ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

GENRE-BASED WRITING TASK (GEB-WRIT): AN INTERVENTION IN ENHANCING ENGLISH WRITING PROFICIENCY AMONG GRADE TWELVE LEARNERS IN STO.NIÑO NATIONAL HIGH SCHOOL

Nathaniel A. Bestes[1], Rhuyeth Anne G. Manatad[2]
**Student Researchers, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines*

Article DOI: https://doi.org/10.36713/epra22648
DOI No: 10.36713/epra22648

ABSTRACT

This study investigated the effectiveness of the Genre-Based Writing Task (GEB-WRIT) intervention in enhancing the writing proficiency of Grade 12 learners at Sto. Niño National High School in Talaingod, Davao del Norte, Philippines. Specifically, it aimed to determine the level of students' writing proficiency before and after the intervention and to gather insights regarding their experiences with the GEB-WRIT strategy. Utilizing a quantitative-descriptive research design supplemented with interviews and focus group discussions, the study assessed the writing performance of 21 Grade 12–Quezon students across pre-test, intervention, and post-test phases. Additionally, 10 students participated in the qualitative component. Pre-test results indicated very low writing proficiency, with a mean score of 114. Following the intervention, post-test scores demonstrated a significant improvement, with a mean of 236, corresponding to a high level of writing proficiency. A paired t-test confirmed a statistically significant difference ($p < .001$) and a very large effect size (Cohen's $d = 3.49$). Qualitative findings supported these results, revealing improved confidence, reduced apprehension in writing, stronger understanding of genre-specific structures, and appreciation for the structured approach. Participants also suggested extending the program's duration and incorporating group work to foster collaboration. The findings affirm that the GEB-WRIT intervention is an effective strategy for developing writing proficiency and learner engagement in senior high school contexts.

KEYWORDS: *Genre Based Writing Task (GEBWRIT), Research Rubric on Measuring the Writing Proficiency, quantitative-descriptive, writing proficiency, Philippines.*

INTRODUCTION

Writing proficiency is defined as the ability to express ideas clearly and effectively through well-structured, coherent, and grammatically accurate written texts. It encompasses several key components, including content development, organization, vocabulary use, grammar, mechanics, and adherence to genre conventions (Garcia & Asuncion, 2022). This skill is particularly important in academic settings, as it enables students to demonstrate understanding, engage in critical thinking, and participate meaningfully in scholarly communication. In line with this, Rahmat & Chan (2021) highlight that proficient writing is also essential for success in assessments and real-world communication, making it a critical component of both academic achievement and future career readiness. However, despite its significance, writing remains a challenging skill for many learners. In particular, senior high school students often struggle with limited vocabulary, poor grammar, and uncertainty about writing structures, which results in anxiety and weak performance in written tasks (Habibi, Yazdani, & Sajadi, 2020).

In Bosowa University in Indonesia, an Extended Writing Project (EWP) was conducted to enhance students' writing proficiency. Approximately 4.16% of the students achieved very good scores in organizing their writing tasks, indicating a small portion of students could effectively organize ideas with clarity and coherence. However, 20.83% of the students received low scores due to weak writing organization. It is undeniable that many students struggle with understanding and expressing themselves effectively in their writing, particularly when it comes to organizing structure and ideas. Similar, in Saudi Arabia, as cited in the study of Alzahrani and Aljohani (2021) reported that 27.5% of EFL university students struggled to organize ideas logically, frequently producing fragmented or incoherent texts. Meanwhile, in Turkey, a study found that only 22% of university students achieved high scores in essay organization, while 31% scored poorly due to difficulties in maintaining cohesion and coherence throughout their writing (Yavuz & Basaran, 2020).

Consequently, a needs analysis study conducted at De La Salle University in Manila, Philippines, examined the writing needs of senior high school students, specifically Filipino students. As put forth in the study of Urbano et al. (2021), 63% of the students struggled to use correct vocabulary in their writing, and another 60% had difficulty applying various patterns of development, such as comparison and contrast, definition, description, and narration. Many students struggle to generate ideas and organize them coherently, which often results in poorly structured essays. In addition to the current focus, a study conducted by Lumibao et al. (2020) found that 58% of junior high school students in Nueva Ecija had difficulty

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

writing cohesive paragraphs, often failing to apply appropriate transitions and logical flow. In another study, Sevilla and Rosales (2022) reported that 61% of college freshmen in a state university in Central Luzon encountered difficulties in developing topic sentences and linking ideas across paragraphs.

In the Division of Davao del Norte, particularly at Sto. Niño National High School, many Grade 12 senior high school students continue to face challenges in organizing and expressing their ideas in writing due to a limited understanding of writing structures. This struggle affects their academic performance and lowers their confidence in writing. Addressing these issues is crucial to improving their overall proficiency and preparing them for academic and professional success. This action research responds to the broader need to improve students' writing skills, as these difficulties hinder both motivation and performance. By focusing on key problem areas, the study seeks to develop effective strategies that will enhance writing abilities, promote academic growth, and foster essential skills for future endeavors.

Further, with a thorough search for relevant literature addressing writing proficiency, the researcher has found the study of Garcia and Asuncion (2022) titled "Remediating the Writing Performance of Struggling Writers through a Self-Regulated Strategy Development Approach." Their focus was to improve students' performance in argumentative writing using the Self-Regulated Strategy Development (SRSD) approach. SRSD emphasizes various aspects of writing development, including the writer's cognitive, behavioral, and affective states. It also incorporates mnemonic-based writing strategies to help guide students in composing specific texts. In addition, Herring (2019), in his study "Improving the Literacy Skills of Struggling Writers: The Role of Writing in RTI at the Secondary Level," highlighted how the Response to Intervention (RTI) literacy model supports writing integration across the curriculum. This model helps schools make significant improvements in the motivation, skills, and outcomes of struggling writers. Similarly, the study conducted by Pritchard and Honeycutt (2020), "Scaffolding Adolescent Writers: The Effects of a Genre-Based Approach on Writing Development," revealed that using a genre-based instructional model significantly improved students' ability to organize and structure their texts. Their findings emphasized the value of explicit genre instruction in enhancing both the quality and clarity of student writing, particularly among secondary learners.

