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# Enhancing Writing Competence of Grade 10 Students Through the Language Experience Approach

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**ABSTRACT**

This study examined the effectiveness of the Language Experience Approach (LEA) in enhancing the argumentative, informative, and persuasive writing competence of Grade 10 students at Ginatilan National High School, Balamban, Cebu, during School Year 2025–2026. A quasi-experimental, one-group pretest-posttest design was employed involving 38 students selected through total population sampling. Researcher-made essay assessments, evaluated using a validated analytic scoring rubric, measured writing performance before and after three LEA-based instructional sessions. Data were analyzed using descriptive statistics and paired-samples t-tests at a 0.05 significance level. Results revealed significant improvements in argumentative writing, with mean scores increasing from 43.58 to 65.84 ($p < .001$), and persuasive writing, from 43.47 to 54.89 ($p < .001$). Informative writing showed a smaller, statistically nonsignificant increase from 51.71 to 53.18 ($p = .522$). Overall writing competence improved significantly ($p < .001$), indicating that LEA was associated with improved writing performance, particularly in argumentative and persuasive compositions. The study recommends integrating LEA-based teaching materials into Grade 10 writing instruction while providing additional support for informative writing. Its single-group design, limited sample, and three-session intervention restrict causal interpretation and generalizability. Nevertheless, the findings provide school-based evidence supporting experience-centered writing instruction and offer a practical foundation for developing contextualized teaching materials and strengthening secondary-level writing competence.

**Keywords:** *Argumentative Writing, Grade 10 Students, Informative Writing, Language Experience Approach, Persuasive Writing, Quasi-Experimental Design, Writing Competence*

## 1. INTRODUCTION

Writing is an essential communication skill that enables learners to express ideas, organize information, and communicate effectively in academic and everyday contexts. However, developing writing competence remains challenging because students must demonstrate proficiency in idea generation, organization, language use, and grammatical accuracy. Evidence-based instructional strategies have been shown to improve students' writing performance (Graham et al., 2025), while the Department of Education recognizes writing as an essential macro skill in language learning (DepEd, 2023). Nevertheless, conventional teacher-centered instruction may restrict students' opportunities to express authentic ideas and engage meaningfully in writing activities (Cheng & Zhang, 2024). In response to these challenges, the Language Experience Approach (LEA) offers a learner-centered strategy that connects students' personal experiences and prior knowledge with structured writing activities. This study examined the use of LEA in enhancing the argumentative, informative, and persuasive writing competence of Grade 10 students at Ginatilan National High School during School Year 2025–2026. It also provided a basis for developing teaching material incorporating the steps of LEA to support writing instruction.

### Research Problem

Writing proficiency remains a significant concern among Filipino learners despite curricular efforts to strengthen literacy instruction. National assessment findings indicate that many students demonstrate limited competence in constructing organized written compositions and developing supporting details (United Nations Children's Fund (UNICEF) & Southeast Asian Ministers of Education Organization (SEAMEO), 2020). Similarly, weaknesses in reading literacy, which is closely associated with writing development, remain evident among Filipino learners (Organisation for Economic Co-operation and Development [OECD], 2023). Studies involving secondary school students have identified persistent difficulties in coherence, organization, vocabulary, paragraph development, and the use of supporting evidence. Capitle and Viña (2024) identified difficulties in using transitional devices, while Espinosa and Abella (2024) reported weaknesses in expository writing, particularly in generating and organizing ideas. Deocades and Domile (2025) likewise observed limitations in vocabulary, paragraph organization, and elaboration, whereas Fegarido and Hornoz (2025) emphasized continuing weaknesses in research writing. These concerns are evident among Grade 10 students at Ginatilan National High School, where classroom observations indicated that approximately 80% of learners demonstrated beginning-level writing competence, while 20% exhibited intermediate performance characterized by limited ideas and weak cohesion. Students also experienced difficulty producing coherent essays and frequently depended on teacher-provided models rather than personal experiences. Since instruction should respond to learners' backgrounds, experiences, and individual differences (Aprilianti, 2024), there is a need to examine an alternative instructional approach that promotes meaningful writing participation. Accordingly, this study investigated whether the Language Experience Approach could improve students' competence in composing argumentative, informative, and persuasive essays, particularly in content, organization, supporting details, language use, and mechanics.

