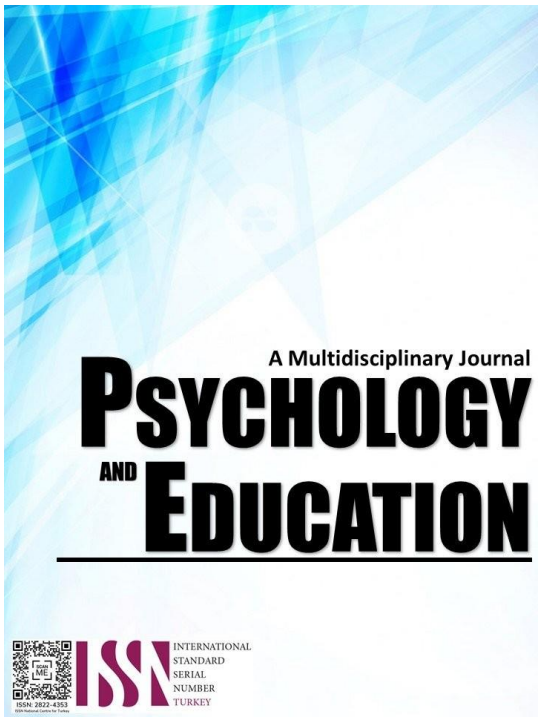
PROCESS APPROACH IN TEACHING WRITING AMONG HUMANITIES AND SOCIAL SCIENCES (HUMSS) LEARNERS



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Research Article

Process Approach in Teaching Writing Among Humanities and Social Sciences (HUMSS) Learners

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Abstract

This study is descriptive-qualitative research, and it determined the effectiveness of process approach in teaching writing among Humanities and Social Sciences (HUMSS) learners. Qualified and respectable educators and experts were asked to evaluate the learning guide developed by the researcher to further adhere to the qualifications needed in executing this to the learners. These validators used the DepEd prescribed tool for evaluating modules and learning guides. Selected group of Humanities and Social Sciences (HUMSS) learners of Don Jose M. Ynares Sr. Memorial National High School (DJYMNHS) underwent learning writing through process approach using the researcher-made learning guide. Since distance learning was the modality at the time the study was conducted, the process happened in the online platform. The validators and the students' output determined the effectiveness of the learning guide. This study focused on the use of process approach in teaching writing a narrative essay. The process approach is divided into five segments: pre-writing, drafting, revising, editing, up to publishing phase.In gathering data, observation, focus group discussion, survey questionnaire with descriptive scale and the scores of students' written output were used. The results were shown based on the evaluation of experts, teachers, and students of Grade 11 HUMSS. The crafted learning guide was rated "Very Much Useful" by the experts. Therefore, the use of the learning guide in writing will be effective in enhancing HUMSS senior high school students' writing skills under the process approach. This will help them create quality output ready for publishing.

Keywords: *narrative essay, process approach, writing*

Introduction

Writing being one of the considered fundamental macro-skills especially in the context of formal communication and just like reading is crucial in improving educational outcomes and far-reaching implications, a reason why it must be taught even during the pandemic. In this competitive world, writing is also one of the skills that is necessary to excel more particularly in the workplace. However, despite of the fact showing the significant role of writing in a highly competitive world, it is noticeable that still many learners and sometimes graduates possessed very limited writing competence such as the case of the Philippines where learners have problematic writing competence as reported by Magsambol (2020) that some senior high school students cannot even write a decent English sentence and that data from the Southeast Asia Primary Learning Metrics (SEA-PLM) on 2019, showed that fifth grade students in the Philippines are falling behind their counterparts in some Southeast Asian countries in reading, writing and mathematics. Hence, the teaching of writing competencies should be anchored on highly effective approach especially in this time when the academic landscape has been re-shaped due to the Covid-19 pandemic.

The most complex skill in communication is writing. Writing is one of the skills among speaking, reading, and listening skills in English. Writing is a multiplex activity claimed by Ling (2016). It takes time and practice for one to master. This is also a process in which a person can share thoughts and feelings through symbols. Writing serves as a tool to develop and strengthen human connections and convey information. The development of instructional material for writing is not new to the people in the academic community as stated in Presidential Decree No. 6A Section 5 read as: "one of the best educated objectives is to design, utilize, and improve instructional technology and develop or produce textbooks and other instructional materials leading to quality education."

