Process Approach in Developing the Writing Skill of Grade 11 Students via Virtual Classroom

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ABSTRACT

Process approach in writing in developing the writing skill via virtual classroom was done in order to improve the teaching of writing and students' writing performance. A quasi-experimental one group pre-test posttest design was utilized in the study. Researcher-made instruments were utilized to quantitatively analyze the results and interviews were conducted to determine the experience in the use of virtual classroom. The position paper writing was given emphasis in the lesson which was implemented following the five stages of process approach, namely; pre-writing, drafting, revising, editing and publishing. The result of the study revealed a significant difference in the scores of the students in the pretest and posttest. This means that the writing performance of the students significantly increased when process approach in writing was introduced via virtual classroom. It further revealed the experiences of the learners in using virtual classroom which include the collaboration and interaction in the virtual space and the interruptions in virtual space. The result of the study could contribute to the strategies used by writing teachers in online learning.

KEYWORDS: *process approach in writing, writing performance, virtual classroom*

INTRODUCTION

The process approach in writing allows students to concentrate on the actual writing process rather than the finished output (Onozawa, 2010), where it emphasizes on planning and drafting with less emphasis on linguistic knowledge like grammar and text structure (Badger & White, 1999) and it places more emphasis on innovation in the formation of sound writing habits than on copying successful writers (Tribble, 1996). Many textbooks have used this strategy, and many writing teachers have used it to varied degrees. Although there are various proponents of process approach, this study follows the Hyland's (2003) various stages; pre-writing, drafting, revising, editing and publishing. In this fast-changing technological generation, integration of this process approach in writing with other techniques is relevant for this 21st century generation of learners as change in writing instructions is also evident. Writing teachers in a 21st century language class can make use of Information Communication Technology (ICT) to sustain the students' interest in writing. ICT has become a part of the school life of many learners in this digital age and writing teachers can use this aspect to their own and to the learners' advantage too. One of the common platforms that writing teachers can use is virtual classroom.

The use of virtual classrooms has grown in popularity as a result of the COVID-19 pandemic because they were the most practical solution to the issue of kids missing out on normal class instruction

(Zhang, 2019). Virtual classrooms are web-based learning platforms that include a number of elements for the best learning settings. In the context of developing the writing skill of the students in the use of virtual classroom, it also takes strategy to achieve required competencies as writing requires process.

For the Grade 11 students, their writing activities were embedded in their Reading and Writing subject. The Reading and Writing subject being one of the core subjects offered in the Senior High School is offered in the Grade 11 curriculum. This subject aimed at developing reading and writing skills as applied to a wide range of materials other than poetry, fiction and drama. The learners are expected to critique sample written work and produce academic and professional writings following properties of a well-written text (deped.gov.ph). The reading and writing skills are very important to be acquired by senior high school students as this would help them be at par with the global learners. The dominant skill being developed in this subject is writing as evident in the competencies prescribed by DepEd (Core Curriculum -Reading and Writing Skills, 2013).

As claimed by Lamb and Parrott (2019), digital and mediated reading aids are gradually becoming more than just a supplement to the reading experience. All the collaborative features of online submissions are available to teachers and students, including hyperlinks, embedded video, direct linkages to sources, video and voice responses to students, submission records, and the capacity for student collaboration. In the study on assessing the online cognitive and metacognitive activities of secondary students as they read informational text and wrote a new text, results show that to a large extent secondary school students lack the cognitive and metacognitive processes that would enable them to make strategic use of reading and writing. It is concluded from the findings that there was an urgent need to work on tasks like reading and writing activities in virtual classrooms (Mateos et al., 2018). This is supported by the study of Perveen (2016) that combining both synchronous and asynchronous paradigms in virtual classrooms provides optimal environment for studying e-languages in Pakistan.