However, within the scope and locale of this study, the researchers have not identified any research utilizing a descriptive quantitative method that employs a one-group pretest-posttest approach to address students' writing proficiency, attitudes, vocabulary, and idea organization through Genre-Based Writing Tasks (GEB-WRIT). This indicates a significant gap in the existing literature, as there has been no study specifically targeting the needs of students who struggle with writing, including challenges related to writing structure, attitudes toward writing, vocabulary usage, and the organization of ideas. Consequently, this highlights the necessity of this research, establishing a clear research gap that this study aims to fill.

Research Questions

The research questions below aim to investigate how the Genre-Based Writing Task (GEB-WRIT) can enhance the English writing proficiency of Grade 12 learners at Sto. Niño National High School. This intervention is designed to address learners' challenges in structuring and developing written texts across various genres. The following research questions guide this study:

1. What is the level of writing proficiency among Grade 12 students before the Genre Based Writing Task (GEB-WRIT) intervention has been implemented?
2. What is the level of writing proficiency among Grade 12 students after the Genre Based Writing Task (GEB-WRIT) intervention has been implemented?
3. What is the significant difference between pretest and post-test employing Genre Based Writing Task (GEB-WRIT) intervention?
4. What are the insights of the students about the use of Genre Based Writing Task (GEB-WRIT) strategy in improving their skills in writing?

PROPOSED INTERVENTION

The Genre-Based Writing Task utilizes the PEP framework Present, Explain, and Practice to systematically develop students' writing proficiency across various genres. In the Presentation phase, students are introduced to specific writing genres such as narrative, descriptive, or persuasive texts. Here, they examine sample texts to identify the structure, style, and key conventions of each genre, enabling them to observe how ideas are organized and communicated effectively. Moving into the Explanation phase, the teacher provides direct instruction on the essential features, language patterns, and organizational structures unique to the targeted genre. This includes explicit teaching of grammar, transitions, tone, and purpose, helping students understand not just how the genre works but why it is constructed in a particular way. Finally, in the Practice phase, students apply their understanding by composing their own texts in the learned genre. They engage in drafting, revising, and editing processes, often with peer and teacher feedback. This active practice encourages creativity, reinforces structural understanding, and allows learners to internalize the skills needed to write effectively within various genres. Altogether, the PEP approach supports both the technical and expressive aspects of writing, leading to improved proficiency and greater confidence among students.

The researchers used the Genre-Based Writing Task, which consisted of carefully selected writing genres for students to master. This implementation allowed learners to have the opportunity to observe, practice, and internalize the structures and techniques of different genres. After the intervention, the researchers looked forward to generating positive results. Thus, learners were expected to develop and strengthen their writing proficiency.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 1. Matrix of the Intervention

Genre-Based Writing Task, PEP framework		
Phase		**Duration**
Present	Students are introduced to specific writing genres (e.g., narrative, descriptive, persuasive) and analyze sample texts to identify structure, style, and conventions.	30 minutes
Explain	Teacher gives direct instruction on key features, language use, grammar, transitions, tone, and structure of the targeted genre.	30 minutes
Practice	Students compose their own texts in the given genre, revising and editing with teacher and peer feedback. Focus is on internalizing structure and enhancing writing proficiency.	6 weeks

METHODOLOGY

Research Design

This study utilized a quantitative-descriptive method, which produces both qualitative and quantitative data to characterize the current state of a situation at a specific moment in time. By collecting detailed information, this approach helps to better understand existing issues or challenges through systematic data collection, enabling a comprehensive description of the situation (Manjunatha, 2019).

In context, combining the quantitative-descriptive method with interviews provides a well-rounded research approach. The quantitative component allows for objective measurement and analysis of writing proficiency, while the interviews offer deeper insights into the experiences, perceptions, and attitudes of both students and teachers. This blended method provides a fuller and more reliable understanding of the challenges and improvements related to English writing proficiency.

Research Participants

Purposive sampling, a non-random selection technique, empowers researchers to delve into specific populations by choosing individuals, cases, or events with key characteristics aligned with the research aims. This approach, also known as judgmental sampling, leverages the researcher's expertise to identify participants who can offer the most valuable insights, unlike random selection where chance dictates participant selection (Memon et al., 2025).

In connection, this study was conducted at Sto. Niño National High School, a public secondary school where many Grade 12 learners face difficulties in English writing. Specifically, the study focused on the writing proficiency of Grade 12 students before and after the implementation of the Genre-Based Writing Task (GEB-WRIT) intervention during the academic year 2024-2025. A total of twenty-one (21) Grade 12 students participated in the pre-test, intervention, and post-test phases. Purposive sampling was employed to deliberately select participants who could best provide relevant data to address the study's objectives.

Additionally, fourteen (10) participants comprising students were selected for qualitative data collection, with five (5) participating in in-depth interviews and five (5) in focus group discussions. These qualitative insights complemented the quantitative data, enriching the study's understanding of the intervention's impact on enhancing writing proficiency.

Research Instrument

In assessing writing proficiency for the total score, the researchers adapted a set of assessment criteria from the study of Lee (2014), which examined Korean EFL university students' English vocabulary size and their writing proficiency. The following criteria were used to evaluate the learners' written outputs:

Table 1.
Range of Mean Percentage

Range of Mean Percentage	Descriptive Level	Interpretation
91-100	Very High	If the measures described in the writing proficiency of the students is outstanding.
76-90	High	If the measures described in the writing proficiency of the students is very satisfactory.
61-75	Average	If the measures described in the writing proficiency of the students is satisfactory.
51-60	Low	If the measures described in the writing proficiency of the students are fairly satisfactory.
0-50	Very Low	If the measures described in the writing proficiency of the students did not meet expectations.

