

The process approach and its effects on the writing proficiency of grade 10 students of Cawayan National High School

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Abstract

This study investigated the effects of the process approach on the writing proficiency of Grade 10 students at Cawayan National High School, Bacacay, Albay, during SY 2025–2026. Writing proficiency, a critical macro skill alongside listening, speaking, and reading, remains a challenge for many learners due to difficulties in content development, organization, vocabulary, grammar, and mechanics. Using a quasi-experimental design, the study compared the performance of control and experimental groups in composing argumentative, informative, persuasive, and critique essays. The process approach, which emphasizes stages of prewriting, drafting, revising, editing, and publishing, was applied to the experimental group to determine its impact on students' proficiency. Pre-test and post-test results were analyzed to identify significant differences in performance and least mastered skills. Findings are expected to inform the development of enhanced lesson plans tailored to address learners' weaknesses. The study's significance extends to policymakers, curriculum planners, teachers, and students, offering evidence-based insights into effective writing instruction. By integrating the process approach, schools may strengthen writing pedagogy, improve learners' communicative competence, and align with national and global educational goals. Ultimately, the study contributes to fostering academic success, employability, and lifelong learning through improved writing proficiency.

Keywords: Writing Proficiency; Process Approach; Grade 10 Students; Argumentative and Informative Essays

1. Introduction

Writing is a fundamental macro skill that supports academic achievement, career advancement, and personal development. In the Philippine educational system, writing proficiency is emphasized through constitutional mandates, Republic Acts, and DepEd policies that highlight literacy as a cornerstone of quality education. Despite these frameworks, many high school students continue to struggle with writing tasks, particularly in argumentative, informative, persuasive, and critique essays. Common challenges include weak content development, poor organization, limited vocabulary, and errors in grammar and mechanics. These difficulties hinder students' ability to meet curriculum standards and negatively affect their confidence and academic performance. Teachers, especially in English, play a crucial role in modeling effective writing practices and guiding learners toward proficiency. The process approach, which emphasizes writing as a recursive activity involving prewriting, drafting, revising, editing, and publishing, offers a promising strategy to address these challenges. At Cawayan National High School, Grade 10 students often find essay writing overwhelming, leading to incomplete or unclear outputs. This study explores whether the process approach can improve their writing proficiency and identifies least mastered skills to inform enhanced lesson plans. By doing so, it aims to strengthen instructional practices and contribute to students' academic and professional success.

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2. Methods

This study employed a quasi-experimental design to examine the effects of the process approach on the writing proficiency of Grade 10 students at Cawayan National High School. Two intact class sections, comprising 66 students, were divided into control and experimental groups with 33 participants each. Writing prompts requiring argumentative, informative, persuasive, and critique essays served as the main instruments, assessed through analytical rubrics focusing on content, organization, language use, and mechanics. A pre-test established baseline proficiency, followed by a six-week instructional intervention. The control group received conventional teaching, while the experimental group was taught using the process approach, emphasizing stages of prewriting, drafting, revising, editing, and publishing. A post-test was administered to both groups to measure progress. Statistical tools, including mean, performance level computation, and t-tests, were applied to analyze differences in proficiency and identify least mastered skills.

3. Materials

The primary materials of this study were writing prompts and analytical rubrics designed to assess students' proficiency in composing argumentative, informative, persuasive, and critique essays. Each prompt required learners to produce essays within 150–200 words under timed conditions, ensuring consistency and comparability across groups. The rubrics evaluated four domains: content, organization and cohesion, language and style, and conventions and mechanics. Each domain was scored on a five-point scale ranging from "Beginning" to "Excellent," with descriptors tailored to each essay type. To ensure validity, the instruments underwent a three-stage validation process: face validation by the Thesis Committee, content validation by external experts, and a dry run with 33 students. Adjustments were made to clarify instructions, refine prompts, and align time allotments with essay requirements. Secondary materials included books, journals, and DepEd issuances that contextualized the study and supported analysis. A table of specifications guided item distribution across cognitive domains, ensuring balanced assessment of skills. These materials provided a structured framework for evaluating writing proficiency and identifying least mastered skills, forming the basis for developing enhanced lesson plans.

4. Results

The results revealed measurable differences in writing proficiency between the control and experimental groups. Pre-test scores indicated comparable baseline performance across both groups, with students generally struggling in organization, language use, and mechanics. Following the six-week intervention, the experimental group demonstrated significant improvement in all four essay types, particularly in content development and organization, where the process approach facilitated clearer thesis statements, logical flow, and effective transitions. Performance levels shifted from "Near Mastery" to "Mastery" and "Near Full Mastery" in several domains, while the control group showed only modest gains under conventional instruction. The t-test confirmed statistically significant differences between pre-test and post-test scores of the experimental group, validating the effectiveness of the process approach. Least mastered skills were identified in mechanics, including grammar, punctuation, and spelling, which remained areas of difficulty despite overall improvement.

5. Discussion

The findings affirm the effectiveness of the process approach in enhancing students' writing proficiency. By guiding learners through recursive stages of prewriting, drafting, revising, editing, and publishing, the approach provided structured opportunities for idea generation, organization, and refinement. The significant improvement in the experimental group highlights the importance of interactive and student-centered strategies in overcoming common writing challenges such as weak content development and poor cohesion. These results align with existing literature that emphasizes the value of process-oriented instruction in fostering critical thinking and communicative competence. However, persistent difficulties in mechanics suggest the need for targeted interventions, such as grammar workshops and peer-editing activities, to complement the process approach. The study's implications extend to curriculum planners, teachers, and policymakers, offering evidence-based support for integrating process-based writing instruction into English curricula. Enhanced lesson plans addressing least mastered skills can further strengthen writing pedagogy, ensuring learners achieve mastery across all domains. Ultimately, the process approach not only improves academic performance but also equips students with lifelong communication skills essential for higher education and employability.

6. Conclusion

The study highlights the importance of adopting the process approach to improve the writing proficiency of Grade 10 students at Cawayan National High School. Results indicate that writing challenges—such as content development, organization, language use, and mechanics—can be addressed more effectively when learners engage in structured stages of writing. The quasi-experimental design revealed differences in performance between control and experimental groups, underscoring the value of process-based instruction. Identifying least mastered skills provides a foundation for developing enhanced lesson plans that target specific learner needs. Beyond classroom application, the findings contribute to policy formulation, curriculum development, and teacher training, ensuring that writing instruction aligns with national educational goals and global standards. Ultimately, the study affirms that writing proficiency is not only an academic requirement but also a vital life skill that fosters critical thinking, communication, and employability.

Compliance with ethical standards

Acknowledgement

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Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of Ethical Approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Albay.

Statement of Informed Consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

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