As emphasized by Brink (2020), writing is a life skill, not only an essential job-related skill, because it is often the basis upon which others judge one's learning, values, ideas, and contribution to society. Regardless of the career or occupation, everyone must write to communicate with others, whether it is a friendly email, a formal business memo, a report, a job application, a press release, or a message of condolence. Student writing can be viewed through a formative assessment lens as a measure of writing growth, an indicator of the impact of teacher practice and to signpost where to next in writing instruction for

individual students. Student writing samples provide rich evidence of learning, reducing the over-reliance on narrow test scores to monitor progress (Mackenzie and Petriwskyi, 2017)). By keeping regular chronological logs of student writing, teachers and students have evidence of writing growth, as a basis for where students are at, and where they need to go to next in their learning, "monitoring student success criteria" (Hattie, 2012). Syllabus scope and sequences, as in the NSW English syllabus (NSW Board of Studies, 2012) and the National Literacy Learning Progressions (NLLP) (ACARA, 2018) are useful tools for teachers to identify achievement and plan for individual student instruction across the various elements of literacy. Additionally, the NLLP are potentially useful for students to determine their own learning intentions and success criteria (Wiliam, 2018), providing a framework for them to self-monitor their progress.

Weigle (2002) sees the close connection between writing and critical thinking. He explains that proficiency in writing indicates mastery of their cognitive skills required for college work (as cited in Miri & Azizi, 2018). Writing is claimed to be higher form of critical thinking as well as a problem-solving activity where a combination of various skills is tapped. Clearly, writing proficiently necessitates thinking and reasoning skills.

The Senior High School curriculum is packed with writing-related subjects, such as Reading and Writing, Creative Writing, Creative Nonfiction, English for Academic and Professional Purposes, among others. As observed and revealed in the assessment 2 conducted in classes, most Senior High School students in Old Poblacion National High School have shown difficulty expressing themselves in either oral or written communication. They were also struggling in learning activities that involve critical thinking particularly in writing. Most often than not, students' output in academic writing lacks clarity, depth, breadth and logic. The ideas are poorly conveyed while the content is insubstantial showing less examples and explanations. However, Law and Kaufhold(2009) believe that students who engage in regular activities that promote the development of critical thinking skills perform higher on task of higher order thinking. For this reason, the researchers employed explicit instruction on critical thinking through a domain-specific approach, or "infusion approach" that "integrates critical thinking instruction into the contexts of specific subject matters" (Silva, 2008 as cited in Yanning, 2017). Paul-Elder's critical thinking model to the design of an infusion approach was applied to particular academic writing activities such as react.

An essay is a good method to embed all the facts and figures together which had been received from different sources. It requires simplifying and explaining the complex ideas. Learning to go from the complex to the simple makes the piece of writing more acceptable to the readers. Listening to a lecture cannot assure knowledge embedding. Essays serve as a tool to test the students' knowledge by assessing their arguments, analyses, and specific examples, as well as the conclusions they draw regarding the material covered in the course.

One strand in the senior high school that encounters writing tasks most often is Humanities and Social Sciences (HUMSS) strand. HUMSS is a strand that is required if one wants to be a lawyer, psychologist, teacher, and others. This strand is all about improving a student's writing, reading, and speaking skills because students who choose this strand are aspiring to become a member and a leader of the society who will be dealing with a lot of people. Because of that, they are more on establishing effective communication with people when they are working.

These HUMSS students must possess good communication skills, including writing skills to be able to complete their senior years, pursue college and even use these skills in their future profession. One good way to enhance writing is when they will be asked to craft their own essays.