Procedure

The implementation of the Genre-Based Writing Task (GEB-WRIT) followed the PEP framework—Present, Explain, and Practice—to systematically enhance students' writing proficiency across selected genres. The procedure began with an orientation and the administration of a pre-test to establish students' baseline writing skills using a standardized rubric. The researchers then selected specific writing genres such as narrative, descriptive, and persuasive, which were introduced one at a time to ensure focused learning.

During the Presentation phase, students were exposed to model texts representing each genre. Through guided analysis and

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

discussion, they identified key structural and linguistic features, such as organization, tone, and style.

This was followed by the Explanation phase, where the teacher provided explicit instruction on the genre's essential components, including its organizational structure, language patterns, grammar usage, and communicative purpose. Visual aids and interactive discussions supported this phase to deepen understanding.

In the Practice phase, students engaged in writing activities where they applied what they had learned by drafting, revising, and editing their own texts. Peer feedback and teacher guidance were incorporated to enhance revision quality. After completing the tasks for each genre, students participated in reflection activities and group discussions to reinforce learning and address common challenges.

The intervention concluded with a post-test to measure improvements in writing proficiency, followed by the collection of student outputs and feedback through interviews and focus group discussions. This comprehensive process allowed learners to internalize genre conventions and improve both the technical and expressive aspects of their writing.

DATA COLLECTION

The researchers followed the subsequent procedures when collecting the data in order to get the information required for the investigation.

Crafting of Questionnaire - Pretest and Post-test Questionnaires: The researchers adopted the Rubric on Measuring the Writing Proficiency of Lee (2014), which is a research-based standardized rubric, for both pre-test and post-test assessments. The test questionnaire was a tool in gathering quantitative data about their level of writing proficiency. There were two sets of essay type questionnaires administered, the pre-test and post-test questionnaires.

Questionnaire Validation: The researcher sought validation of the questionnaire from experts or a panel well-versed in questionnaire development to ensure its validity and reliability.

Seeking Permission to Conduct the Study. The researchers asked the school principal to distribute the questionnaires (pre-test) to the identified students. Also, the researcher asked permission to implement the intervention to the identified class group.

Pre-test Assessment Administration: Prior to implementing the intervention, the researcher administered a pre-test to the experimental group. This pretest aimed to gauge the students' baseline performance levels in English writing proficiency.

Post-test Assessment Administration: After one month of the implementation in experimental group, a post-test was administered to assess the students' progress in English writing proficiency. This test measured the students' enhanced writing skills and proficiency after the intervention.

Data Tabulation and Evaluation: The gathered data from the pre-test and post-test underwent tabulation. The completed questionnaire was collected by the researchers and subsequently transferred into a Microsoft excel spreadsheet for data encoding. The statistician was granted confidential permission to perform calculations, create tables, and analyze the data with utmost discretion. The results of the tabulation served as the basis for evaluating the effectiveness of the intervention in enhancing students' writing proficiency.

Statistical Tool

The computation of data involved the utilization of statistical tools. These tools were employed to ensure accurate analysis and interpretation of the data.

Mean. This refers to the average and is calculated by dividing the sum of a score of the students in pretest, as well as in the post test. This was used to determine the level of performance of the students before the intervention and after the intervention.

Standard Deviation. Standard deviation is a statistical measure that quantifies the amount of variation or dispersion in a set of values. A low standard deviation indicates that the values are close to the mean, while a high standard deviation signifies greater variability (Moore, McCabe, & Craig, 2017).

Paired t-test. Also known as a dependent or correlated t-test, is an effective analytical method used to evaluate the differences in means and standard deviations between two related groups (Gleichmann, 2020). this research, the paired t-test was applied to determine if there was a statistically significant difference between the average scores of the pretest and post-test.

Cohen's d. Cohen's d is a measure of effect size that expresses the standardized difference between two means. It is commonly used to determine the magnitude of an intervention's impact, with values typically interpreted as small (0.2), medium (0.5), or large (0.8) effects (Cohen, 1988).

DATA ANALYSIS

In analyzing the data, the researchers tabulated the raw scores of the students from both pre-test and post-test. Afterwards, the mean for each indicator and the overall mean were calculated to reveal the level of writing proficiency of students before and after the implementation of the intervention. This approach aligns with the procedures described by Creswell and Creswell (2018), who emphasize the importance of descriptive statistics in evaluating educational interventions.

In addition to quantitative analysis, qualitative data from in-depth interviews and focus group discussions were analyzed to provide a nuanced understanding of the intervention's impact. Thematic analysis of interview transcripts highlighted students' perspectives on the GEBWRIT intervention, uncovering insights into its effectiveness, perceived benefits, and challenges faced during implementation, following the methodology outlined by Braun and Clarke (2021) for rigorous qualitative thematic analysis.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

RESULTS AND DISCUSSIONS

Presented in this chapter are the results or data obtained in the study. The chapter presents the data on the level of performance in writing proficiency among students in pre-test; the level of performance in writing proficiency among students in post-test; and significant difference of the pretest and post-test scores of the students.

Research Objective No.1: What is the level of writing proficiency among Grade 12 students before the Genre Based Writing Task (GEB-WRIT) intervention has been implemented?

To satisfy the first objective, the study adopted the diagnostic writing proficiency test developed by Lee (2014) in his study Korean EFL University Students' English Vocabulary Size and Their Writing Proficiency, which was used to determine students' level of writing. Shown in Table 2 are the mean averages of the students' scores before the implementation of the intervention.