### Assumptions of the Study

The study was guided by the assumption that the Language Experience Approach enhances students' writing competence by connecting learning activities with their personal experiences and existing knowledge (Stauffer, 1970). This assumption is supported by constructivist learning principles, which emphasize learners' active participation in constructing knowledge (Bruner, 1966), and by the Media Theory Approach, which recognizes the role of writing activities and processes in developing written communication (Chandler, 1995). The study further assumed that providing learners with opportunities to discuss experiences, formulate ideas, engage in

guided writing, and revise their compositions could support the development of writing competence. Previous studies reported improvements in students' writing performance following LEA-based instruction (Porjor & Assapaporn, 2024) and (Husna & Nurhasanah, 2024). The null hypothesis stated that there was no significant difference between students' writing competence scores before and after the implementation of the Language Experience Approach across the three identified writing competencies.

**Objectives of the Study**

The primary objective of this study was to determine the effect of the Language Experience Approach on the writing competence of Grade 10 students at Ginatilan National High School during School Year 2025–2026. Specifically, the study aimed to determine students' writing competence levels in argumentative, informative, and persuasive essay writing before and after exposure to LEA; establish whether a significant difference existed between their pretest and posttest scores; examine how LEA could be utilized to improve their writing skills; and develop teaching material incorporating the steps of writing based on the study findings. The assessment focused on content, organization, supporting details, language use, and mechanics as indicators of students' writing competence.

**Conceptual and Theoretical Framework**

The study was anchored in Bruner's Constructivist Theory of Learning (Bruner, 1966) and informed by Chandler's discussion of writing and communication (Chandler, 1995, 2007). Constructivist Theory explains that learning occurs when individuals actively construct knowledge from existing experiences and cognitive structures (Bruner, 1966). Bruner (1966) further emphasizes learners' readiness, the organization and sequencing of instructional content, and appropriate reinforcement. Applied to writing instruction, this theory supports the use of familiar experiences, meaningful activities, and instructional scaffolding to facilitate idea generation and written expression. Chandler (1995) provides a perspective on writing as a communicative activity, while Chandler (2007) discusses how meaning is constructed and communicated through signs and texts. Together, these perspectives provide a complementary conceptual basis for understanding writing as a process of constructing and communicating meaning. The study is also supported by Republic Act No. 10533, which promotes learner-centered, inclusive, contextualized, and developmentally appropriate instruction (Republic of the Philippines, 2013). Likewise, the Department of Education's Quality Policy Statement emphasizes the provision of accessible and inclusive basic education through evidence-based policies, responsive curricula, and continuous improvement in educational service delivery (Department of Education [DepEd], 2021). These educational principles support the use of instructional approaches that address learners' actual writing difficulties. Writing is an essential productive language skill requiring appropriate instructional guidance and practice (Aprilianti, 2024). Empirical evidence further supports LEA as a strategy for improving writing performance. Porjor & Assapaporn (2024) reported improvements in English writing ability, reading, and media literacy through LEA-based digital lessons, while Husna and Nurhasanah (2024) documented improvements in elementary learners' writing performance following LEA instruction. Conceptually, the study considered the Language Experience Approach as the instructional intervention and students' writing competence as the outcome variable. LEA involved five interconnected processes: experience or activity, discussion of the experience, recording students' words, shared reading of the experience story, and text work or story building. These processes were intended to support students' development of argumentative, informative, and persuasive compositions through meaningful, experience-based instruction. The findings served as the basis for developing teaching material incorporating the steps of writing.