Writing teachers have to find an alternative way of assessing students' writing skills with which collaboration and sense of authority in their work are highlighted during the writing process. Likewise, this writing process helps the students to be guided in the duration of completing and finalizing their output. Aside from that, it is also reasonable to use the modern technology which is a good avenue for writing since almost all students are familiar with it. Virtual classroom as a writing platform can serve as an engaging environment especially in the remote learning set-up. This is considerable for it presents an innovative way of assessing students' skills they gain during language learning.

Hence, this study aimed to evaluate the implementation of Process Approach in Writing and explore their experiences in the use of virtual classroom in their writing classes. Specific problems were identified in order to realize the importance of the study. First, the study determined the level of writing proficiency of Grade 11 students. Second, it evaluated if there was significant difference between the students' writing performance before and after the implementation of Process Approach via Virtual Classroom. Third, the writing experiences of Grade 11 students in the use of Process Approach in Writing via Virtual Classroom.

RESEARCH METHODOLOGY

This section discusses the different means and methods by which the study is conducted.

Design

The study utilized the quasi-experimental one group pre-test posttest design. This design is used in which a single group of research participants or subject is pretested, given some treatment or independent variable manipulation, then posttested. In this design, performance of students before and after the implementation of Process Approach in Writing via Virtual Classroom was determined. This means that there is a single selected group under observation, with a careful measurement being done before applying the experimental treatment and then measuring after. According to Angrist & Pischke(2010), a reliance on quasi and true experimental studies would mark new direction for education research because randomized trials like this provide the best scientific evidence on the effects of some variables related to education such as but not limited to policies like educational technology. A paired t-test was used to test the significant difference of the pre- and post-tests. It is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In order to answer Problem 1 and 2, the researcher designed writing prompt and writing rubric which was validated by experts. Further, a descriptive qualitative approach was utilized in order to satisfy Problem 3. In that case, an interview used to acquire the experiences of participants in the use of virtual classroom in their writing class.

Environment

This study was conducted in a secondary school laboratory of a university located in the heart of Malaybalay City, Bukidnon. This laboratory school is under the College of Education of a university which is a training ground of pre-service teachers. During the pandemic, the school opted flexible learning as an intervention to pandemic disruption rather than modular learning. With that, the school made use of virtual classrooms to continue the teaching and learning process. In particular, the participants in this study made use of Quipper LMS and Google Classroom. As the laboratory school is part of the university, this university is one of the ten Normal Schools in the country which merits it the membership to the National Network of Normal Schools (3NS), particularly the collaboration of the said institutions aiming towards academic innovations and progress in the country.

Participants

The participants of this study were the Grade 11 students of a secondary school laboratory. They were chosen in the study because they were taking Reading and Writing subject in which the outputs focused on making academic texts and these students were using virtual classrooms namely, Quipper LMS and Google Classroom as employed by the school. For Problem number 3, a random sampling among the participants was done. The researcher stopped the data collection as soon as data saturation was reached and when theoretical concepts become iterative (Guest, Bunce, & Johnson, 2006). Constant comparison was regularly done in every data collected. This study was limited to the Grade 11 students of a secondary school laboratory in a public university located in Malaybalay City, Bukidnon. Since random sampling was utilized for the third statement of the problem, all the Grade 11 students had equal chances of being part of the sample.

Instrument

The instrument used in this research were the researcher-made writing prompt, rubric and guide questions for the interview. These instruments undergone experts' validation.

The first instrument used in this study was the writing prompt which served as the pretest and posttest for the students. It consisted statements that require the learner to write a specific essay which guided the learners in terms of what to write for the content and in what manner they are expected to write it. In this case, the process approach to writing was utilized in writing their position paper. The writing activity required the students to formulate a four-paragraph essay having the first paragraph as an introduction, second and third paragraphs are the body and the fourth paragraph as conclusion.

The second instrument used in this study was the writing rubric. This rubric served as the raters' guide in marking the essays of the students before and after the implementation of the writing lessons using virtual classrooms. The rubric has three general criteria, each with specific indicators and corresponding weights. The distribution of scores ranges from 1 up to 4, where 1 is labeled as Novice Writer, 2 as Intermediate Writer, 3 as Advanced Writer and 4 as Expert Writer.