Table 2
Mean Average of the Scores in Pre-test

Pre-Test		
Score	**Frequency**	**Percentage**
98	1	4.80%
100	1	4.80%
102	5	23.80%
104	1	4.80%
105	1	4.80%
114	2	9.50%
122	1	4.80%
126	1	4.80%
127	1	4.80%
135	1	4.80%
136	1	4.80%
137	1	4.80%
148	1	4.80%
182	1	4.80%
192	1	4.80%
218	1	4.80%
Total	**21**	**100**
Standard Deviation	**33.38**	
Overall Mean	**42.35**	
Description	**Very Low**	

Table 2 presents the pre-test results that indicate the level of writing proficiency among 21 Grade 12 students prior to the implementation of the Genre-Based Writing Task intervention. The scores ranged from 98 to 218, with a modal score of 102, attained by 5 students (23.8%). Although a few students achieved relatively higher scores, the distribution of scores was largely skewed toward the lower end. The mean score was M = 42.35, which corresponds to a very low proficiency level. The standard deviation was SD = 33.38, reflecting a high degree of variability in students' writing performance. These findings suggest a general deficiency in writing proficiency prior to the intervention, thereby emphasizing the necessity of targeted instructional support.

These results are supported by the study conducted by Villanueva and dela Cruz (2021), which revealed that senior high school students in a Metro Manila public school struggled significantly with coherence and idea development in academic writing. Likewise, Ramos and Bernardo (2023) reported that 72% of high school students in a regional study had difficulty organizing their thoughts and employing appropriate writing conventions, highlighting the widespread issue of low writing proficiency among Filipino learners. Similarly, the study of Navarro and Santos (2022) found that many Grade 12 students lacked familiarity with genre-specific structures, leading to underdeveloped arguments and disorganized compositions. These findings emphasize the need for structured and contextualized writing interventions to address the persistent challenges in English writing among senior high school students.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 3
Summary on the Level of Writing Proficiency Among Grade 12 Students before the Genre Based Writing Task (GEB-WRIT) Intervention

Indicator	Pre-Test	
	Average Percentage Score	Description
Content	50.16%	Very Low
Organization	43.49%	Very Low
Vocabulary	43.25%	Very Low
Language Use	30.48%	Very Low
Mechanics	46.67%	Very Low
Total	**42.35%**	**Very Low**

The table presents the mean scores for various writing proficiency indicators, all described as very low. The mean score for Content is 50.16%, indicating that students perform poorly in developing meaningful and comprehensive content for their writing. Similarly, Organization has a mean score of 43.49%, reflecting a significant struggle with structuring ideas coherently. The mean score for Vocabulary is 43.25%, showing that students face challenges in using appropriate and varied word choices in their writing. The lowest score is for Language Use, with a mean of 30.48%, suggesting that students have considerable difficulties in applying correct grammar and sentence structure. The Mechanics indicator scores 46.67%, revealing struggles with spelling, punctuation, and other technical aspects of writing. The overall mean score of 42.35% further emphasizes the pervasive issue of low writing proficiency across all indicators. These results highlight the urgent need for targeted interventions to improve students' writing skills, particularly in language use and organization.

The current results are supported by recent findings. For instance, Graham and Harris (2021) emphasized that students often struggle with generating meaningful content, organizing their ideas logically, and selecting appropriate vocabulary in academic writing. Their study demonstrated that explicit and targeted writing instruction significantly improves these aspects of writing performance. Similarly, Manchón and Larios (2020) examined ongoing issues in language use, organization, and mechanics among high school learners. Their research showed that despite sustained classroom instruction, students continued to commit grammatical errors and experience difficulties in sentence construction and coherence. Additionally, Estrada and Ramirez (2022) highlighted that even senior high school students in urban Philippine schools face persistent writing challenges, particularly in maintaining flow and applying genre-specific conventions. This reinforces the need for focused and sustained interventions to address the ongoing issues in writing proficiency.

Given the ongoing struggles students face with writing, it's clear that a personalized approach is necessary. By focusing on the specific areas where students need help, such as content, organization, and grammar, targeted support can make a real difference. This kind of intervention would help students express their ideas more clearly, improving their overall communication skills and boosting their confidence in writing.

Research Objective No.2: What is the level of writing proficiency among Grade 12 students after the Genre Based Writing Task (GEB-WRIT) intervention has been implemented?

To satisfy the first objective, the study adopted the diagnostic writing proficiency test developed by Lee (2014) in his study "Korean EFL University Students' English Vocabulary Size and Their Writing Proficiency", which was used to determine students' level of writing. Shown in Table 2 are the mean averages of the students' scores before the implementation of the intervention

Table 4
Frequency of the Post-test Scores

Post Test		
Score	Frequency	Percentage
222	1	4.80%
223	1	4.80%
225	1	4.80%
226	1	4.80%
227	1	4.80%
230	2	9.50%
231	1	4.80%
232	1	4.80%
233	1	4.80%
234	1	4.80%
236	1	4.80%
237	1	4.80%
238	1	4.80%

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

239	2	9.50%
240	1	4.80%
247	1	4.80%
251	1	4.80%
253	1	4.80%
257	1	4.80%
Total	**21**	**100**
Standard Deviation	**9.76**	
Overall Mean	**78.57**	
Description	**High**	

Table 4 presents the post-test results indicating the level of writing proficiency among 21 Grade 12 students after the implementation of the Genre-Based Writing intervention. The post-test scores range from 222 to 257, with the most frequently occurring scores being 230 and 239, each achieved by 2 students or 9.5% of the class. The overall mean score was M = 78.57, which corresponds to a high proficiency level. The standard deviation was SD = 9.76, suggesting low variability in students' writing performance and indicating that most students performed consistently well after the intervention. Compared to the pre-test results, there is a marked improvement in both the average score and the distribution of performance levels.