**Sustainable Development Goal and Multidisciplinary Sustainability Relevance**

The study primarily aligns with Sustainable Development Goal 4 (Quality Education), which promotes inclusive, equitable, and quality education and lifelong learning opportunities. By addressing writing proficiency gaps through learner-centered and contextualized instruction, the study contributes to efforts to strengthen literacy development and improve the quality of English language teaching. The study also relates to SDG 10 (Reduced Inequalities) through its emphasis on responsive instruction for learners in a remote school community with limited educational facilities and learning resources. The Language Experience Approach draws upon students' existing knowledge and personal experiences, providing an instructional strategy that can accommodate differences in learning backgrounds and writing abilities. In terms of sustainability, the research contributes primarily to educational and institutional sustainability by examining an instructional approach that teachers may integrate into existing classroom practices. Its proposed teaching material provides a potential resource for supporting continued writing instruction, strengthening learners' communication skills, and informing school-based literacy improvement initiatives. Overall, the study supports sustainable educational development by promoting meaningful learning experiences, responsive teaching practices, and improved writing competence among secondary school learners.

## 2. METHODOLOGY

**Research Design**

The study utilized a quasi-experimental research design, specifically the one-group pretest-posttest design, to examine the effect of the Language Experience Approach on students' writing competence. According to Creswell and Creswell (2023), quasi-experimental research evaluates the effects of an intervention without randomly assigning participants to experimental and control groups. This design enabled the researcher to compare students' writing performance before and after exposure to LEA under actual classroom conditions. Pretests established the participants' initial writing competence, while posttests measured changes following the intervention. The differences between the two sets of scores provided the basis for evaluating the effectiveness of LEA in improving argumentative, informative, and persuasive writing.

**Research Locale or Study Setting**

The study was conducted at Ginatilan National High School, located in Barangay Ginatilan, Municipality of Balamban, Cebu, Philippines. The barangay is a remote community approximately 27 kilometers from the town proper of Balamban and is composed of 12 sitios. Its geographical location and transportation conditions influence students' access to educational services. Ginatilan National High School, under Balamban District II, is the only secondary school in the barangay. During School Year 2025–2026, it served 252 students across Junior and Senior High School programs, with nine teachers, one non-teaching staff member, and one school caretaker. The school operates with limited facilities and instructional resources, requiring teachers to maximize available materials and provide additional learning support. This setting was selected because it provided an appropriate environment for examining the writing difficulties and learning experiences of the target Grade 10 students.

**Participants or Data Sources**

The participants consisted of all 38 Grade 10 students enrolled in Grade 10–Obedience at Ginatilan National High School during School Year 2025–2026. Total population sampling was employed because the target population was relatively small. Of the participants, 23 (61%) were male and 15 (39%) were female. All participants completed pretests to establish their baseline writing competence, underwent three LEA-based instructional sessions, and subsequently completed posttests to determine changes in their writing performance.

**Research Instruments or Materials**

The study utilized researcher-made essay-writing assessments administered as pretests and posttests. These instruments evaluated students' competence in composing argumentative, informative, and persuasive essays using a standardized analytic scoring rubric. The rubric assessed five writing components: content or ideas, organization or structure, supporting details or evidence, language use or style, and grammar or mechanics. The respective maximum scores were 30, 20, 20, 15, and 15 points, for a total of 100 points. Writing competence was classified as Beginning (0–49), Developing (50–69), Proficient (70–89), or Exemplary (90–100). The instructional intervention employed the five steps of the Language Experience Approach: engaging students in personal or shared experiences, discussing those experiences, recording students' words, reading the resulting experience stories together, and developing texts through vocabulary, grammar, and sentence-structure activities. These steps provided opportunities for students to connect familiar experiences with structured writing instruction. Before administration, the research instruments underwent content validation by three expert validators consisting of master teachers and language specialists. Their evaluation focused on content relevance, clarity, task difficulty, and alignment with Grade 10 English competencies. Minor revisions were incorporated based on their recommendations. A test-retest reliability procedure was also conducted over a two-week interval to assess the instruments' stability.

