



Research Article

# Written Discourse Performance of Senior High School Students: Designing Genre-Based Instructional Materials

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## ABSTRACT

This study investigates the written discourse performance of grade 11 senior high school students focusing on the development of genre-based instructional materials. The research encompasses a detailed examination of demographic profiles, reading material preferences, and academic strands to provide a comprehensive understanding of their backgrounds. A quantitative approach was employed, collecting position papers from 258 students across various schools. Data analysis involved descriptive statistics and inferential tests to assess levels of written discourse performance and identify key factors influencing discourse competence. Findings reveal notable challenges in students' performance, particularly in organization and the use of transitional signals. A significant proportion of students demonstrated deficiencies in these areas, highlighting the need for targeted interventions in writing instruction. The study also underscores the impact of students' reading habits on their writing proficiency, emphasizing the beneficial role of diverse reading materials such as journals and literary works. Gender-based analysis indicates an equitable distribution of writing abilities between male and female students, suggesting inclusive instructional strategies effectively support learners. The study concludes by proposing genre-based instructional materials aligned with students' reading preferences and academic contexts. These materials aim to address identified deficiencies in written discourse performance and enhance overall language proficiency.

**Keywords:** *Written Discourse Performance, Senior High School Students, Genre-Based Instructional Material, Position Paper, Reading Habits*

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## INTRODUCTION

Writing skills are a critical component of the English curriculum, playing a central role in the development of effective communication abilities among students in the field of language education. The Senior High School (henceforth SHS) curriculum within the K-12 Program aims to cultivate globally competitive students who are proficient in language conventions and capable of conveying their ideas clearly and effectively. This curriculum aligns with the Sustainable Development Goal (SDG) of equitable quality education for all, promoting inclusivity and equipping students with essential skills for their personal and professional lives (United Nations, 2015)

The Reading and Writing (RW) subject in the SHS curriculum is designed to refine students' cross-disciplinary writing skills, providing a foundation for academic and professional success. According to the 2016 K-12 curriculum guide, this subject emphasizes the development of written discourse performance, which is crucial for articulating ideas in various genres of academic writing. One such genre is the position paper, which enables students to present strong perspectives and contribute meaningfully to academic discourse. Writing position papers requires clarity, coherence, and the ability to communicate complex information effectively, making it a valuable exercise for intellectual growth and skill development.

*"Written discourse performance in Grade 11 students relies on addressing challenges in organization and the use of transitional signals."*

Written discourse performance involves the ability to arrange, structure, and link sentences to produce coherent and cohesive texts. This competence is vital for effective communication in today's world, where writing serves as a primary mode of expression in various contexts, including academic essays, business reports, emails, and social media posts. Despite its importance, many students struggle with written discourse, as evidenced by numerous studies highlighting their challenges in achieving coherence, cohesion, and proper citation in their writing (Aunurrahman et al, 2017). As reflected in the study of Arneback et.al., (2021), students in universities often experience an initial "shock" when encountering the new ideals and demands of academic writing and reading. Tabak & Topuzkanamis (2019) assert that writing serves as a means of self-expression and meets academic requirements. However, many students exhibit writing skills that fall short of the educational goal of achieving proficiency. Since writing is an intellectual skill, students often neglect to monitor their approach to tasks and may avoid practicing it altogether, resulting in written work that lacks the necessary quality for global competitiveness.

Research by Pablo and Lasaten (2018) revealed that Filipino Grade 11 Senior High School students face significant difficulties in all areas of writing discourse, including academic essays. Common issues include a lack of variety in ideas, inappropriate word usage, poor sentence construction, and inadequate use of connectives and citations. Moreover, Isma et.al., (2024) reveal common writing challenges in Business English, including errors in content, organization, vocabulary, language use, and mechanics. Contributing factors such as limited practice, insufficient understanding of business

concepts, resource constraints, inadequate feedback, and time limitations were identified as significant obstacles. Similar findings by Mazo (2015) indicate that information technology students view research writing as a major stressor, underscoring the need for improved academic writing skills. These challenges are compounded by factors such as linguistic and general literacy backgrounds, attitudes toward academic writing, and anxiety related to writing tasks (Pineteh, 2019; Sulaiman, 2019).

The educational sector's efforts to scaffold students' writing skills are evident, yet many students continue to experience difficulties in demonstrating their written discourse performance. Effective writing requires not only a grasp of grammar and syntax but also the ability to structure and organize content logically. The context of specific educational strands, such as Science, Technology, Engineering, and Mathematics (STEM) and Humanities and Social Sciences (HUMSS), demands a high level of competence in written discourse to accurately convey technical and scientific ideas (Hacermida & Aboy, 2021).

To address these challenges, there is a need for genre-based instructional materials that cater to the specific requirements of different forms of academic writing. Genre-based instruction can provide students with tailored guidance, helping them understand and master the conventions of various writing genres. This approach is supported by Anwar and Arifani (2016), who highlight the necessity of creating learning materials that meet students' specific needs in writing discourse to enhance their English proficiency.

