom the indicators and evaluation items were socialized in order to have uniformity of criteria to weigh the textual production of the students. Data processing was carried out through the use of descriptive statistics analyzing in detail the students' response to each item, the assessment in each dimension and the ability to produce the argumentative essay in a global way.

4.Results

Table 1. Skill in the elaboration of the introduction of the school essay

Dimension	Items	Beginning		Process		Expected accomplishment		Outstanding achievement	
		f	f%	f	f%	f	f%	f	f%
Skill in the elaboration of the introduction of the school essay	1. The essay has a title that anticipates the content and point of view that will be developed.	41	46%	18	20%	29	32%	2	2%
	2. The IDC structure can be clearly identified	5	6%	51	57%	21	23%	13	14%
	3. The introduction anticipates the topic or problem you will deal with.	0	0%	66	73%	12	13%	12	13%
	4. The introduction manages to capture the reader's attention and arouse their	16	18%	41	46%	30	33%	3	3%

	interest in the subject.								
	5. The introduction addresses the central issue and whether it establishes the importance of the topic to the reader.	26	29%	44	49%	18	20%	2	2%

Interpretation

Table 1 provides an evaluation of the ability in the elaboration of the introduction of a school essay, with different aspects evaluated and the results obtained. The following is an interpretation of each item:

Item1: "The essay has a title that anticipates the content and the point of view that will be developed", it was obtained that, 41 students representing 46% of the total are at the beginning level; 18 students representing 20% are in the process category; 29 students who respect 32% are in the expected achievement category and 2 students representing 2% are in the outstanding achievement category. This result indicates that, in general, essays in most cases do not have titles that give an advance idea of the content and perspective that will be addressed in the essay.

Items 2. The IDC structure (Introduction, Development, Conclusion) can be clearly identified", it was obtained that, 5 students representing 6% of the total are at the beginning level; 51 students representing 57% are in the process category; 21 students who respect 23% are in the expected achievement category and 13 students representing 14% are in the outstanding achievement category. This suggests that there are difficulties in clearly identifying the structure of the trial, i.e. in clearly distinguishing introduction, development and conclusion.

Item 3: "The introduction anticipates the topic or problem it will address"; It was obtained that 66 students representing 73% of the total are in the process category; 12 students

representing 13% are in the expected achievement category and 12 students representing 13% are in the outstanding achievement category. This indicates that the vast majority of students are in the process of developing the introduction adequately anticipating the topic or problem that will be addressed in the essay.

Item 4: "The introduction manages to capture the reader's attention and awaken their interest in the topic", it was obtained that 16 students representing 18% are in the beginning category, 41 students representing 46% of the total are in the process category; 30 students representing 33% are in the expected accomplishment category and 3 students representing 3% present outstanding achievement. This result suggests that, in general, the introductions formulated by the students manage to capture the reader's attention and awaken their interest in the topic, although there is still room for improvement.

Item 5: "The introduction addresses the central theme and establishes the importance of the topic to the reader"; It was obtained that, 26 students representing 29% are in the starting category, 44 students representing 49% of the total are in the process category; 18 students representing 20% are in the expected accomplishment category and 2 students representing 2% present outstanding achievement. This indicates that, in general, introductions address the central theme and establish the importance of the topic to the reader, although there is still room for improvement in this regard.

Table 2. Ability in the elaboration of the development of the school trial

Dimension	Items	Beginning		Process		Expected accomplishment		Outstanding achievement	
		f	f%	f	f%	f	f%	f	f%
Ability in the elaboration of the development of the school trial	6. Elaborate considering personal reflections and reference to other authors	8	9%	52	58%	18	20%	12	13%
	7. The explanation	21	23%	34	38%	33	37%	2	2%

	of the topic is adequate								
	8. Contains the exposition of a personal point of view	8	9%	42	47%	38	42%	2	2%
	9. Make quotes and paraphrases to substantiate	17	19%	45	50%	17	19%	11	12%
	10. Formulate Examples and analogies	25	28%	27	30%	35	39%	3	3%

Interpretation

Table 2 provides an evaluation of the Ability in the elaboration of the development of the school trial, with different aspects evaluated and the results obtained. The following is an interpretation of each item:

Item 6." Elaborate considering Personal reflections and reference to other authors" it was obtained that, 8 students representing 9% are in the category of beginning, 52 students representing 58% of the total are in the category of process; 18 students representing 20 per cent are in the expected accomplishment category and 12 students representing 13 per cent have outstanding achievement. This indicates that, in general, students are in the process of achieving elaboration considering personal reflections and referencing other authors.

Item 7." The explanation of the topic is adequate", it was obtained that, 21 students representing 23% are in the starting category, 34 students representing 38% of the total are in the process category; 33 students representing 37% are in the expected accomplishment category and 2 students representing 2% present outstanding achievement. This indicates that, in general, during the development of the essay the explanation of the topic is adequate, with the highest percentages being found in the categories of process and expected accomplishment.