**Data Gathering Procedure**

Data collection began with securing formal administrative approval through a transmittal letter submitted to the Public Schools District Supervisor of Balamban II. Following approval, the researcher administered pretests to determine students' initial writing competence in argumentative, informative, and persuasive writing. Each competency was assessed during a 60-minute session, requiring three hours for the baseline assessments. After the pretests, participants underwent three instructional sessions integrating the Language Experience Approach into the identified Most Essential Learning Competencies (MELCs) for the third quarter. Each session lasted 60 minutes and focused on one of the three writing competencies. The researcher incorporated the five LEA steps into the lessons to facilitate experience-based discussion, idea development, guided reading, and individual writing activities. Following the intervention, posttests were administered to the same participants using the same assessment structure, writing competencies, and scoring rubric. Students were again allotted 60 minutes per competency, totaling three hours of posttesting. The pretest and posttest scores were subsequently organized and analyzed to determine changes in writing competence.

**Data Analysis**

The collected data were analyzed using frequency counts, percentages, weighted means, and the paired samples t-test. Frequency counts and percentages described the distribution of participants across the Beginning, Developing, Proficient, and Exemplary writing competence levels. Weighted means summarized students' performance in the three writing competencies before and after the intervention. The paired samples t-test was employed to determine whether a statistically significant difference existed between the participants' pretest and posttest mean scores. A significance level of 0.05 was used to evaluate the null hypothesis stating that no significant difference existed between students' writing competence before and after implementing the Language Experience Approach. The analysis considered students' performance in content, organization, supporting details, language use, and mechanics to evaluate changes in their overall writing competence.

**Ethical Consideration**

Before conducting the study, the researcher secured administrative approval from the Public Schools District Supervisor of Balamban II through a formal transmittal letter. The research was conducted within the participants' regular school environment, with assessments and instructional activities aligned with the identified Grade 10 English learning competencies. The methodology section of the original manuscript does not explicitly document additional ethical procedures concerning informed consent, parental permission, confidentiality, anonymity, or institutional ethics review. Accordingly, no claims regarding these procedures are introduced in this condensed version.

## 3. RESULTS AND DISCUSSION

### 3.1 Writing Competence of Grade 10 Students Before the LEA Intervention

#### 3.1.1 Argumentative Writing

Before the intervention, 25 students (65.79%) were classified at the Beginning level, 11 (28.95%) at the Developing level, and two (5.26%) at the Proficient level. None attained the Exemplary level. The mean score of 43.58 (SD = 11.45) indicated Beginning-level competence in argumentative writing. These findings suggest that students experienced difficulties organizing ideas, constructing logical arguments, and supporting claims with relevant evidence. This is consistent with Apolonio (2023), who identified limited writing practice and insufficient instructional support as contributing factors to secondary students' difficulties in argumentative writing.

#### 3.1.2 Informative Writing

Before the intervention, the students obtained a mean score of 51.71 (SD = 4.84), corresponding to the Developing level. The narrative results reported that 19 students (50.00%) were at the Beginning level, 18 (47.37%) at the Developing level, and one (2.63%) at the Proficient level. No student attained the Exemplary level. The findings indicate that although some students demonstrated basic knowledge of informative writing, many required additional guidance in selecting, organizing, and presenting information effectively. This supports Rae (2020), who emphasized the importance of explicit instruction and regular writing practice in developing effective writing skills.

#### 3.1.3 Persuasive Writing

The pretest results revealed that 31 students (81.58%) were at the Beginning level, six (15.79%) at the Developing level, and one (2.63%) at the Proficient level. None reached the Exemplary level. The mean score of 43.47 (SD = 7.33) indicated Beginning-level competence in persuasive writing. These results suggest that most students had difficulty applying persuasive writing techniques, particularly in expressing, organizing, and supporting their ideas. This finding agrees with Graham et al. (2025), who emphasized the importance of structured instruction and continuous scaffolding in improving students' writing performance. Overall, the pretest findings demonstrated limited writing competence across the three competencies, with most students classified at the Beginning level. These results indicated the need for instructional strategies that promote active participation, guided writing, and meaningful learning experiences (Apolonio, 2023; Graham et al., 2025).