The third instrument used in this study was the set of questions for the interview. There were three guide questions for the participants to lay down their experiences in the use of Quipper LMS and Google Classroom. The participants were asked to answer the questions after the implementation of the process approach in writing through the use of virtual classrooms.

Data Gathering Procedures

Prior to the actual implementation of the writing lesson through the virtual classroom and the interview with the participants, approval of Research Ethics Committee was sought. Then, the researcher followed all the protocol by asking the approval of the university officials for this purpose. When all the logistics were prepared, the researcher conducted an orientation to the participants. During the orientation, the participants were made to understand that they were going to have a series of writing activities using the virtual classroom.

The first part done in this study was pre-test. The pre-test was administered to the students and they were asked to write an expository essay following the writing prompt in one and a half hours. The activity was done through the virtual classroom. After the submission of the students' outputs, the researcher gave their papers to the inter-raters for rating. For this study, the researcher adopted Hyland's (2003) five-stage writing process which is the following; pre-writing, drafting, revising, editing and publishing.

The pre-writing stage signaled the start of the writing process approach. In this stage, the topic was introduced and parts of an essay were also discussed like the introduction, body, and conclusion. The purpose of writing, the audience, and the text structure discussed also. Then, they were asked to brainstorm and organize their ideas, and made an outline or concept map. This stage focused on stimulating students' creativity and letting them think about what to write and how to approach the chosen topic.

After organizing their ideas, the next activity was drafting. In here, they were reminded to emphasize on the content, not on the mechanical aspects such as grammar, punctuation, and spelling. As Muncie (2000) stressed out that this stage consists of creating a rough draft without concern for mechanics. The ideas should come freely and words that come out from their minds should be written quickly. If the students have the difficulty in writing, they have to go back to their notes in pre-writing.

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Next part was revising. Revising promoted collaboration of students-teacher and students-students. The teacher commented the students' works and the students also comment on their classmates' works. Not only commenting, but also there will be suggestions and are able to share each other's work. The teacher here gave feedback to students' output. The students then change the substance of their paper because the content was the main concern.

After revising was editing. In this stage, the students proofread their work. They paid attention to mechanics such as grammar, punctuation, and spelling. This also involved careful checking of the text to ensure that there was no error in spelling, word order, word choice, and punctuation. Their peers also helped them in editing. The students were expected to increasingly identify and correct own words. In here, their draft was polished and the final output was ready to hand out.

The last phase was publishing which was the final stage of the writing process. In this stage, the writing outputs that were revised and edited may be published. After the process, the researcher measured the students' writing performance in the form of a post-test. The same writing prompt in the pre-test was utilized and their outputs were rated by the same inter-raters using the same rubric of that of the pre-test.

Data Analysis

The data obtained in the study were interpreted quantitatively and qualitatively. To answer Problem 1, mean and standard deviation was utilized to determine the level of writing proficiency of the G11 students. In assessing the performance of Grade 11 students before and after exposing them to the process approach in writing through virtual classroom, paired sample t-test was administered to determine whether there was a statistically significant mean difference between their performance before and after. For Problem 3, thematic analysis was used to determine their experiences in the use of virtual classroom. Each theme was created from the codes derived from the transcripts of narratives. The themes were grouped in terms of the level of groundedness manifested from the interview (Boyatzis, 1998).

RESULTS AND DISCUSSION

The presentation of results and discussion was arranged based on the problems presented in the introduction. This was done to thoroughly present the findings, analysis and interpretation of the results.

Level of Writing Performance of Grade 11 Students

The level of writing performance of the students in this study was based on the mean they obtained from the pretest and posttest administered to them. Their performance was based on the overall mean of each specific criterion. Table 1 shows the level of writing performance of the Grade 11 students before and after implementation of Process Approach in Writing via the Virtual Classroom. The results indicate that the learners obtained the level of being intermediate writers before the implementation of Process Approach in Writing and improved after by being advanced writers as shown in the overall mean in the table.