To address the gaps, this study aimed to assess the written discourse performance of Senior High School students in the STEM and HUMSS strands and to design genre-based instructional materials that will enhance their academic writing skills. By focusing on the unique demands of different writing genres, this research seeks to provide students with the tools and strategies necessary for effective written communication, thereby improving their overall academic performance and preparedness for future challenges.

This study sought to answer the following research questions:

- RQ1: What is the level of written discourse performance in the selected academic writing genre of position paper?
- RQ2: Is there a significant difference in the level of written discourse performance of the respondents when they are grouped according to their profile?
- RQ3: What genre-based instructional material can be developed to enhance the written discourse of the respondents?

## LITERATURE REVIEW

### Understanding the Concept of Grammar

Grammar, a key component of English, is often seen as the most important aspect. One major aim of teaching English as a second language is to help students speak, write, and present in a grammatically correct, fluent, and contextually appropriate manner. Grammatical Competence is the mastery of linguistic codes, involving the understanding and effective use of a language's morphological and syntactical features for interpreting and

constructing words and sentences. Correct word formation and sentence structure rely on proper grammatical features.

Bloor (2018) in his article, "What do language students know about grammar?" noted a gap between academic discussions and classroom practices. In today's globalized world, learning to speak and write English is essential for competing in a knowledge-based society. Although best taught in classrooms, this process can impact learning and development. UNESCO emphasizes that education in a child's mother tongue is crucial (UNESCO, 2003). In the Philippines, the mother tongue is used for instruction up to grade III, after which English becomes the medium of instruction from grades IV to XII. Many students fear public speaking, often due to uncertainty about grammatical correctness.

Various theories exist on grammar teaching and learning. Chomsky's Generative Grammar Theory (1956) views grammar as a set of rules generating sentence structures in a language. Moreover, his information processing theory suggests that retaining new knowledge requires linking it to existing knowledge. Pienemann (1998) supported Chomsky with his Processability Theory, emphasizing temporary memory storage for grammatical information. Semantics, a key area of grammar, involves understanding word meanings and their representations, as described by Lewis (1970).

Dell Hathaway Hymes' theory of Communicative Competence, supported by Lyle Bachman, and the Model of Communicative Competence by Canale and Swain, identifies four key competencies: linguistic, sociolinguistic, discourse, and strategic (Lasala, 2013). Linguistic competence involves phonetics, phonology, morphology, syntax, and text comprehension. Sociolinguistic competence is the effective use of language in various contexts, including vocabulary, politeness, and style. Discourse competence covers the ability to produce and understand spoken and written language. Strategic competence addresses communication barriers, like background noise, throughout the communication process. Bachman's Components of Language Competence also highlight the significance of grammatical and textual competence, and Canale and Swain (1980) emphasize the importance of a child's unconscious and conscious language grasp.

## Overview of Writing

Writing is considered a productive skill and is mainly used to communicate (Ozdemir & Aydin, 2017). It enhances other skills such as controlling the learning process, using appropriate vocabulary, identifying errors, evaluating learning, thinking creatively, and improving language competence as a whole. To be at par with today's society's standards and build a personal identity, an individual must acquire these skills (Terogo et al., 2018).

Effective writing goes beyond correctness, requiring freedom from errors, alignment with reader interests, a clear purpose, a precise viewpoint, and support from relevant information expressed in appropriate language. An avenue for honing this skill is through the composition of academic texts. Academic essays, a mandatory writing requirement, follow a structured format—introduction, body, and conclusion. They entail presenting a thesis statement supported by evidence. Adherence to academic essay style rules, including formality, impartiality, explicitness, caution, and organization, is imperative. However, despite the academic essay writing opportunities available to pupils, their academic writing

proficiency is lacking. Teachers at SHS continue to complain about students' poor-quality essays, which are reflected in their written work. Thus, the researchers conducted the study to further investigate the existing problems among students who commit academic writing misconduct. The following related literature and studies highlight the academic writing struggles of students and the reasons why they tend to disregard academic writing conventions.

### Challenges in Written Discourse

According to Roald et al., (2020), academic information is perceived as both tedious and challenging for children to read. It becomes daunting for students who are introduced early to academic writing genres and attend workshops on academic writing, as they struggle to comprehend and adhere to the associated rules and constraints. This might seem contradictory: one would expect that more initial instruction would lead to greater comfort with academic writing. Similarly, Ask (2007) found that first-year students often express anxiety and stress due to their unfamiliarity with the norms and regulations of academic writing.

In concurrence, many educators agree that mastering the art of writing is one of the most difficult tasks. They've discovered that pupils struggle with writing in their native language and, as a result, in their second (Nosratinia & Adibifar, 2019). Learners who struggle with writing lack the necessary skills to use writing strategies, generate ideas, do little or no prewriting or planning, and revise only a few because they believe it is a waste of time (Harris et al., 2018). They also have difficulties with vocabulary, poor knowledge and understanding of the grammatical structure, and an inability to sequence ideas logically and chronologically (Quijano & Legaspi, 2020).