When the students write an essay, they are trying to express themselves. Therefore, improving their essay writing skills, with appropriate vocabulary and well-organized writing style, will only help them to express themselves in a more logical way. Besides, the students can show creativity in each stage of the process of writing an essay. It is an opportunity for them to use their imagination, produce words out of the pictures they have had in their minds and pen them down in a creative fashion. By improving their essay writing skills, the students can grow to be a very talented and creative writer, speaker, and a logical thinker. However easier it may seem to find a material for an essay, the difficulty lies in the assembling and arrangement of the material into a good essay. Creating a flow in writing an essay is an art in its own. Hence, all of these involve a lot of creativity and intelligence, which contributes to the intellectual development of the student and helps the student become sharp and organized in his academics and daily life.

As recommended by Gamilo and Aggaba (2019), the support of teachers, school administration, peers and parents, students' interest and use of social media should be given consideration for the continuous development of the learners in composition writing. Teachers should give appropriate attention to teaching of grammar, paragraph structure and voice of students' written composition.Organizing ideas to make a paragraph related to one another is quite challenging for high school students nowadays. This paper aims to study the process approach in teaching writing to HUMSS senior high school students to help them be competitive writers for the world. Utilizing process approach and with the step-by step method that it includes, these students are expected to perform better in writing.

Research Questions

This study sought to find answers to the following questions:

1. How is the Learning Guide in Writing for HUMSS Senior High School developed?
2. How do the experts evaluate the developed learning guide in writing in terms of:
   2.1 Content;
   2.2 Format;
   2.3 Presentation and Organization; and
   2.4 Accuracy and Up-to-datedness of information?
3. How do the HUMSS senior high school students perform utilizing the process approach in terms of:
   3.1. Pre-writing;
   3.2. Drafting;
   3.3. Revising;
   3.4. Editing; and
   3.5. Publishing?
4. How do learners and teachers find the process approach in writing essays?

Literature Review

Content

Content is what one is writing about – the information one is trying to convey or plot of the story one is telling.In the dissertation of Singmaster (2013), he stressed that by attending content, at various times, to a learner's readiness, interests and learning preferences, teachers increase the likelihood that students will be able to build new learning through connection to existing knowledge and preferred ways of working and that they will be engaged in the learning.On the study of Marx (2010), he emphasized that content in differentiated instruction is effective, responsive to the students' readiness, interests and learning preferences. All three characteristics of the learners' readiness, interests and preference allow educators and students to build new learning through connections to existing knowledge and preferred ways of working.

Format

Format is a general plan of an organization, arrangement of a material or method of organizing data. As stated in the study of Robles (2015) entitled Development and Validation of Enhancement Activities in Reading, the numerous other applications are integral part of the text. The way the subjects are presented, with worked examples, review questions and problems also allow the students to learn about many topics outside the classroom and make the book more valuable resource. The ordering of topic was largely traditional and can be changed without difficulty. The presentation of self-explanatory figure captions allows the students to understand the concept of each figure without reading the text in detail. The organization of text allows the students to understand the interconnections of the subjects while still seeing the familiar topics most used in specific application.

Lim (2019) said that the test format effect also addresses the issue of test validity—whether the reading test properly elicits construct-relevant reading skills or ability. The participants performed better on the questions regardless of the text effect. More importantly, an L2 reading test in a different format involved different sub-reading components; vocabulary knowledge was the only significant predictor of test scores, whereas for the reading test, grammar knowledge, word recognition skills, and possibly inferencing strategies were found to be significant predictors.

Presentation and Organization

In composition and speech, the presentation and organization are the arrangement of ideas, incidents, evidence, or details in a perceptible order in a paragraph, essay, or speech.In the study of Hiebert (2010), he mentioned that to obtain success in the classroom instruction materials, educators must arrange the key points in logical order and expand them with supporting material – discussion, argument, analysis, and appeal. The organization and presentation should be divided into three sections: introduction (beginning), main content (middle) and conclusion (ending). If the presentation is short and

informal, it is probably not necessary to use any visual aids. Use visual illustrations if anything requires expanding, clarifying, or simplifying. Illustrations of any type should be relevant and fully explained and bear in mind that a material will last longer if visual aids are used.