Table 1. *Level of Writing Performance of Grade 11 Students*

Criteria	Pre-test Mean	SD	Qualitative Description	Post-test Mean	SD	Qualitative Description
1. Organization						
1.1. Clarity	2.54	.43	Advanced Writer	2.93	.46	Advanced Writer
1.2. Logic	2.51	.47	Advanced Writer	2.98	.49	Advanced Writer
1.3. Coherence	2.53	.45	Advanced Writer	3.09	.56	Advanced Writer
2. Development of Ideas						
2.1. Reliability	2.51	.45	Advanced Writer	3.05	.52	Advanced Writer
2.2. Clarity of Supporting Ideas	2.49	.39	Intermediate Writer	3.10	.51	Advanced Writer
2.3. Consistency	2.50	.43	Intermediate Writer	3.08	.46	Advanced Writer
3.Use of Language/Conventions and Grammar						
3.1. Appropriateness of Diction	2.45	.36	Intermediate Writer	2.96	.43	Advanced Writer
3.2. Grammatical Accuracy	2.46	.32	Intermediate Writer	2.96	.42	Advanced Writer
3.3Accuracy of Spelling, Capitalization and Punctuation	2.45	.35	Intermediate Writer	3.03	.37	Advanced Writer
OVER-ALL	**2.49**	**.41**	**Intermediate Writer**	**3.02**	**0.47**	**Advanced Writer**

Looking at the overall result, the learners were classified as intermediate writers before the implementation and improved to advanced writers after the implementation of process approach in writing. This indicates that the process approach in writing has a positive effect on the writing performance of the Grade 11 students. It can be gleaned in the table that under the criterion of organization, the level of students remained advanced while in the development of ideas and use of language or conventions, the learners improved from being intermediate writers to advanced writers.

Under organization, the learners can somehow introduce the topic in a clear and logical manner with coherent ideas presented from introduction to conclusion. This suggests that even before the exposure of process approach in writing via the virtual classroom, the students can already organize their thoughts and ideas especially if they can relate to the topic. These findings can be attributed to the fact that these learners already have experiences in writing.

Using process approach in writing class helped students generate information and knowledge which build sentences that supports main ideas (Nahban, 2016), increase creativity in expressing ideas (Dokchandra, 2018) and helps students organize their ideas systematically in various stages to produce coherent and unified paragraph (Qomariah & Permana, 2016). Process approach helped students

improve their ability in writing because it involved some step activities such as prewriting, writing the draft, polishing, editing, and publishing. It is therefore worthy to note that the feedback provided to the learners' writing product is not simply in the forms of symbols or short phrases indicating if the checked parts are correct or incorrect, but long sentences to explain why the errors are counted. Process approach in writing helps students concentrate on their writing process rather than on the final product's appearance (Hartono et al., 2019). On the other side, this result deviates to Irawansyah's (2016) study which explored that the students wrote shorter sentences to develop paragraphs; the supporting sentences did not support the main idea; the section lacked coherence and unity. Students found problems with their ability because they felt that they were not good writers and could not write well (Setyowati, 2017).

Moreover, in regard to the criterion development of ideas, the level of writing performance of Grade 11 students progressed from intermediate writers during the pretest to advanced writers after the posttest. Before the implementation of process approach, students' outputs showed few reliable facts presented in fairly clear and less consistent manner. The improvement may be attributed to their exposure to process approach since the second stage within the process promoted collaboration among students and teacher. It was in this part where the students' works were commented by their classmates, not only comments but suggestions were also included. The teacher also gave feedback to the students' outputs. It could be anticipated that the help of the classmates to each one's work added by the constructive feedback of the teacher helped in the improvement of the writing outputs.

Relatively, this phase can be ascribed to the findings of the study of Li and Razali (2019) that a consistent practice leads to an excellent writing habit that will be reflected in a piece of suitable final writing which also necessitates that writing should be taught in a meaningful developmental process unlike by just solely focusing on the final product. Students also need to involve step by step collection of collecting concepts, planning and editing thereby continuous draft and revision of paper toward the finished product (Xu & Li, 2018; Jalaluddin, 2019). The students' relatively high posttest results show that process approach assisted them in improving their writing skills.