Writing serves as a potent medium for expressing thoughts, emotions, and ideas through written symbols. According to Huy (2015), it is a sophisticated cognitive activity that reflects one's knowledge. However, for students, writing poses challenges as it requires not only effective communication but also adherence to correct language conventions. Hence, writing is crucial for communication, providing students a platform to articulate their thoughts and emotions. This intricate process involves deep reflection, precise word selection, and proper use of language mechanics to produce well-organized sentences, paragraphs, and compositions.

### Importance of Writing

Writing is recognized as an active skill because it produces a tangible output that reflects the writer's ability to organize and articulate thoughts efficiently and effectively. This writing process goes beyond merely combining units of sounds into words, which then combine to form phrases, sentences, and paragraphs; it requires careful planning to structure these, maintaining coherence and cohesion throughout the text. These are essential elements of writing ensuring that ideas flow logically, and systematically, and are interconnectedness, which is crucial in any academic tasks like essay writing. In such contexts, writing serves as an avenue for critical thinking, allowing individuals to analyze, evaluate, and present their argument systematically and holistically which can foster the

development of language proficiency and communication skills, making it an indispensable instrument in both education landscaper and professional setting.

Rusinovci (2015) distinguishes between writing as a process, emphasizing how a text is created, and writing as a product, where students are tasked with producing specific types of texts. The writing process typically involves stages such as pre-writing, drafting, sharing and receiving feedback, revising, editing, and publishing (Qomariyah & Permana, 2021). These stages are essential writing activities aimed at composing and structuring sentences into coherent paragraphs. In educational settings, the writing process commonly includes drafting, revising, editing, and publishing (Nation, 2019). These sequential steps guide students in composing texts that are clear and readable.

Pratiwi (2021) contends that English serves as the primary language for international communication across various domains such as the communication and broadcasting field. Therefore, the proficiency of English writers and speakers holds significant importance in today's globalized world. In the context of Malaysian ESL education, Ranaut (2018) emphasizes the critical role of competent English writing skills, particularly in sectors like banking, highlighting the consequences of poorly written business correspondence with clients.

Esman et al. (2021) describe writing as intentional social communication intertwined with literacy. They view writing as a social practice that influences patterns of participation, gender dynamics, support networks, collaboration, time management, spatial use, tools, technology, and resources. Moreover, they argue that through its interaction with reading and other forms of communication, writing contributes to the symbolic meanings of literacy and serves broader social purposes for individuals and institutions. This aligns with Zamel (1983), a pioneering figure in ESL writing research, who characterizes the writing process as nonlinear, exploratory, and generative. She suggests that through writing, individual discover and refine their ideas, striving to convey meaning effectively.

### Development of Instructional Materials

Additionally, Brown and Raza (2020) emphasize the crucial role of materials development in language programs. They advise educators not to be deterred by the absence of textbooks, but rather to focus on clear teaching and learning objectives or a thorough understanding of their students' needs. Teachers are encouraged to create their materials tailored to meet these objectives effectively. Furthermore, they recommend giving equal importance to incorporating commonly accepted legal writing methods, which play important roles in developing the three key aspects of writing pedagogy, particularly writing, research, and analysis. In support of this, Paramudia et al. (2024) mentioned the urgent need for curriculum designs that incorporate specific language modules to address language proficiency challenges in Indonesian vocational higher education, particularly in the field of business presentations.

Similarly, Kellough (2019), cited by Mehdi & Abou Naaj (2013) asserts that meticulous planning for teaching and learning serves multiple purposes, with ensuring curriculum coherence being paramount. Workbooks or learning materials function as guides for teachers, aids for substitute teachers, and useful records for future reference in

teaching similar lessons. Aside from the workbooks, incorporating animated videos into narrative text instruction has been shown to significantly enhance students' motivation and writing abilities, as well as improve their understanding and coherence in writing (Valen & De Vega, 2023). These ways provide insights into the quality of teaching and learning, offering guidance on areas for improvement for both teachers and students.

Moreover, Tomlinson (2016) pioneered an MA course in materials development in 1993, marking a significant milestone in recognizing the importance of materials development. He notes that the field has seen a notable increase in universities offering MA courses and modules in materials development, as well as a rise in Ph.D. research focusing on various aspects of this field. Materials development is now widely acknowledged as a critical endeavor in applied research. According to Tomlinson (1998), cited by Patel (2017), materials development encompasses efforts by writers, teachers, or learners to create language input sources that optimize the likelihood of effective learning.

To enhance students' writing skills in a foreign language, specific strategies are recommended. Haerazi et al. (2018) propose exposing students to various genres of writing to help them develop awareness of textual structures. Sartika & Rachmanita (2017) advocate for employing self-regulated strategies to enhance students' writing achievements across content, grammar, vocabulary, and mechanics. Effective teaching methods can significantly contribute to the development of proficient English writers among EFL learners, preparing them for advanced levels of writing (Banu et al., 2018).