Similarly, Cajori (2010), claimed that organization and presentation of course curriculum required to deliver a complete course that blends online and face to face teaching and learning activities. It requires user to respond repeatedly to questions or stimuli presented in a variety of sequences. Users practice on their own, at their own pace, to develop their ability and reliably perform and demonstrate the target knowledge and skills. Activities or lesson plans designed to enable students to learn skills and knowledge.

Pre-Writing

Prewriting is the first stage during which the writer needs to consider three main factors: topic, audience, and purpose.Alkhatib, (2012) considered pre-writing stage an effective factor which helps students in enhancing interaction and generating ideas. Although some investigations reflected the practicality of the collaboration (Yong, 2010) and cooperation (Mahmoud, 2014) over writing instruction, more studies are required to address collaborative pre-writing tasks in essay writing classes.Similarly, Mazdayasna and Zaini's (2015) study revealed that students who were engaged in collaborative pre-writing activities performed better than the students who worked individually. The findings confirmed the importance of pre-writing activities in developing writing ability of Iranian EFL learners.

Drafting

Drafting is crafting a rough sketch of a future piece of writing.On the study of Arnold (2011), students writing more complex essays engaged in processes of reconstruction rather than "knowledge telling", put more effort into finding references, used organizational systems for integrating their notes according to topics or themes, built "arguments" rather than presented "information" when structuring and drafting their essays, were concerned with improving ideas and arguments as well as mechanics when revising their essays, had a more sophisticated understanding of the concepts underlying the assessment criteria, and expected and received higher grades. The results suggest a developmental process in underlying conceptualisations of both the body of knowledge forming the content of the essay, and the essay writing processes themselves. As such, attempts to improve students' essay writing skills need to shift from a focus on discrete skills to an emphasis on the relationship between students' understanding of the content and their ability to write about it. As part of the writing process, students need help building understandings representing the body of knowledge they are writing about, and this help needs to be geared to their current level of operation.

Results from the study of Giridharan (2012) showed that most students enjoyed writing tasks, drafting essays, and working with peers to brainstorm ideas and opinions for their drafts. Most respondents agreed that they were well aware of referencing systems and the need to substantiate their ideas with supportive evidence. However, many respondents were unable to evaluate their own work and admitted that their evaluation often did not match that of their instructors.

Revising

In composition, revision is the process of rereading a text and making changes (in content, organization, sentence structures, and word choice). Students with weaker writing abilities revised as much as more able writers. Midgette (2016) has a study on "Planning and Revising Written Arguments: The Effects of Two Text Structure-Based Interventions on Persuasiveness of 8th-Grade Students' Essays". The students in TSRI treatment group were further supported by implementing a free-writing approach during the planning stage and by providing procedural facilitation during the revision stage, whereas the students in TSI treatment group were provided with a traditional planning strategy and a checklist for revising essay. The results indicated that across the conditions, significant increases in the participants. performance from pre-test to post-test were observed on structural elements of argumentative discourse and overall persuasiveness, indicating the effectiveness of both interventions. Findings on the study of Gerard (2016) suggest integrating ideas when revising a science essay is a more successful revision strategy than adding new, but disconnected, ideas. We discuss how automated scoring and guidance tools can be refined to promote integrating ideas.

Editing

Editing involves looking at each sentence carefully, and making sure that it's well designed and serves its purpose. Jelderks (2013) examined the effects of traditional versus digital peer-editing to understand how digital peer-editing affects student writing

achievement in a rural public middle school environment. It used a pre-test, sequential explanatory strategy in its approach that followed a quantitative to qualitative sequence. The findings showed significantly different results in Grade 6 participants' essays within the writing strands of Mechanics and Conventions and Language Use and Style. The discussion of these findings points to relevance of educational technology use, educational technology training, and the use of digital writing tools to engage and assist today's students. The findings in the study of Yeh (2014) suggest that students could be provided with more opportunities for collaborative dialogues during the entire writing process, including the stages of generating ideas, writing reaction essays, and editing.

Publishing

Publishing is the activity of making information, literature, music, software and other content available to the public for sale or for free. Burbules (2014) noted the future of academic publishing; the push for instant or faster publishing/the influence of science on education; characteristics that distinguish publishable work in philosophy of education from other fields or areas of educational research; advice for an early career researcher beginning to publish in journals and establish career trajectories; and handling reviewer comments that are too harsh or emotively worded.