Further, the writing performance of the students under the criterion of use of language/conventions and grammar improved positively as it was intermediate during the posttest and turned advanced after posttest. From their pre-test work, which contained numerous errors in grammar, spelling, capitalization, and punctuation, they progressed to an output in which the writer's word choice became appropriate to the topic, and their essays now contained few errors in grammar, spelling, capitalization, and punctuation.

This might be attributed to the findings of Sheir, Zahran, and Kouras' (2015) study, in which students were given the freedom to write through their thoughts rather than worrying about spelling and grammar when using the process approach to writing. Writing is difficult and complicated for students when they need to finish the writing task. The students' performance in the pretest demonstrated that in doing a writing task, students find difficulties in accomplishing their composition. They have a poor vocabulary, low ability in applying grammar items, mechanics, organization, content, and style (Umamah & Cahyono, 2020). Furthermore, students get some problems in the beginning to write a paragraph based on the topic. It is a challenging task for students to organize their ideas well in a piece of writing (Regala-Flores & Lopez, 2019) and incorporating source information into their composition focusing more on grammatical rules (Alshakhi, 2018). While the advancement of students' outputs after the exposure to process approach can also be related to the revising stage of the process where students had to proofread their work and paid attention to mechanics such as grammar, punctuation and spelling. According to

Yeung (2019), when compared to other writing styles, the process approach has the most theoretical potential for facilitating learner autonomy growth.

As evident in the result, the level of writing performance of Grade 11 students after the implementation of process approach via the virtual classroom was advanced as improved from the pretest which was intermediate. The process approach to writing was a realistic technique for improving learners' writing skills. As a result of incorporating a process approach, the learners showed positive outcome in writing. Learners had work intently through the various stages of the writing process.

Difference of Students' Writing Performance Before and After the Implementation of Process Approach Via Virtual Classroom

This study examined the difference between the pretest and posttest through a paired-sample t-test approach applied in analyzing the scores of the Grade 11 Students before and after their exposure to process approach in writing via the virtual classroom. The data in Table 2 presents that there is a significant difference in the pretest and posttest scores of the learners as shown by the computed p-value (0.001) which is less than 0.05 set as level of significance.

Table 2. *Difference of Students' Writing Performance Before and After the Implementation of Process Approach Via Virtual Classroom*

	N	Mean	SD	Mean Difference	p-value	Remark
Pre-test	55	2.49	.41			
				0.53	0.001	Significant
Post-test	55	3.02	.47			

In the data presented, it shows that there is an increase of scores from pretest to posttest, evident in the mean score difference of 0.53. This result implies that the use of Process Approach in Writing via the virtual classroom significantly improve students' scores in writing. This further means that the intervention via virtual classroom was effective.

The significant difference in the mean scores of the pretest and posttest can be explained as the development of writing skills entails dealing with the writing process, which involves multiple stages and emphasizes content rather than language and grammatical use. With this, the students were aware of the various processes of writing which helped them in their difficulties because of the help of the classmates and guidance of the teacher.

This findings corroborate with the results of various studies that the use of Process Approach in Writing indicates significant difference in students' writing performance (Novia & Saptarina, 2021; Kurniashi, et.al., 2020; Khuder & Hardwood, 2015; Vikneswaran & Krish, 2015), It was also found out that the use of the process approach combined with Screencast-o-matic and Bookcreator had a crucial contribution to argumentative writing development in which participants responded positively towards the implementation of the process approach combined with Screencast-o-matic and Bookcreator. (Maharani & Santosa, 2020), the immersion of technology is also effective in a writing activity in which peer review can be a more immersive experience with online feedback compared to traditional written

feedback as its boundary can make more efficient use of any communicative resources everywhere and every time (Tham, 2016). The integration of technology into the teaching and learning process provides learners with several options to study alone, cooperate and collaborate with their classmates and around the world (Warni et al., 2018; Hidayati, 2018).