### 3.2 Writing Competence of Grade 10 Students After the LEA Intervention

#### 3.2.1 Argumentative Writing

Following three LEA-based instructional sessions, students obtained a mean score of 65.84 (SD = 13.64), corresponding to the Developing level. Eighteen students (47.37%) attained the

Proficient level, 12 (31.58%) reached the Developing level, and eight (21.05%) remained at the Beginning level. None attained the Exemplary level. The mean score increased by 22.26 points compared with the pretest. The improvement suggests that LEA helped students organize arguments and express ideas more effectively through experience-based learning and guided writing activities. This finding is consistent with studies emphasizing the effectiveness of structured writing instruction and scaffolding in improving writing performance and idea organization (Graham et al., 2025; Osawa, 2025).

#### 3.2.2 Informative Writing

After the intervention, students obtained a mean score of 53.18 (SD = 12.91), corresponding to the Developing level and representing an increase of 1.47 points from the pretest. The narrative findings reported that 24 students (63.16%) remained at the Beginning level, 10 (26.32%) attained the Developing level, and four (10.53%) reached the Proficient level. None achieved the Exemplary level. The slight increase in the mean score suggests limited improvement in students' ability to apply informative writing techniques. However, the continued concentration of students at the Beginning level indicates that difficulties remained. Osawa (2025) similarly emphasized the contribution of explicit genre-based instruction to writing competence, while guided and self-regulated writing activities were identified as approaches that support writing development.

#### 3.2.3 Persuasive Writing

The posttest results showed that 23 students (60.53%) attained the Developing level, 11 (28.95%) remained at the Beginning level, and four (10.53%) reached the Proficient level. No student achieved the Exemplary level. The mean score increased from 43.47 (SD = 7.33) to 54.89 (SD = 7.59), indicating an improvement of 11.42 points and a transition from the Beginning to the Developing level. These findings suggest that LEA supported students in applying persuasive writing techniques through meaningful experiences and guided composition activities. The improvement reflects the value of learner-centered and process-oriented instruction in helping students organize ideas and develop written arguments. Across the three competencies, the posttest mean scores were higher than the pretest scores, although the extent of improvement varied. The findings support the importance of meaningful writing experiences, teacher scaffolding, and guided instruction in developing writing competence. Similar observations were reported by Cheng and Zhang (2024) and Osawa (2025), who emphasized the contribution of learner-centered and explicit writing instruction to writing achievement and organization. Furthermore, systematic opportunities to write, discuss, and revise texts can strengthen audience awareness and writing quality (Bouwer and Van der Veen, 2024).

### 3.3 Significant Differences in Writing Competence Before and After the LEA Intervention

#### 3.3.1 Significant Difference in Argumentative Writing

The paired-samples t-test revealed a statistically significant difference between pretest and posttest scores in argumentative writing. The mean score increased from 43.58 to 65.84, with a mean difference of −22.26 (SD = 15.29), $t(37) = -8.975$, and $p < .001$. The 95% confidence interval ranged from −27.28925 to −17.23707. Since the p-value was below the 0.05 significance level, the null hypothesis was rejected. This finding indicates that students demonstrated significant improvement in argumentative writing following LEA instruction. The result supports research emphasizing that experience-based writing activities, instructional scaffolding, and feedback contribute to writing development (Kloss & Quintanilla, 2024; Lewis, 2024). Similarly, Cheng and

Zhang (2024) emphasized that contextualized and learner-centered writing strategies improve students' organization, grammar, and idea development.

#### 3.3.2 Significant Difference in Informative Writing

The paired-samples t-test showed a mean difference of −1.47 (SD = 14.04), with t(37) = −0.647 and p = .522. Although the mean score increased from 51.71 to 53.18, the difference was not statistically significant at the 0.05 level. Consequently, the null hypothesis was not rejected for informative writing. The findings indicate that the intervention produced only a limited improvement in informative writing competence. Despite the increase in mean performance, students continued to experience difficulties requiring further instructional support. This result highlights the importance of selecting writing interventions that address learners' specific needs and provide sufficient opportunities for guided practice.