Post (2014) addresses scholarly production and publishing (the two are intimately related) in the field of education. Worldwide scholars are facing similar global pressures for "excellence," where the personal and institutional production of relevant scholarship is being compared with simple measures. In some parts of the world, these measures of productivity are fast becoming more immediately consequential than whatever else may be produced because of scholarship (purpose, critical reflection, insight, meaning, progress, to list some examples). This study presented the challenges and responses identified by the eight contributions for this special issue on the future of education research publishing.

Methodology

This study used the descriptive-qualitative research design as it focused on identifying difficulties of Senior High School students in writing argumentative essays and determining the overall quality of the academic essays. Descriptive-qualitative research has a goal of improving practice. This presupposes a cause/effect relationship between behavior and outcome. This study aimed to describe the students' academic skills in writing, their struggles and provide the appropriate intervention to help lessen them.

As defined by Patton (2002), qualitative research involves the method of gathering and collecting data and information about the research topic that cannot be quantified. It focuses on the "quality" and the "standard" of the text that centers on the importance and essence of a thing. Furthermore, qualitative research focuses on understanding rather than predicting or controlling phenomena. It is usually contrasted with traditional experimental and statistical research and is felt by many to be more appropriate to the study of human life. Moreover, Guba (1994) stated that qualitative research as a perspective is concerned primarily with process rather than outcomes or products. Qualitative researchers are interested in meaning, how people make sense of their lives their experiences and their structures of the world.

In this study, the researcher's purpose is to collect necessary data that support students' characteristics in writing essays, describe its quality, and make a way in improving it for their future use. This involves a process which aimed to understand the reasons why they were encountering difficulties in writing and eventually, provide a resolution in the form of a learning guide in writing. This learning guide will bridge the learners' problems in writing and the possible way to lessen it to make them produce quality output.

Participants

The main subject of the study are fifteen Grade 11 students of Don Jose M. Ynares Sr. Memorial National High School who were enrolled in the Reading and Writing class categorized as learners having difficulties in composing essays based on their grades, teachers' feedbacks, and comments. These were evident because of their previous performance in writing activities/tasks.This study concentrated on Grade 11 HUMSS students. The academic essays needed for the study will be from fifteen HUMSS students enrolled in the school year 2020-2021. These students were selected through purposive sampling since the target of this study were the students who are struggling in writing essays. Observation and all the students' outputs were considered in the study.

Instruments of the Study

An evaluation rating sheet from the Department of

Education was used to evaluate the Learning Guide in Writing for Grade 11 HUMSS Senior High School students with respect to content, format, presentation and organization, and accuracy and up-to-datedness of information.The researcher-made learning guide in writing was one of the major bases for evaluating the level of performance of the students in the research study. The learning guide consists of an introduction with five different activities in a lesson. The scores in these activities will be used in the study to determine the effectiveness of Process Approach in writing essays. These scores were gathered using a researcher crafted rubrics appropriate for each writing segment which were validated by experts. The mean score of the students in every segment were interpreted using the range and verbal interpretation below.

Procedure

The study underwent various stages in the conduct of the study.First, the researcher pondered about the topics for study, then formulated three titles as required in the subject Methods of Research. Second, the title defense undergone modifications and critiquing from the panelists and experts that led to the Research Colloquium. Afterwards, permission to conduct the study was sought from the Office of the Schools Division Superintendent in Rizal for the conduct of the study.

The researcher made initial observations and interviews to the students and teacher who were the subject of the study. These 15 student-informants were selected through purposive sampling since the researcher targeted the students that struggled the most in writing essay. This is based on their teacher's assessment during their Reading and Writing class. They were asked about their difficulties in writing essays. Based on the result of the observation and interviews, the researcher conceptualized and developed a learning guide in writing suited to the struggles of the students in writing essays. This learning guide was then evaluated by experts in the field. After considering the comments and suggestions of the validators, the researcher edited the material and utilize it in the conduct of the study.