Item 8." It contains the exposition of a personal point of view", it was obtained that, 8 students representing 9% are

in the starting category, 42 students representing 47% of the total are in the process category; 38 students representing 42% are in the expected accomplishment category and 2 students representing 2% have outstanding achievement. This indicates that, in general, during the development of the essay it is possible to include personal points of view, with the highest percentages being found in the categories of process and expected accomplishment.

Item 9." Make Appointments and paraphrases to substantiate", it was obtained that, 17 students representing 19% are in the category of beginning, 45 students representing 50% of the total are in the category of process; 17 students representing 19 per cent are in the expected accomplishment category and 11 students representing 12 per cent have outstanding achievement. This indicates that, in general, during the development of the essay it is possible to make citations and paraphrases to argue the content, with the highest percentages being found in the categories of process and expected achievement.

Item 10. "Formulate Examples and analogies", it was obtained that, 25 students representing 28% are in the starting category, 27 students representing 30% of the total are in the process category; 35 students representing 39% are in the expected accomplishment category and 3 students representing 3% present outstanding achievement. This indicates that, in general, during the development of the essay they manage to formulate examples and analogies, with the highest percentages being found in the categories of process and expected accomplishment.

Table 3. Ability to draw school trial conclusions

Dimension	Items	Beginning		Process		Expected accomplishment		Outstanding achievement	
		f	f%	f	f%	f	f%	f	f%
Ability to draw school essay conclusions (other)	11. The conclusion contains a recapitulation of the ideas discussed in the essay.	17	19%	34	38%	28	31%	11	12%

	12. Close the essay with an opinion or assessment of the topic	8	9%	42	47%	30	33%	10	11%
	13. Citations and references have the requested format (APA)	8	9%	50	56%	28	31%	4	4%
	14. The structure elements of the sentence are ordered in a logical way	8	9%	52	58%	19	21%	11	12%
	15. Words are spelled correctly and punctuation marks are used efficiently, in accordance with current academic standards	34	38%	36	40%	9	10%	11	12%

Interpretation

Table 3 provides an evaluation of the Ability in the elaboration of the conclusions of the school trial, with different aspects evaluated and the results obtained. The following is an interpretation of each item:

Item 11. "The conclusion contains a recapitulation of the ideas discussed in the essay" it was obtained that, 17 students representing 19% are in the starting category, 34 students representing 38% of the total are in the process category; 28 students representing 31% are in the expected achievement category and 11 students representing 12% present outstanding achievement. This indicates that, in general, students are in the process of drawing conclusions that contain a recapitulation of the ideas discussed in the essay.

Item 12. "Close the essay with an opinion or assessment of the topic", it was obtained that, 8 students representing 9% are in the starting category, 42 students representing 47% of the total are in the process category; 30 students representing 33% are in the expected achievement category and 10 students representing 11% present outstanding achievement. This indicates that, in general, students are in the process of closing the essay with an opinion or assessment of the topic.

Item 13. "Citations and references have the requested format (APA)", it was obtained that, 8 students representing 9% are in the starting category, 50 students representing 56% of the total are in the process category; 28 students representing 31% are in the expected achievement category and 4 students representing 4% present outstanding achievement. This indicates that, in general, students are in the process of getting citations and references produced according to the requested standard.

Item 14. "The structure elements of the sentence are ordered in a logical way", it was obtained that, 8 students representing 9% are in the starting category, 53 students representing 58% of the total are in the process category; 19 students representing 21% are in the expected achievement category and 11 students representing 12% present outstanding achievement. This indicates that, in general, students have achieved the category in process in their ability to consider the elements of sentence structure ordered in a logical manner.

Item 15. "The words are written correctly and punctuation marks are used efficiently, in accordance with current academic standards", it was obtained that, 34 students representing 38% are in the starting category, 36 students representing 40% of the total are in the process category; 9 students representing 10% are in the expected achievement category and 11 students representing the 12% present outstanding achievement. This indicates that, in general, students elaborate essays in which words are written correctly and punctuation marks are used efficiently, in accordance with current academic standards, with the highest percentages being found in the categories of process and expected achievement.

Table 4. Ability to elaborate essays according to dimensions, in high school students

Levels of achievement according to variable	Frequencies by dimensions					
	Introduction		Development		Conclusions	
	f	f%	f	f%	f	f%
Start (0-10 points)	46	51%	41	46%	41	46%
Process (11-14 points)	24	27%	29	32%	29	32%
Expected accomplishment (15-17 points)	17	19%	17	19%	16	18%
Outstanding achievement (18-20 points)	3	3%	3	3%	4	4%
Total	90	100%	90	100%	90	100%
Arithmetic mean	10,9		11,4		11,5	

Interpretation

Table 4 provides information regarding the ability to elaborate essays according to dimensions of introduction, development and conclusions in the students of the study sample.