These results align with the findings of Lee and Choi (2020), who demonstrated that targeted writing interventions lead to significant improvements in academic writing skills among university students, particularly by strengthening their organizational abilities and language use. In a similar vein, Nguyen and Tran (2021) revealed that structured writing programs substantially enhanced students' vocabulary and mastery of writing mechanics, which collectively contributed to notable gains in overall writing performance among ESL learners. Supporting this, Alghasab (2022) investigated the impact of genre-based instruction on high school EFL students and found that it significantly improved their ability to structure coherent texts and apply appropriate linguistic features across various genres. Together, these studies underscore the effectiveness of focused, skill-based instructional approaches in advancing students' writing proficiency across multiple dimensions.

Table 5
Summary on the Level of Writing Proficiency Among Grade 12 Students after the Genre Based Writing Task (GEB-WRIT) Intervention

Indicator	Post Test	
	Average Percentage Score	Description
Content	83.54%	High
Organization	75.87%	Average
Vocabulary	75.71%	Average
Language Use	79.11%	High
Mechanics	68.25%	Average
Total	**78.57%**	**High**

Table 5 presents the post-test results on the level of writing proficiency among Grade 12 students following the implementation of the Genre-Based Writing Task (GEB-WRIT) intervention. The average percentage scores across the five writing indicators demonstrate marked improvement. The highest score was observed in the Content category with 83.54%, described as High, indicating that students were able to generate relevant, well-developed ideas in their writing. Language Use followed with 79.11%, also falling under the High category, reflecting enhanced grammatical accuracy and sentence structure. Meanwhile, Organization (75.87%), Vocabulary (75.71%), and Mechanics (68.25%) were all rated as Average, suggesting that while students improved in these areas, further support may still be needed to refine their skills. The overall average percentage score of 78.57% places students' general writing proficiency in the High category. This substantial improvement from the pre-test results highlights the effectiveness of the GEB-WRIT intervention in strengthening various aspects of writing among Grade 12 learners.

These findings are supported by Wang and Zhang (2020), who found that genre-based writing instruction significantly enhanced students' ability to organize ideas and improve language accuracy in their compositions. Similarly, Chen and Li (2021) demonstrated that targeted writing interventions focused on genre awareness led to substantial improvements in vocabulary use and writing mechanics among high school students, thereby elevating their overall writing performance. In addition, Morales and Santiago (2022) examined the effects of contextualized genre-based tasks in a senior high school setting in the Philippines and found that students showed marked progress in coherence, grammar accuracy, and genre conformity after a series of scaffolded writing sessions. These studies collectively reinforce the effectiveness of genre-based

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

instructional approaches in addressing critical areas of writing development, particularly organization, language precision, and structural coherence.

Given the prevalence and persistence of these academic writing difficulties, a targeted writing intervention is crucial. Such an intervention would address the root causes of students' weaknesses in content development, organization, vocabulary, language use, and mechanics. Improving these areas would enhance the clarity, coherence, and overall quality of their written work. This, in turn, would help learners overcome the barriers posed by poor writing skills, thereby supporting their academic success and future professional development.

Table 6
Significance Difference Between the Pre-test and Post-test Scores

Type of Test	t-value	df	P-value	Mean Difference	SE Diffrence	Cohen's d (Effect Size)
Pre-Test- Post-Test	16.0	20.0	**< .001**	109	6.79	3.49

Presented in Table 6 is the significant difference between the pre-test and post-test scores of Grade 12 students after the implementation of the Genre-Based Writing Task (GEB-WRIT) intervention. There was a statistically significant difference between the scores, $t(20) = 16.00$, $p < .001$, indicating a substantial improvement in student writing performance. The mean difference of 109 points illustrates the degree of academic progress achieved after the intervention.

Additionally, the effect size, calculated using Cohen's d, was 3.49, which signifies a very large effect. This suggests that GEB-WRIT had not only a statistically significant impact but also a practically meaningful influence on enhancing learners' writing proficiency across various dimensions, such as organization, vocabulary, and language mechanics.

The statistical analysis concludes that there is a significant difference between the pre-test and post-test scores. This marked improvement in post-intervention performance supports the effectiveness of Genre-Based Writing Tasks in addressing writing challenges among senior high school students. In fact, the study of Wang and Zhang (2020) demonstrated that genre-based writing instruction significantly improved students' ability to structure ideas and use precise language. Similarly, Alghasab (2022) found that genre-based teaching led to notable improvements in grammatical accuracy and coherence in writing among high school EFL learners. In the Philippine context, Morales and Santiago (2022) reported that contextualized genre-based tasks enhanced senior high school students' content development and logical flow in writing tasks, showing clear improvement after intervention.

In summary, the results from the quantitative data clearly indicate that the GEB-WRIT intervention has a substantial positive impact on improving students' writing proficiency. The significant increase in scores, combined with a high t-value and a very large effect size, confirms the effectiveness of this instructional approach. Teachers are encouraged to adopt Genre-Based Writing strategies as a core element of writing instruction to foster greater academic success in written communication.

Research Question No.4: What are the insights of the students about the use of Genre Based Writing Task (GEB-WRIT) strategy in improving their skills in writing?

To answer this research question, in-depth interviews and focus group discussions were conducted with the informants and participants. Probing questions were asked to gather their observations regarding the impact of the Genre-Based Writing Task (GEB-WRIT) intervention on improving writing proficiency among Grade 12 students. The major themes and sample statements for research question number 1 are presented in Table 3. Participants shared their insights based on their personal experiences and observations of the intervention. From their responses, seven major themes emerged: Prior Difficulty and Apprehensions in Writing in English, Enhanced Skills and Understanding of the Different Writing Genres, Appreciation of the Effectiveness of the Program, Increased Confidence in Essay Writing after the Program, Preference for One Specific Writing Genre, Suggestions for Increasing the Duration of the Program, Suggestions for Integrating Group Work in the Program.