The learning guide, which is anchored in the Process Approach in Writing, was used by the selected HUMSS Senior High School students enrolled in Reading and Writing class. They were tasked to craft their own narrative, descriptive, expository, and argumentative essays through a series of activities in pre-writing, drafting, revising, editing, and publishing.The data gathered from the respondents were secured with confidentiality and handed them without bias; thus, were given proper statistical treatment with the help of the statistical center in University of Rizal System-Morong Campus. The data gathered were tallied, tabulated, analyzed, and interpreted. Summary of findings, conclusions and recommendations were formulated. Oral defense followed and the revision on the manuscript based on the suggestions and comments of the panel members. Valuable comments, suggestions and advice were solicited and accepted by the researcher for the finalization of the whole research. Final editing and revision were made and finally, the bound copies of the manuscript were submitted to the office of the Graduate Studies Program.

The Covid-19 surge largely affected the conduct of this study due to limited face-to-face interaction with the learners, teachers and experts involved and other key persons that made this possible. Communication was challenging at this time but, the use of online/digital distance learning was a big help in coming up with desired results. Almost every communication was done online and each involved in this study has extraordinary patience and cooperation to the researcher.

Ethical Considerations

Proper procedures and guidelines set by the university were adhered by the researcher before, during, and after the conduct of this study. There were permissions and consents as well from the participants and experts.

Results

The learning guide in writing intended for was designed to help Humanities and Social Sciences (HUMSS) students enhance their writing skills through a sequence of specialized activities for each lesson, especially for the distance and independent learning. These lessons contained on this guide was based on DepEd's Most Essential Learning Competencies (MELCs) for the subject Reading and Writing.

The first MELC is "Compare and contrast patterns of written texts across disciplines." Under this are four lessons namely Narrative Essay, Descriptive Essay, Expository Essay, and Argumentative Essay. These four lessons are the center of the developed learning guide in writing. These are the four essays where learners are struggling. The second MELC is "Evaluate a written text based on its properties (organization, coherence and cohesion, language use

and mechanics).” These are the standards on how an essay must be crafted.

With these two MELCs, the researcher designed the learning guide with four lessons, containing the types of essays for each lesson. To integrate the second MELC in each lesson, there are respective dialog boxes that serve as the teacher’s voice during the independent learning. These contain reminders regarding organization, coherence and cohesion, language, and mechanics. The researcher employed explicit instruction through process approach that integrates critical thinking, teacher’s feedback and sequenced activities that will lead the learners’ abilities in producing meaningful essay compositions. The development of a learning guide in writing followed and it was named “Write it Right” with the concept of improving senior high school’s skill in this macro skill. This guide is anchored on the process approach in writing, scaffolding (is an educational technique that uses progressive steps to move students towards greater understanding and increased independence in the learning process) and guided learning promoted by Zone of Proximal Development (ZPD). ZPD is defined as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers."

Process approach in writing involves a series of activities which consists of five segments namely pre-writing, drafting, revising, editing, and publishing. The researcher saw this approach suitable for the needs of the learners to write quality compositions. Learners are expected to accomplish these segments one by one with teacher’s feedback in between to come up with a publishable output. Feedback is believed to be helpful in minimizing students’ errors.

During the first segment pre-writing stage, the students are given the opportunity to collect information before writing the essay. This does not include yet writing tasks. Commonly, students collect ideas related to the topic of the essay through graphic organizers, outlines, maps, and others. Second is drafting stage. This is when students have their initial write up based on what they had from the first segment. Third is the revising stage, wherein students, after the teacher’s feedback after drafting, will now rewrite and correct their draft based on the changes in the content of the essay. Fourth is the editing stage when students will write their final output based on the feedback from the previous phase. Finally, when the output is ready, the essay will now be published on the designated platform on social media.

After designing, the learning was evaluated by ten experts in the field of writing in the second language. These validators were asked to accomplish a questionnaire adopted from the Department of Education’s tool for printed sources. The results, afterwards, were tabulated and tallied. Overall, the learning guide in writing got a very satisfactory rating from the experts in terms of content, format, presentation and organization, and accuracy and up-to-datedness.