Raymundo (2023) synthesized that academic writing literature has offered evidence that most university classes entail learners to perform diverse types of writing tasks like reports, research papers, and essay exams since discourse synthesis as a typical exercise in university writing is the actual practice in academic contexts. Such activities not only enhance learner's critical thinking ability and analytical skills but also prepare them to engage in scholarly tasks and produce well-written and evidence-based arguments. As a result, academic writing becomes a cornerstone of higher education, fostering intellectual growth to understand the complexities of written discourse and equipping them with skills applicable beyond the hall of the classrooms. This is strengthened by the book reviewed by Muhammad & Mustakim (2023) which examines diverse genres, such as research articles, student reports, and university tutorials, highlighting the integration of theory and practice through various research methodologies and applications. It underscores the value of mastering theoretical concepts and their practical application across writing genres.

Producing proficient writing is often challenging for students, as it represents the most demanding of the four language skills. They commonly encounter difficulties in generating ideas, selecting relevant content, outlining, drafting, revising, and editing their compositions. These challenges can be mitigated or resolved through the implementation of a genre-based language teaching approach in writing classes. Nagao (2018) found that using a teaching and learning cycle and a genre-based approach to writing instruction can help EFL students understand generic structure and interpersonal meaning while writing argumentative essays.

The genre-based language teaching model has gained popularity among English educators in language education programs at universities. This instructional approach

enables students to anchor their learning in the types of texts they will produce in their specific contexts (Nurlaelawati & Novianti, 2017). According to Hyland (2022), the genre teaching model enhances comprehension of how language is structured to fulfill social functions within particular contexts of use. This model has been successfully employed in writing instruction across various countries. For instance, at Oklahoma State University, Cheng et al (2021) conducted research demonstrating that the ESP genre approach effectively meets learning objectives in teaching specialized varieties of English to second language learners. The study highlights that the genre instructional model allows instructors to observe how students recognize and analyze the typical features of specific texts, integrating these features into their writing processes. Similarly, Thongchalerm and Jarunthawatchai (2019) in his study found that genre-based instruction was effective in developing students' writing proficiency, and scaffolding activities or materials used in EFL classrooms benefit the students in their self-learning. The results of the study also suggested pedagogical implications in developing teaching EFL writing materials.

In Iran, Abbaszadeh (2013) illustrates how genre instruction in second language learning enhances students' abilities in discourse and communicative competence by exposing them to various types of texts. Carstens & Fletcher (2010) also support the effectiveness of genre-based instruction in teaching academic writing, focusing on competencies related to sourcing materials and developing academic writing styles. Together, these findings reveal the value of genre instruction as a crucial strategy for enhancing both language proficiency and overall academic success.

Genre-based instruction is now applied across all four language skills: speaking, listening, reading, and writing, contributing to the enhancement of linguistic aspects of writing abilities (Emilia, 2017). This approach recognizes that genres facilitate ease of reading, understanding, and writing by leveraging learners' familiarity with specific text types to connect meaningfully with academic communities (Hyland, 2023). The genre-based instructional process encompasses several stages that support the development of language skills. According to Feez & Joyce (2022), these stages include building knowledge of the field, modeling, and deconstructing texts, collaboratively constructing texts, independent construction of texts, and linking related texts.

## METHOD

### Research Design

This study employed a quantitative research approach using the descriptive–correlational type of research design, which involved identifying the characteristics of an observed phenomenon or exploring possible associations among two or more phenomena (Pearson 2018; Leedy & Ormrod, 2015). Descriptive correlational design was used in research studies that aimed to provide static pictures of situations as well as establish the relationship between different variables, making it best suited for this study.

This research design was chosen as it described the variables of the study and the relationships that occurred naturally between and among them (Sousa et al., 2007). It enabled a thorough description of students' achievement in syntax. Also, it allowed for the

exploration of potential correlations among other pertinent variables. Moreover, this design fits the objective of exploring the written discourse performance of Grade 11 Senior High School students across three private schools in the City of Santiago. This research design was chosen to provide a comprehensive description of the student's written discourse abilities and to identify potential correlations between these abilities and relevant demographic variables.

The design enabled the researcher to gather data that offered a static overview of the student's proficiency levels, strengths, and areas in need of improvement. Additionally, it facilitated an exploration of the relationships between the students' written discourse performance and demographic factors, such as sex, academic strand, and the type of reading materials used. The study aimed to uncover patterns and trends in the students' academic writing across different contexts within the selected schools. The descriptive-correlational approach was particularly suited for this purpose, as it allowed the researcher to capture the variability and nuances in the student's written communication skills across diverse academic environments. This approach provided a thorough and structured means to achieve the study's objectives.

## Participants

This study was conducted at the University of La Salette, Incorporated – Senior High School Department, SISTECH College, and Cagayan Valley Computer and Information Technology College SHS Department (CVCITC-SHS). These are all private institutions located in Santiago City, Isabela, Philippines. The target population of this study includes all Grade 11 students among three private schools during the Second Semester of the Academic Year 2023-2024. This covers STEM and HUMSS strands based on their concurrent participation in Reading and Writing (RW), which specifically covers written discourse performance.