Correspondingly, the significant high scores of the students during the posttest is a manifestation that process approach helped them develop their writing skills. These findings support the idea that process approach to writing had a significant impact on the improvement of students' writing skills and students taught using the process approach in writing performed better than those who were not taught (Sheir, Zahran & Kouras 2015; Nabhan, 2016; Anastasiadou, 2010). The process approach to writing is a realistic technique for improving pupils' writing talents. As a result of incorporating a process approach, the research participants did well in writing.

The Writing Experiences of the Students in Using Virtual Classroom

The responses of the students in regard to their experience in the use of virtual classroom was derived from their answers to the interview which were grouped according to the similarities of their experiences and were assigned to themes.

Collaboration and interaction in virtual space. The virtual classroom promoted collaboration and interaction among students and teacher through the implementation of Process Approach in Writing. It could be noted that the virtual classroom allowed students to collaborate and interact among themselves since they were all given the chance to share their outputs with their classmates and each of them had to interacted with the at least two classmates. Their collaboration was in the form of giving feedback to improve their outputs. The virtual space allowed them to discuss their thoughts on the topic which helped them better their outputs. Below are samples of their responses:

> *Student 1. I liked it that all of us in the class learn from each other. Due to the pandemic, the school made use of online learning and the virtual space did not hinder our learning because we are interacting and helping one another especially in this task.*

> *Student 2. I got to share my ideas and help my classmates in their paper, it seems I'm part of their success. I also appreciate the feedback from my other classmates.*

> *Student 3. It's like we are all in one room doing one task. My writing journey was great because I had friends and classmates who helped me.*

> *Student 4. I appreciate when my classmates and teacher made some corrections with my output especially with the spelling, grammar and punctuations. Because of that, I was able to improve my writing.*

> *Student 5. Me and my classmates work hard for our paper. I had difficulty in organizing my thoughts but through the corrections, I was able to correct them.*

Interruptions in virtual space. Drawbacks of using technology were also highlighted and experienced during the course of this research. Students were able to experience interruptions like intermittent connection and sudden unexpected loss of power supply. Since the school made use of flexible learning and mainly online learning due to the pandemic, students just stayed at their homes. The learners were from nearby places and so the learners have encountered problems relative to the use virtual space. Below are the students' responses pertaining interruptions in virtual space.

Student 1. *I am from Lantapan and the internet connection is not really good. Sometimes, my internet connection is very lagging. It hinders me to grasp the instructions well but big thanks to my teacher and classmate, I cope with the activity.*

Student 2. *There was one time that I got lost due to power interruption. There was no notice in our place that there will be brownout, that's why there was a time I was not able to attend the class.*

Student 3. *I was using home prepaid wifi in our home. There are times that it's full bar signal but when I surf the internet, the connection was very intermittent.*

Student 4. *My experience was when PLDT suddenly lost its connection. I had to message my teacher that I cannot join the class.*

Student 5. *My problem during that time was the poor internet connection. There are times that the connection was fast, but there are also times that it's interrupted.*

The experiences of the students in the use of virtual classroom showed that they had worthwhile and unsatisfying experiences. Their collaboration and interaction in the virtual space promoted positive outcome in their writing outputs as their classmates contributed in the success of it. Their negative experience was credited to the interruptions in the virtual space like the intermittent connection and loss of electricity. However, although during the course of writing process, some got problems in internet connection and electricity, students were able to finish their paper with good quality.

CONCLUSION

The use of process approach in writing has a positive impact on developing the writing skill of the students. When the process approach to writing was introduced via virtual classroom, the students' writing performance improved dramatically. It also revealed that interactions and teamwork took place in the virtual classroom. On the other hand, interruptions occurred was also experienced by the students when using the virtual classroom. The study's findings would potentially help writing instructors who use online instruction to improve their methods.

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