After the validation, suggestions and comments of the experts were considered by the researcher in polishing the learning guide before it was utilized in the study. In this way, through the step-by-step process encountered by the learners, they were able to assess, improve and appreciate their own output and they realized the essence and enjoyment of writing in different phases. The goal of this learning guide is to prepare the young adults in their future professions which requires more academic writing tasks.

Below were the tabulated results of the evaluation of the developed learning guide as well as the performances of the participants before and after exposure:

Table 1. *Evaluation of the Experts on the Developed Learning Guide in*

Writing in terms of Content

Content	*Mean*	*VI*
Suitability to students’ development	3.90	VS
Contribution to the achievement of specific objectives	3.90	VS
Development of higher cognitive skills	3.90	VS
Free from Different Biases and Prejudices	3.90	VS
Potential to arouse interest of target reader	3.80	VS
Inclusion of warning or cautionary notes	3.70	VS
Development of desirable values and traits such as critical and creative thinking and helpfulness/teamwork/ cooperation	3.80	VS
Overall	3.84	VS

Table 2 *Evaluation of the Experts on the Developed Learning Guide in Writing in terms of Format*

Prints	*Mean*	*VI*
Letter size	3.90	VS
Good printing quality	3.90	VS
Comprehensible font	3.80	VS
Overall	3.87	VS
Illustrations		
Simple and easily recognizable	4.00	VS
Clarify and supplement the text	4.00	VS
Properly labelled/caption	4.00	VS
Realistic appropriate colors	3.60	VS
Attractive and appealing	3.90	VS
Culturally relevant	3.80	VS
Overall	3.88	VS
Design and Layout		
Attractive and pleasing to look at	3.80	VS
Simplicity	3.80	VS
Adequate illustration	3.80	VS
Harmonious blending of elements	3.80	VS
Overall	3.80	VS
Paper and Binding		
Paper used contributes to easy reading	3.70	VS
Durable binding to withstand frequent use	3.70	VS
Overall	3.70	VS
Size and Weight of Resource		
Easy to handle	3.80	VS
Relatively light	3.90	VS
Overall	3.85	VS
Grand Mean	3.82	VS

Table 3. *Composite Table on the Evaluation of the Experts on the Developed Learning Guide in Writing in terms of Format*

Format	*Mean*	*VI*
Prints	3.87	VS
Illustrations	3.88	VS
Design and layout	3.80	VS
Paper and binding	3.70	VS
Size and weight of resource	3.85	VS
Overall	3.82	VS

Table 4. *Evaluation of the Experts on the Developed Learning Guide in Writing in terms of Presentation and Organization*

Presentation and Organization	*Mean*	*VI*
Presentation is engaging, interesting, and understandable.	3.90	VS
There is logical and smooth flow of ideas.	3.90	VS
Vocabulary level is adapted to target reader's likely experience and level of understanding.	3.80	VS
Length of sentences is suited to the comprehension level of the target reader.	3.80	VS
Sentences and paragraph structures are varied and interesting to the target reader.	3.80	VS
Overall	3.84	VS

Table 5. *Evaluation of the Experts on the Developed Learning Guide in Writing in terms of Accuracy and Up-to-datedness of Information*

Accuracy and Up-to-datedness of Information	*Mean*	*VI*
Conceptual errors	4.00	NP
Factual errors	4.00	NP
Grammatical errors	3.80	NP
Computational errors	3.80	NP
Obsolete information.	4.00	NP
Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.)	3.90	NP
Overall	3.92	NP

Table 6. *Composite Table on the Evaluation of the Experts on the Developed Learning Guide in Writing*

	Mean	*VI*
Content	3.84	VS
Format	3.82	VS
Presentation and Organization	3.84	VS
Accuracy and Up-to-datedness of Information	3.92	NP
Grand Mean	3.85	VS

Table 7. *Performance of the HUMSS Learners after Exposure to the Developed Learning Guide in Writing Utilizing Process Approach in terms of Pre-Writing Phase*