The researcher applied a 95% confidence level and 5% margin of error in determining the sample size and subsequently utilized a stratified random sampling technique in selecting the respondents of this study. This sampling method was implemented to collect data and analysis allowing the researchers to acquire specific and efficient information. To present the number of respondents in every stratum or section, below is the actual number.

Table 1.

*Population and Sample of G11 Students of Three Private Schools in Santiago City*

| School      | Section              | Population | Sample |
|-------------|----------------------|------------|--------|
| STEM ULSHS  | St. Leo the Great    | 45         | 16     |
|             | St. Albert the Great | 43         | 15     |
|             | St. Martin de Pore   | 42         | 15     |
|             | St. Stephen          | 41         | 15     |
|             | St. Boniface         | 41         | 15     |
|             | St. Lawrence         | 41         | 15     |
|             | St. Jerome           | 43         | 15     |
|             | St. Joachim          | 42         | 15     |
|             | St. Aloysius         | 42         | 15     |
| HUMSS ULSHS | St. Fabian           | 47         | 17     |
|             | St. Pius             | 45         | 16     |
| STEM CVCITC | A                    | 54         | 19     |

|               |       |     |     |
|---------------|-------|-----|-----|
|               | B     | 54  | 19  |
| HUMSS CVCITC  | A     | 44  | 16  |
|               | B     | 44  | 16  |
| STEM SISTECH  | A     | 21  | 7   |
| HUMSS SISTECH | A     | 34  | 12  |
|               | TOTAL | 723 | 258 |

Table 1 outlines the Grade 11 students' population among the three private schools, with a total of 723 students. The sample size, derived from various strata or sections, is 258 students, ensuring a comprehensive and representative subset for the study.

### Data Collection

The data-gathering procedure was systematically conducted to ensure clarity and coherence throughout the study. Initially, the researcher sought permission from the School Administration by submitting a formal request letter regarding the conduct of the study. Upon approval, the researcher then secured consent from the Subject Area Coordinators of the Senior High School English Department, particularly concerning the schedule of data collection and any necessary class interruptions.

Subsequently, the researcher informed the respondents of the purpose and objectives of the study. A discussion regarding the topic and composition of the written discourse was delivered to ensure clear communication with the respondents. Since the participants were minors, informed consent forms were provided to their parents/guardians. These forms assured the respondents' anonymity, protection, and confidentiality regarding the data they would provide. The consent forms were distributed three days before the data collection and collected a day before the activity. Respondents who were unable to submit the signed forms were not forced to participate in the study.

Once the consent forms were secured, the researcher facilitated the data collection process. The researcher assumed control of the scheduled classes, oriented the respondents, and administered the test. The responses were collected immediately after the allotted time had elapsed. To assess the written discourse performance of the respondents, the researcher instructed them to produce a well-composed position paper, a requirement for their Reading and Writing subject. The students were given one hour and 30 minutes to write a position paper with a minimum of 300 words. The collected academic outputs were evaluated using a rubric recommended by the Department of Education (DepEd) to validly assess both content and performance standards. After all the submissions were reviewed, the data was analyzed and interpreted with the assistance of a statistician to ensure the reliability and accuracy of the results.

### Research Instruments

In the course of this study, the researcher provided an outline to serve as a prompt for writing an academic paper. The data collection took place through an on-the-spot writing assessment, where printed materials were used as the mode of delivery. The students were instructed to compose a position paper about the effects of technology. The writing session

was supervised by the researcher and scheduled to last one hour and 30 minutes, based on pre-approved timetables.

Following the completion of the writing tasks, the academic papers were evaluated using a rubric recommended by the Department of Education (DepEd) for content and performance standards. The rubric consisted of five key criteria: quality of argument, organization, use of appropriate transitional signals, mechanics, and grammar. These criteria were accompanied by five levels of description to assess the students' expected performance in each area. To ensure the thorough and objective evaluation of the respondents' written discourse performance, the Mean Percentage Score (MPS) was employed as the standard instrument, in alignment with the DepEd's guidelines. Additionally, the descriptive equivalent of the results was utilized to guide the development of a contextualized supplementary material, aimed at improving the respondents' overall written discourse performance. This research methodology provided a clear and methodical approach to analyzing the students' work and identifying areas for academic enhancement.

Table 2.  
*Scale for Master Level*

| Score | Descriptive Equivalent | Description                                                                                                                                                                       |
|-------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 31-40 | Mastered               | This signifies a high level of competency. You can confidently perform tasks independently, even in unfamiliar situations.                                                        |
| 21-30 | Moving Towards Mastery | This demonstrates developing proficiency. You can grasp the core principles and perform tasks with some guidance or in familiar contexts.                                         |
| 11-20 | Low Mastery            | This indicates basic understanding and limited ability to perform related tasks. You can likely recognize relevant concepts but struggle to execute them independently.           |
| 1-10  | No Mastery             | This range signifies a complete lack of proficiency or understanding. You might be entirely unfamiliar with the subject or have minimal exposure without any ability to apply it. |

## Data Analysis

The data-gathering procedure employed appropriate statistical tools to ensure a valid interpretation of the data. Descriptive and inferential statistics were used to analyze the collected information. Specifically, frequency counts and percentage distribution were applied to determine the respondents' profile, which included variables such as sex, academic strand, type of reading materials, and their level of written discourse performance. To examine differences in the respondents' level of written discourse performance when grouped according to their profile, one-way ANOVA and independent sample T-tests were utilized. These statistical tests allowed the researcher to identify significant variations in performance across different groups. Finally, the development of genre-based language

instructional materials was based on a thorough analysis of the two least accomplished aspects of the rubric's descriptive criteria for written discourse performance. This rigorous approach ensured that the instructional materials were tailored to address the specific areas where the respondents demonstrated the most need for improvement.