#### 3.3.3 Significant Difference in Persuasive Writing

The paired-samples t-test revealed a statistically significant difference between pretest and posttest scores in persuasive writing. The mean increased from 43.47 to 54.89, with a mean difference of −11.42 (SD = 10.48), t(37) = −6.717, and p < .001. The 95% confidence interval ranged from −14.86639 to −7.97571. Since the p-value was below 0.05, the null hypothesis was rejected. The significant improvement suggests that LEA facilitated the development of persuasive writing competence by allowing students to draw upon prior experiences and engage in guided writing activities. This finding supports De Juan et al. (2024), who emphasized the role of prior knowledge in understanding and applying language concepts. Similarly, Scherer et al. (2024) associated improvements in writing quality with specialized instructional interventions, while Romano et al. (2024) highlighted the importance of planning, organizing, and revising in developing coherent written compositions.

#### 3.3.4 Overall Significant Difference in Writing Competence

The overall paired-samples t-test demonstrated a statistically significant improvement in students' writing competence following LEA implementation, with a mean difference of −11.71 (SD = 7.65), t(37) = −9.440, and p < .001. The null hypothesis was therefore rejected for overall writing competence. However, significant improvements were observed specifically in argumentative and persuasive writing, while informative writing showed no statistically significant difference. These findings indicate that LEA was associated with improved writing performance, particularly when students participated in experience-based activities supported by teacher guidance. Zhang et al. (2023) emphasized that appropriate instructional interventions develop creative thinking, logical reasoning, and communication skills. Likewise, Tiongo et al. (2025) identified instructional resource limitations and mother-tongue interference as challenges affecting rural students' English writing proficiency, while Villapando et al. (2025) highlighted the importance of structured guidance in developing students' ability to generate and organize ideas. Overall, the findings suggest that integrating students' personal experiences, oral discussions, collaborative text construction, and guided writing activities can support the development of writing competence. Nevertheless, the nonsignificant improvement in informative writing indicates that the effectiveness of LEA varied across the three writing competencies.

## 4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that the Language Experience Approach (LEA) was associated with improved writing competence among the 38 Grade 10 students of Ginatilan National High School during School Year 2025–2026. Following the intervention, students demonstrated higher writing performance across argumentative, informative, and persuasive compositions, with overall competence progressing from the Beginning to the Developing level. Statistical analysis revealed significant improvements in argumentative and persuasive writing, while the improvement in informative writing was not statistically significant. These findings indicate that the students responded differently across writing competencies, with greater improvements observed in argumentative and persuasive compositions. The experience-based activities, guided discussions, and structured writing processes incorporated into LEA provided meaningful opportunities for students to develop and express their ideas. Within the context of the participating class, the findings support the use of LEA as a promising instructional approach and provide an empirical basis for developing teaching material to strengthen writing competence.

Based on the findings, Ginatilan National High School should consider implementing the proposed teaching material incorporating the five steps of the Language Experience Approach in Grade 10 writing lessons. English teachers should integrate experience-based activities, guided discussions, shared reading, and text development exercises to strengthen students' writing competence, particularly in argumentative and persuasive compositions. Since informative writing showed no statistically significant improvement, teachers should provide additional instructional guidance and writing practice targeting this competency. School administrators should organize Learning Action Cell (LAC) sessions where teachers can exchange instructional experiences, discuss effective writing strategies, and evaluate the application of LEA in classroom instruction. They should also consider allocating resources for literacy development programs and instructional materials. Future researchers may examine the application of LEA to other English language macro-skills and extend the investigation to larger student populations and schools in urban settings to further evaluate its effectiveness across different educational contexts.

The study was limited to 38 Grade 10 students from one section of Ginatilan National High School during School Year 2025–2026. Its quasi-experimental, one-group pretest-posttest design did not include a control group or random assignment, limiting the attribution of observed improvements exclusively to LEA. Furthermore, the intervention involved only three instructional sessions and assessed argumentative, informative, and persuasive writing, restricting conclusions to these competencies and the observed assessment period. The single-school, rural setting also limits the generalizability of the findings. Future studies may employ larger samples, multiple school settings, comparison groups, and longer intervention periods to strengthen the evidence.

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