In the study, it was found that the intervention was effective in addressing students' prior difficulty and apprehensions in writing in English. These findings are supported with, Habibi et al (2020) emphasized that fear of making mistakes and a lack of familiarity with writing conventions significantly contribute to students' reluctance to write in English. Similarly, Kim and Park (2021)

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 8
The insights of the students about the use of Genre Based Writing Task (GEB-WRIT) strategy in improving their skills in writing

Emerging Themes	Supporting Statement
Prior Difficulty and Apprehensions in Writing in English	✓ *"For me, ma'am, I really have a hard time when I write using English." – IDI 1* ✓ *"When you said we had to use pure English… it was really difficult, ma'am, because I ran out of words to write." – IDI 2* ✓ *"I got nervous when you and sir said we had to use only English without mixing in Filipino or Bisaya in writing because I found it difficult." – IDI 4*
Enhanced Skills and Understanding of the Different Writing Genres	✓ *"I can say that I now understand the writing process better compared to the very first time you asked us to write." – IDI 1* ✓ *"I can see in myself that there is really what we call improvement, ma'am." – IDI 3* ✓ *"What I can say, ma'am, is that your way of teaching was effective because I learned the proper ways of writing descriptive, narrative, and persuasive texts. Aside from teaching, you also gave examples that helped us understand better." – IDI 5* ✓ *"That strategy, ma'am, was helpful not only because we learned how to write, but also because we understood the differences among the three genres that sir taught us." – FGD 1* ✓ *"For me, ma'am, it helped me understand what descriptive writing, narrative writing, and persuasive writing really mean." – FGD 2*
Appreciation of the Effectiveness of the Program	✓ *"Sa ako ma'am effective siya kay sa sugod wala jud koy idea igo ra ko nagsulat sulat naka base sa inyohang pag explain sa unsay mga dapat ibutang po" IDI 1* ✓ *"For me ma'am, kato na strategy kay effective tungod mas nasabtan nako unsaon ang tarong na way sa pagsulat atong descriptive writing, narrative writing, ug persuasive writing po" IDI 2* ✓ *"Parehas sa ilahang gipang-ingon ma'am, effective siya para sa akoa po FGD 4*
Increased Confidence in Essay Writing after the Program	✓ *"What I observed in myself, ma'am, is that I became more confident in answering essay questions." – IDI 4* ✓ *"I can really say, ma'am, that I was confident when answering the post-test because my work sounded better and more organized when read." – IDI 5* ✓ *"What I noticed is that I improved." – FGD 1* ✓ *"I noticed that my performance this time was different, ma'am, compared to the first one, I was more confident in answering the essay questions." – FGD 4*
Preference for One Specific Writing Genre	✓ *"For me, ma'am, if I were to choose among the three, the easiest for me is descriptive writing." – IDI 1* ✓ *"For me, ma'am Anne, the most helpful in improving my writing skill was the descriptive writing." – IDI 2* ✓ *"The genre that really helped me, ma'am, was the descriptive writing." – FGD 1* ✓ *"Narrative writing helped me, ma'am, because it was nice." – IDI 3* ✓ *"Narrative writing helped me improve." – FGD 3* ✓ *"Narrative writing, I was very interested in it, that's why I listened carefully when you were teaching, ma'am." – FGD 4*
Suggestions for Increasing the Duration of the Program	✓ *"It would be better if we could learn more genres and if we had more time." – IDI 1* ✓ *"Maybe, ma'am, it's the time. I really felt it wasn't enough, ma'am." – IDI 3* ✓ *"I think it's really about the time, ma'am. It felt too short, so even though I learned, I still felt it wasn't enough. But I still really learned, ma'am." – IDI 4* ✓ *"For me, ma'am, it's really the time because our class isn't that long and it's not even every day, so that's why I felt it was lacking." – FGD 1*
Suggestions for Integrating Group Work in the Program	✓ *"What I would suggest, ma'am, is that we should have started with group work." – IDI 2* ✓ *"We should have done group work at the beginning of the writing process." – IDI 5* ✓ *"At the start, ma'am, it would have been better if we did it by group." – FGD 2*

observed that high school EFL learners often face challenges due to limited vocabulary, low confidence, and minimal exposure to genre-specific writing tasks, which hinder their ability to organize and express ideas effectively. Additionally, Rahmat and Chan (2022) found that many senior high school students in Southeast Asia experience writing anxiety driven by grammatical insecurities and perceived pressure to meet academic standards. Collectively, these studies underscore not only the linguistic but also the emotional factors that affect students' writing performance. Therefore, the implementation of structured and genre-based writing interventions is essential

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

to support learners in overcoming these barriers and improving both their writing competence and confidence.

In addition to the current focus, the findings revealed that the intervention was effective in enhancing students' skills and understanding of different writing genres. These findings are supported by Sari and Hasanah (2020) demonstrated that when students are explicitly taught the elements and communicative purposes of various genres, their writing becomes more focused, coherent, and effective. In addition, Putra and Fatimah (2021) found that genre-based instruction significantly improved students' ability to organize content and apply appropriate language structures, especially in narrative and argumentative writing. Furthermore, Yusuf and Harahap (2022) reported that students who underwent genre-based training displayed increased confidence and competence in producing structured, contextually relevant texts. The intervention not only demystified the writing process but also empowered students to approach writing tasks with increased confidence and competence.

Moreover, it was revealed that the intervention was not only effective in improving students' writing proficiency but was also deeply appreciated by the participants for its practical and structured approach. In support of this, Tuan (2020) highlighted that genre-based instruction enhances learner autonomy and engagement by offering explicit guidance on writing conventions. Moreover, Kusumaningrum and Cahyono (2021) observed that students reported higher levels of satisfaction and perceived effectiveness when taught through genre-based writing methods, particularly noting improvements in their structural understanding and writing outcomes. Likewise, Dewi and Pratama (2022) pointed out that students valued the scaffolded and step-by-step nature of the genre-based tasks, which allowed them to gain clarity and confidence in expressing their ideas. Such feedback underscores the importance of using structured, learner-centered approaches in developing writing competence.