## FINDINGS

### Level of Written Discourse Performance

Table 3 provides a detailed breakdown of the level of written discourse performance among the respondents. Based on the data, the majority of the students exhibited below-average to poor performance. Specifically, 144 students, or 55.80% of the total respondents, fell into the below-average category, indicating a significant need for improvement in written discourse skills. This suggests that these students' papers were supported by reasons that were either weak or repetitive, with insufficient analysis and conclusions. The organization of their papers needed considerable improvement. It often shifts in purpose and many diversions. Also, they often lacked appropriate transitional signals, although attempts were made to use them but still minimal and others were incorrect. Moreover, they had frequent errors in mechanics such as spelling, capitalization, and punctuation marks. Hence, exhibited inconsistent grammar that led to poor competency.

Table 3.  
*Level of Written Discourse Performance*

| Written Discourse Performance | Frequency | Percentage |
|-------------------------------|-----------|------------|
| Poor                          | 103       | 39.90      |
| Below Average                 | 144       | 55.80      |
| Average                       | 11        | 4.30       |
| Above Average                 | 0         | 0.00       |
| Excellent                     | 0         | 0.00       |

An additional 103 students, constituting 39.90% of the respondents, were classified as having poor written discourse performance. This highlights the challenges faced by these students in achieving proficiency in academic writing. Students in this category typically did not develop their reasons adequately, their papers lacked organization, and they had many errors in mechanics and grammar.

Conversely, only a small fraction of the students demonstrated average performance. Specifically, 11 students, or 4.30% of the respondents, were able to meet the average standard for written discourse performance. These students managed to support their papers with a minimum of three distinct reasons, but their analysis and conclusions needed further development. Their organization required strengthening, and while they used transitional words and phrases, these were insufficient or improperly applied. Their mechanics showed 4-6 errors in spelling, capitalization, and punctuation, and their grammar was inconsistent, with some well-constructed sentences and others that were fragments or run-ons.

Notably, none of the students achieved above-average or excellent performance levels, as indicated by the 0.00% in both categories. This absence of high-performing students highlights a critical gap in the current instructional approaches and emphasizes the urgent need for targeted interventions to enhance the writing skills of these senior high school students.

### Level of written discourse performance of the respondents when they are grouped according to their sex

Table 4 presents the difference in the level of written discourse performance among respondents categorized by their sex. The mean scores for male and female respondents are reported as 1.55 and 1.72, respectively. The t-value of -2.33 with a corresponding p-value of 0.56 indicates a non-significant difference (ns). Upon closer examination, while there appears to be a slight difference in mean scores between both respondents, this difference does not reach statistical significance. Thus, it can be inferred that, based on this analysis, the written discourse performance of male and female respondents does not significantly vary.

Table 4.

*Difference in the level of written discourse performance of the respondents when they are grouped according to their sex*

| Written Discourse Performance | Group Means |        | T-Value  | P-Value |
|-------------------------------|-------------|--------|----------|---------|
|                               | Male        | Female |          |         |
|                               | 1.55        | 1.72   | -2.33 ns | 0.56    |

### Level of written discourse performance of the respondents when they are grouped according to their types of reading materials read

Table 5 presents the difference in the level of written discourse performance of the respondents when grouped according to the types of reading materials they engage with. The table outlines group means, t-values, and p-values for various reading material categories, including journals (JRNL), electronic books (E-B), social media (S M), other reading materials (OTHR), combinations of E-B and S M, S M and OTHR, and notably new combination of categories of novel, electronic books and social media (N, E-B, SM). The analysis reveals intriguing insights into how different reading habits may impact written discourse performance.

Table 5.