The results show that in terms of the student's ability to formulate the introduction of the school essay on average they reach 10.9 points that places students in the category of beginning; Regarding the ability to elaborate the development of the essay in which the formulation of the content prevails, students reach an average of 11.4 points that place them in the category of process; Regarding the dimension of formulation of conclusions, students reach an average of 11.5 points that places the sample in the category of process.

In general, we can observe that students only manage to reach the process level in terms of the ability to elaborate essays according to dimensions.

Table 5. Ability to write essays in high school students

Levels of achievement according to variable	Frequencies	
	f	f%
Start (0-10 points)	40	44%
Process (11-14 points)	30	33%
Expected accomplishment (15-17 points)	16	18%
Outstanding achievement (18-20 points)	4	4%
Total	90	100%

Arithmetic mean	11.26	
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Interpretation

Table number 5 presents the general results regarding the ability to elaborate essays in secondary level students.

In this table we observe that 40 students representing 44% are in the starting category, 30 students representing 33% are located in the process category, 16 students representing 18% reach the expected achievement and 4 students representing 4% reach outstanding achievement with scores between 18 and 20 points. In general, we can observe that the students in the study sample reach an arithmetic mean of 11.26 points that places the group in the process category in their ability to prepare school essays.

5. Discussion

The ability to write essays is an essential competency for high school students, as it allows them to communicate ideas clearly, argue coherently, and develop critical thinking skills. In this section, we will discuss the results obtained in a study on the ability to elaborate essays in secondary students considering the dimensions of elaboration of the introduction the development of the essay and the formulation of conclusions.

First, it was observed that most of the participating students presented difficulties in the structuring of their essays. Many of them encountered challenges in organizing their ideas logically and sequentially, which affected the clarity and coherence of the text. These results suggest the need for further teaching and practice of techniques of organization and structuring of essays in the school curriculum.

In addition, it was noted that the students faced difficulties in generating solid and substantiated arguments. Many of them lacked sufficient evidence to support their claims, which weakened the persuasion and validity of their essays. This highlights the importance of fostering the development of research and critical analysis skills in female students, so that they can back up their arguments with reliable sources and sound reasoning.

On the other hand, it was identified that the students had a limited vocabulary and lacked precision in the use of

language. This affected the quality of their essays, as their ability to convey ideas effectively was compromised. It is necessary to focus efforts on enriching vocabulary and improving written expression in the curriculum, through activities and practices that promote the linguistic development of students.

Despite these difficulties, positive aspects were also found. Some students demonstrated outstanding skills in building strong arguments and presenting ideas in a clear and concise manner. These results indicate the existence of students with a good level of essay skills, which highlights the importance of identifying and promoting good practices in the teaching of essay writing.

In summary, the results of this study on essay writing skills in high school students highlight the need to improve the teaching and practice of essay structuring techniques, encourage the development of research and critical analysis skills, and enrich vocabulary and written expression. These findings provide valuable information for the design of educational strategies and the improvement of essay writing teaching in high school students.

Conclusions

It has been identified that students of secondary education of regular basic education have some deficiencies to elaborate essays especially in terms of the introduction of the essay and the development of the essay, as well as the formulation of conclusions, obtaining a score of 11.26 points in the general evaluation that indicates that this skill is in the process of development, that is, its score ranges between 11 and 14 points.

It has been determined that students do not achieve heavy levels in their ability to elaborate the introduction of the essay of the essay with an average of 10.9 points. The skill in crafting the introduction of the school essay involves having a title that anticipates the content and point of view, clearly identifying the IDC structure, anticipating the topic or problem to be addressed, capturing the reader's attention and arousing their interest in the topic, and addressing the central topic by establishing its importance to the reader. These aspects are crucial to creating an effective introduction that prepares the reader for the development of the essay and motivates him to continue reading.

It has been determined that students do not achieve heavy levels in their ability to elaborate the development of the essay with an average of 11.4 points. Skill in the development of the school essay involves the ability to combine personal reflections and references to other authors, explain the topic adequately, present a personal point of view supported by solid arguments, use quotes and paraphrases to substantiate, and formulate examples and analogies. These aspects are fundamental to achieve an effective and persuasive development of the essay, allowing the student to express their ideas clearly and convincingly.

It has been determined that students do not achieve heavy levels in their ability to elaborate the conclusions of the essay with an average of 11.5 points. The skill in drawing up school essay conclusions involves being able to recapitulate the main ideas, close the essay with an opinion or assessment of the topic, use quotes and references correctly, order the structure elements of the sentence logically and write words correctly and use punctuation marks efficiently.

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