Pre-Writing	*Mean*	*Sd.*	*VI*
Characterization	2.60	0.74	Very Satisfactory
Setting	2.80	0.56	Very Satisfactory
Problem	2.40	0.51	Very Satisfactory
Main Events	2.80	0.56	Very Satisfactory
Total	10.60	1.12	Very Satisfactory

Table 8. *Performance of the HUMSS Learners after Exposure to the Developed Learning Guide in Writing Utilizing Process Approach in terms of Drafting Phase*

Drafting	*Mean*	*Sd.*	*VI*
Introduction	3.00	0.66	Very Satisfactory
Topic	3.47	0.64	Outstanding
Word Choice	2.47	0.52	Very Satisfactory
Conventions	2.33	0.49	Satisfactory
Total	11.27	1.10	Very Satisfactory

Table 9. *Performance of the HUMSS Learners after Exposure to the Developed Learning Guide in Writing Utilizing Process Approach in terms of Revising Phase*

Revising	*Mean*	*Sd.*	*VI*
Story	2.73	0.59	Very Satisfactory
Organization and Style	3.07	0.59	Very Satisfactory
Mechanics	3.20	0.56	Outstanding
Ideas	3.40	0.51	Outstanding
Total	12.40	1.06	Very Satisfactory

Table 10. *Performance of the HUMSS Learners after Exposure to the Developed Learning Guide in Writing Utilizing Process Approach in terms of Editing Phase*

Editing	*Mean*	*Sd.*	*VI*
Narrative Writing	3.40	0.51	Outstanding
Presentation	3.07	0.26	Very Satisfactory
Focus	3.27	0.59	Outstanding
Convention	3.67	0.49	Outstanding
Total	13.40	0.99	Outstanding

Table 11. *Performance of the HUMSS Learners after Exposure to the Developed Learning Guide in Writing Utilizing Process Approach in terms of Publishing Phase*

Publishing	*Mean*	*Sd.*	*VI*
Timeliness	3.93	0.26	Outstanding
Content	3.67	0.49	Outstanding
Completeness	4.00	0.00	Outstanding
Writing and Presentation	3.73	0.46	Outstanding
Total	13.40	0.99	Outstanding

Table 12. *Composite Table on the Performance of the HUMSS Learners after Exposure to The Developed Learning Guide in Writing Utilizing Process Approach*

	Mean	*Sd.*	*VI*
Pre-Writing	10.60	1.12	Very Satisfactory
Drafting	11.27	1.10	Very Satisfactory
Revising	12.40	1.06	Very Satisfactory
Editing	13.40	0.99	Outstanding
Publishing	13.40	0.99	Outstanding
Grand	61.07	2.60	Very Satisfactory

Discussion

On the development of the learning guide in writing, the learning guide in writing was developed to enhance the writing skills of HUMSS Senior High School students and was anchored to the process approach in teaching writing by Nunan (2001) which includes five segments namely pre-writing, drafting, revising, editing, and publishing.

As for the experts' evaluation of the developed learning guide in writing, the overall computed mean on the developed learning guide in teaching writing in terms of content, format, presentation and organization, and accuracy and up-to-datedness of information as evaluated by the experts is interpreted as VS or very satisfactory.

Meanwhile, about the students' performance after the utilization of the developed and validated learning guide in writing, the students-respondents who were exposed to the developed learning guide in writing obtained outstanding mean scores under the five segments namely: pre-writing, drafting, revising, editing, and publishing.

Lastly, regarding the teacher and students' feedback about process approach in writing essays, the

developed learning guide in writing anchored in process approach was found out to have good impression as a teaching aid according to the teachers. Meanwhile, it gained positive feedback from the students as a learning material.

Conclusion

From the findings of the study, the following conclusions were formulated: (1) the developed and validated material was a potential material for students and teachers for both face-to-face and distance learning for it is grounded with the principles of process approach. Its most significant pre-writing and drafting phases served as motivation to learners; (2) the developed material was found adaptable and usable in teaching writing to Grade 11 HUMSS senior high school learners; (3) the process approach has essentially helped learners improve their performance in writing skills; and (4) the developed learning guide in writing is notably fitted for learners' and teachers' use.

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