*Difference on The Level of Written Discourse Performance of the Respondents When They Are Grouped According to Their Types of Reading Materials Read*

| Written Discourse Performance | Group Means       |                    |                      |                    |                    |                    |                       | T-value | P-value |
|-------------------------------|-------------------|--------------------|----------------------|--------------------|--------------------|--------------------|-----------------------|---------|---------|
|                               | JRNL<br>(a)       | E-B<br>(b)         | S M<br>(c)           | OTHR<br>(d)        | E-B<br>&SM<br>(e)  | SM&O<br>THR<br>(f) | N, E-B,<br>SM<br>(g)  |         |         |
|                               | 1.68 <sup>g</sup> | 1.62 <sup>cg</sup> | 1.96 <sup>bdef</sup> | 1.67 <sup>cg</sup> | 1.51 <sup>cg</sup> | 1.63 <sup>cg</sup> | 2.10 <sup>abdef</sup> | 3.70    | 0.00    |

Upon analyzing the data, the types of reading materials students prefer to read and provided and used by teachers for them cause a difference in their written discourse performance. Students will have varying levels of written discourse performance depending on the different genres of learning resources or materials they are exposed to since one of the critical aspects of discourse competence is the language learners' familiarization with the various genres or forms of discourse. Moreover, every type or genre of material provides the language learners with enough understanding of its expected content, organization format, and specialized vocabularies which could affect and cause a variation in the level of their written discourse performance.

The t-value of 3.70 indicates a significant difference in written discourse performance across the various reading material groups. This suggests that the type of reading material influences the written discourse abilities of the respondents. However, the p-value of 0.00 indicates the statistical significance of this difference, implying that it is highly unlikely to have occurred by chance. Apparently, results were further subjected to post hoc analysis to determine the specific differences between the groups. Post hoc tests are conducted after an ANOVA indicates significant differences, and they help identify which specific groups differ from each other.

#### Level of written discourse performance of the respondents when they are grouped according to their strands

Table 6 presents the difference in the level of Written Discourse Performance among respondents grouped according to their academic strands: STEM (Science, Technology, Engineering, and Mathematics) and HUMSS (Humanities and Social Sciences). The table displays the group means, t-value, and p-value. The mean score for Written Discourse Performance was 1.71 for STEM students and 1.49 for HUMSS students. The t-value was 2.83, and the p-value was 0.53, indicating no statistically significant difference between the two groups. The analysis of the data suggests that there is no significant discrepancy in the Written Discourse Performance between students enrolled in STEM and HUMSS strands. While STEM students exhibited a slightly higher mean score compared to their HUMSS counterparts, the difference was not deemed statistically significant based on the p-value exceeding 0.05. This implies that regardless of the academic strand, students performed similarly in written discourse tasks related to the position paper genre.

Table 6.

*Differences in the level of written discourse performance of the respondents when they are grouped according to their strands*

| Written<br>Discourse<br>Performance | Group Means |       | T-Value            | P-Value |
|-------------------------------------|-------------|-------|--------------------|---------|
|                                     | STEM        | HUMSS |                    |         |
|                                     | 1.71        | 1.49  | 2.83 <sup>ns</sup> | 0.53    |

## Two least accomplished aspects of the rubric's descriptive criteria basis for contextualized and genre-based language instructional material

Table 7 presents the frequency and percentage of the written discourse performance. The rubric used in assessing the written discourse performance encompasses five criteria, including quality of argument, organization, transitional signal appropriacy, mechanics, and grammar. Among the five criteria, the data shows that the major emphasis is on transitional signal appropriacy, comprising 43.02% of the evaluations, followed by the organization at 20.54%. Grammar and mechanics account for 12.40% and 10.08%, respectively, while the quality of argument is less emphasized at 4.65%.

Table 7.

*Two least accomplished aspects of the rubric's descriptive criteria basis for contextualized and genre-based language instructional material*

| Written Discourse Performance Criteria | Frequency  | Percentage |
|----------------------------------------|------------|------------|
| Quality of Argument                    | 12         | 4.65       |
| Organization                           | 53         | 20.54      |
| Transitional Signal Appropriacy        | 111        | 43.02      |
| Mechanics                              | 26         | 10.08      |
| Grammar                                | 32         | 12.40      |
| All                                    | 24         | 9.30       |
| <b>Total</b>                           | <b>258</b> | <b>100</b> |

Based on the results of the table, genre-based language instructional materials are meticulously crafted, resulting in three modules designed upon identifying the least proficient syntactical structure domain and the two least accomplished aspects of the rubric's descriptive criteria for written discourse performance. These modules are organized logically and systematically to guide both language teachers and students toward achieving the objectives. Each module includes an overview of the program, usage guidelines, and a table of contents.

## DISCUSSION

The study examined the written discourse performance of Grade 11 Senior High School students, with a focus on their sex, reading material preferences, and academic strands. The demographic profile revealed that the majority of respondents were female. This gender distribution aligns with broader trends observed in educational research, where females often demonstrate higher engagement with reading materials and slightly elevated levels of language proficiency compared to their male counterparts (Pagal et al., 2017). Understanding this gender distribution provided a robust foundation for further analyses and ensured that the findings reflect the characteristics of the student population.

In terms of reading material preferences, the data highlighted a diverse range of choices, with e-books and social media emerging as the most frequently preferred combination. This finding corresponds with contemporary literature emphasizing the increasing prevalence of digital literacy among adolescents, who frequently consume online content for both academic and recreational purposes (Lenhart, 2018). The significant preference for social media as a reading platform underscores the necessity of integrating digital tools into literacy instruction to leverage their potential for language development. Additionally, the academic strands of the respondents were varied, with the Science, Technology, Engineering, and Mathematics (STEM) strands being the most represented. This observation mirrors the growing emphasis on STEM education globally, driven by the demand for skilled professionals in science and technology fields (National Science Board, 2020).