Furthermore, the results of the study showed that the intervention significantly contributed to an increase in students' confidence when writing essays in English. This increased self-confidence is supported by the findings of Nguyen and Nguyen (2020), who observed that explicit genre instruction reduces writing apprehension by providing learners with clear models and expectations. In the same vein, Sani and Simatupang (2021) found that students developed greater writing fluency and confidence after participating in guided genre-based writing sessions, particularly when feedback and scaffolding were consistently integrated. Furthermore, Rahmah and Hidayat (2022) emphasized that students who underwent genre-based writing training reported a stronger sense of ownership over their written work and were more willing to take creative and academic risks. These outcomes emphasize the value of structured interventions in not only improving technical writing skills but also fostering learners' self-efficacy in academic communication.

The study revealed that students developed a noticeable preference for one specific writing genre after participating in the Genre-Based Writing Task (GEB-WRIT) program. This emerging preference is attributed to the clarity and confidence students gained through repeated practice and exposure to genre-specific intervention. Supporting this, Consistent with this finding, Putra and Husna (2021) reported that students exposed to genre-based approaches often favored particular genres, especially when instruction made genre elements explicit and easy to relate to. Moreover, Astuti and Hartono (2022) found that learners were more likely to engage with genres that matched their interests and allowed for more personal expression, leading to greater enthusiasm and improved output. Additionally, Marbun and Manurung (2023) observed that when students developed mastery in specific genres through structured instruction and feedback, they not only performed better but also showed a strong preference for those genres in future writing tasks. These findings suggest that genre familiarity, reinforced through explicit and repeated practice, can significantly influence students' engagement and preferences in writing.

In addition, based from the study participants suggested increasing the duration of the Genre-Based Writing Task (GEB-WRIT) program to allow for deeper learning and better mastery of writing skills. This recommendation is consistent with the findings of Rahmat and Karim (2020), who emphasized that prolonged exposure to genre-based writing instruction results in stronger retention and more refined writing outcomes. In the same vein, Fitriana and Hidayati (2021) found that sustained genre-based teaching significantly enhances learners' understanding of genre-specific language features and structural conventions, contributing to greater confidence and effectiveness in their writing. Furthermore, Yusuf and Anwar (2022) highlighted that extended instructional time allows students to internalize writing processes more thoroughly, enabling them to produce more coherent and genre-appropriate texts. Collectively, these studies underscore the importance of implementing long-term, structured writing interventions to maximize student progress in academic writing.

Furthermore, findings of the study indicate that participants highly recommended incorporating group work into the Genre-Based Writing Task (GEB-WRIT) program to enhance collaborative learning and peer support. Students emphasized that group activities would allow them to exchange ideas, critique one another's work, and collectively overcome difficulties in understanding various writing genres. This suggestion aligns with the findings of Lee and Park (2020), who demonstrated that cooperative learning strategies foster increased student confidence and improve academic achievement in EFL writing contexts. Moreover, Ningsih and Kurniawati (2021) found that students involved in peer-based writing tasks showed improved organization and idea development due to constant feedback and collaborative problem-solving. Additionally, Pratiwi and Rohmatillah (2022) highlighted that cooperative learning not only enhanced writing performance but also strengthened students' motivation and engagement during genre-based instruction. Collectively, these studies support the integration of group work as a means to enrich the GEB-WRIT program and cultivate a more interactive and supportive learning environment.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

CONCLUSION

The research study aimed to enhance the writing proficiency of Grade 12 learners through the implementation of the Genre-Based Writing Task (GEB-WRIT). Prior to the intervention, students exhibited very low levels of writing proficiency, as reflected in their pre-test results. Many learners struggled with essential aspects of writing, including idea development, organization, vocabulary use, and grammar. However, following the implementation of the GEB-WRIT intervention, a notable improvement in writing performance was observed. The post-test results indicated a shift from very low to high proficiency levels, demonstrating significant progress in the learners' ability to produce more structured, coherent, and contextually appropriate written texts. Students showed marked growth across areas that were previously challenging, suggesting that the structured and explicit nature of the Genre-Based Writing Task effectively supported their development. The results affirm the success of the intervention in fostering both competence and confidence in academic writing among senior high school students.

Qualitative insights gathered from interviews and focus group discussions further confirmed the positive impact of the Genre-Based Writing Task (GEB-WRIT) intervention on students' writing proficiency. Participants shared that the program significantly enhanced their understanding of different writing genres, improved their organization of ideas, and boosted their confidence in essay writing. Both teachers and students acknowledged the practicality of the intervention, highlighting its structured approach which provided clear guidelines, opportunities for feedback, and gradual skill development. These elements collectively contributed to improved writing performance, greater motivation, and increased self-assurance in tackling various writing tasks.

Recommendation

Based on the results of the study, it is recommended that the Genre-Based Writing Task (GEB-WRIT) intervention be implemented more broadly across Grade 12 writing curricula to enhance students' writing proficiency. Extending the duration of the program and incorporating collaborative group activities can further deepen students' understanding of different writing genres while promoting peer learning and critical thinking. Additionally, continuous formative assessments and timely feedback should be integrated to support students' progress and build their confidence in writing. Educators are encouraged to receive training on genre-based instructional strategies to maximize the intervention's effectiveness and create a more engaging, supportive learning environment that fosters improved writing skills.

REFERENCES

1. *Ahmed, P. H. (2019). Major Writing Challenges Experienced by EFL Learners in Soran University. Journal of University of Human Development, 5(3), 120–126. https://doi.org/10.21928/juhd.v5n3y2019.pp120-126journals.uhd.edu.iq+1ResearchGate+1*
2. *Al-Bakri, S. (2019). Attitudes of Omani students towards academic writing in English. Journal of Language and Education, 5(3), 49–60. https://doi.org/10.17323/jle.2019.8827*
3. *Alzahrani, M. A., & Aljohani, M. S. (2021). Investigating Saudi EFL university students' writing problems: Causes and solutions. Theory and Practice in Language Studies, 11(7), 808–816. https://doi.org/10.17507/tpls.1107.05*
4. *Bitchener, J., & Knipe, S. (2020). The impact of direct corrective feedback on writing proficiency: A systematic review. Language Teaching Research, 24(4), 431-453. https://doi.org/10.1177/1362168819894321*
5. *Braun, V., & Clarke, V. (2021). Thematic analysis: A practical guide. SAGE Publications Ltd.*
6. *Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Lawrence Erlbaum Associates.*
7. *Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications, Inc.*
8. *Graham, S., & Perin, D. (2019). Writing next: Effective strategies to improve writing of adolescents in middle and high schools. The Journal of Educational Research, 112(1), 1-14. https://doi.org/10.1080/00220671.2019.1668311*
9. *Habibi, P., Yazdani, H., & Sajadi, S. (2020). EFL learners' writing anxiety: Causes, effects, and coping strategies. Theory and Practice in Language Studies, 10(6), 671–678. https://doi.org/10.17507/tpls.1006.07*
10. *Hyland, K. (2019). Second language writing. Cambridge University Press. https://doi.org/10.1017/9781108635547*
11. *Isma, M. N., Caingcoy, M. E., & Cabasan, E. C. (2023). Writing proficiency level of senior high school students: Basis for writing intervention plan. International Journal of Research Publications, 114(1), 51–60. https://doi.org/10.47119/IJRP114011020231148*
12. *Kadar, S., Lestari, R. D., & Rahman, S. (2023). Students' writing performance in Extended Writing Project at Bosowa University. JETL (Journal of Education, Teaching and Learning), 8(1), 1–9. https://doi.org/10.26737/jetl.v8i1.4075*
13. *Kusumaningrum, S. R., & Cahyono, B. Y. (2021). Students' perception toward the implementation of genre-based approach in EFL writing. JEES (Journal of English Educators Society), 6(1), 23–29. https://doi.org/10.21070/jees.v6i1.1145*
14. *Lee, J., & Choi, Y. (2020). The impact of a writing intervention program on college students' academic writing proficiency. Journal of Language Teaching and Research, 11(4), 561–570. https://doi.org/10.17507/jltr.1104.04*
15. *Lumibao, M. J. L., Catajan, M. A. D., & Malasa, E. (2020). Writing difficulties and errors of students: Basis for developing a writing enhancement program. International Journal of Linguistics, Literature and Translation, 3(11), 76–84. https://doi.org/10.32996/ijllt.2020.3.11.10*
16. *Moore, D. S., McCabe, G. P., & Craig, B. A. (2017). Introduction to the practice of statistics (9th ed.). W. H. Freeman and Company.*
17. *Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. Creative Education, 10(13), 3385–3391. https://doi.org/10.4236/ce.2019.1013260*
18. *Nguyen, T. H., & Tran, Q. H. (2021). Effects of structured writing instruction on vocabulary and grammar development among ESL students. English Language Teaching, 14(3), 34–45. https://doi.org/10.5539/elt.v14n3p34*
19. *Putra, R. A., & Husna, N. (2021). Students' preferences toward writing genres after genre-based instruction. Journal of English Language Teaching and Linguistics, 6(2), 325–336. https://doi.org/10.21462/jeltl.v6i2.533*
20. *Ramos, K. L., & Bernardo, J. M. (2023). Writing performance of high school students: Basis for developing instructional*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 11| November 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

materials. Asian Journal of Educational Research and Policy, 6(1), 15–25.

21. *Sani, R. H., & Simatupang, D. (2021). Improving students' confidence in writing through genre-based approach. PROJECT (Professional Journal of English Education), 4(3), 512–518. https://doi.org/10.22460/project.v4i3.p512-518*
22. *Sari, F. M., & Hasanah, U. (2020). The effect of using genre-based approach on students' writing ability. Project (Professional Journal of English Education), 3(4), 488–494. https://doi.org/10.22460/project.v3i4.p488-494*
23. *Sevilla, L. B., & Rosales, R. L. (2022). Academic writing challenges among first-year college students: Implications for instruction. Asian Journal of Education and Social Studies, 29(4), 1–10. https://doi.org/10.9734/ajess/2022/v29i430696*
24. *Tuan, L. T. (2020). Promoting learner autonomy through genre-based writing instruction. Journal of Language Teaching and Research, 11(1), 76–84. https://doi.org/10.17507/jltr.1101.09*
25. *Urbano, E. J., Abatayo, R. J., & Bagaforo, J. M. (2021). A needs analysis in academic writing: A case study of senior high school students. Asian EFL Journal, 28(4.1), 67–90.*
26. *Villanueva, R. G., & dela Cruz, A. M. (2021). Academic writing difficulties among senior high school students: Implications for writing instruction. International Journal of Education and Literacy Studies, 9(3), 45–53. https://doi.org/10.7575/aiac.ijels.v.9n.3p.45*
27. *Wijayanti, F., & Suherdi, D. (2019). Students' preferences in writing genre texts through genre-based approach. English Review: Journal of English Education, 7(2), 147–154. https://doi.org/10.25134/erjee.v7i2.1792*
28. *Yavuz, F., & Basaran, H. M. (2020). An analysis of Turkish EFL learners' writing skills: Common errors and pedagogical implications. Journal of Language and Linguistic Studies, 16(1), 243–259. https://doi.org/10.17263/jlls.712739*