Analysis of written discourse performance revealed that the majority of students fell within below-average to poor performance levels. Notably, no respondents achieved above-average or excellent performance. This result underscores a critical gap in current instructional approaches and highlights the urgent need for targeted interventions to improve student's writing skills, particularly within the context of academic discourse. These findings align with Graham et al. (2021), who emphasize the importance of explicit, evidence-based writing instruction in enhancing syntactic complexity, vocabulary use, and overall writing quality. Such interventions are essential for elevating students from below-average performance levels to higher proficiency.

Furthermore, Bangert-Drowns et al. (2004) argue for the integration of authentic writing experiences and meaningful feedback in instructional practices. Their meta-analysis indicates that writing-to-learn strategies significantly enhance students' ability to construct coherent arguments, organize ideas effectively, and adhere to grammatical conventions. Similarly, Troia and Olinghouse (2019) emphasize the value of targeted practice and constructive feedback in developing advanced analytical and organizational writing skills. Collectively, these findings advocate for a systematic overhaul of instructional methodologies to address the evident deficiencies in written discourse performance.

The analysis revealed no significant differences in written discourse performance between male and female respondents, indicating comparable levels of proficiency across genders. The equitable distribution of writing abilities across genders reinforces the need for instructional strategies that address individual student needs rather than perpetuating gender-based stereotypes. Educators should prioritize inclusive pedagogical practices to support all students in developing robust written communication skills.

Significant differences in written discourse performance were observed based on respondents' preferred reading materials. Students who engaged with a combination of novels, e-books, and social media demonstrated the highest levels of performance. This trend may be attributed to the linguistic complexity and cognitive demands associated with diverse reading materials. Exposure to varied genres, such as literary works, academic texts, and informational articles, equips students with a broader repertoire of syntactic structures

and rhetorical styles, thereby enhancing their writing proficiency. Supporting this, Hassan et al. (2021) found that diverse reading habits positively influence language acquisition and writing performance.

Similarly, Atayeva et al. (2022) demonstrated a significant relationship between reading habits and writing proficiency in college students. The findings of the study revealed that regular engagement with diverse reading materials fostered higher levels of written discourse performance. This underscores the importance of encouraging students to explore a variety of texts to strengthen their linguistic competencies.

No significant differences in written discourse performance were observed between students in the STEM and Humanities and Social Sciences (HUMSS) strands. However, this finding contradicts Cepillo (2024), whose research found that d a strong preference for HUMSS and ICT strands among students, with satisfactory research writing skills in some areas but needing improvement in identifying literature gaps, writing clear methodologies, and connecting findings to broader frameworks. Further, the uniformity of performance across strands emphasizes the need for a unified approach to writing instruction that equips students with transferable skills applicable across academic disciplines.

The findings highlight the critical importance of mastering linguistic fundamentals, such as transitions and logical organization, to excel in academic writing. To address these gaps, comprehensive instructional interventions should be developed to enhance students' language proficiency and written discourse capabilities. Reforsado and Raymundo (2024) underscore the value of targeted language instruction that caters to diverse learning needs while promoting both digital and print literacy. By fostering these competencies, educators can better prepare students for academic success and lifelong language proficiency in an increasingly digital world. Finally, the study emphasizes the necessity of evidence-based instructional strategies and the integration of diverse reading materials into the curriculum to address deficiencies in written discourse performance. These measures are crucial for empowering students to achieve higher levels of proficiency and for meeting the demands of academic and professional communication.

## CONCLUSION

Based on the findings of the study, several key conclusions emerged regarding the written discourse performance of Grade 11 Senior High School students. The results underscored the critical need for targeted interventions aimed at enhancing writing proficiency among students. Educators may prioritize explicit instruction and practice in syntactical structures across various communicative contexts to address varying levels of mastery observed among students. The study highlighted the urgency of interventions to improve students' written discourse performance, as many demonstrated below-average to poor proficiency in constructing coherent and effective written texts. Implementing genre-based writing pedagogy aligned with academic genres can provide students with essential skills in critical thinking and argumentation necessary for proficient academic writing.

Additionally, promoting a culture of reading diversity and providing access to a wide range of literary and informational texts are crucial. Students engaging with diverse reading

materials demonstrated higher levels of written discourse performance, emphasizing the role of reading habits in shaping language skills. Integrating extensive reading practices into language instruction can significantly enhance students' linguistic and writing abilities.

Moreover, the study found no significant differences in the written discourse performance based on demographic factors such as sex and academic strands, suggesting equitable language skills among Grade 11 students regardless of gender or academic specialization. However, further research was deemed needed to explore individual differences in these competencies and develop targeted interventions accordingly. These conclusions contribute to advancing educational practices aimed at fostering stronger communication skills among high school students, thereby supporting their overall academic development and lifelong learning.

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### CONFLICT OF INTEREST

The authors declare no conflict of interest.

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