

## Effect of Read-to-Write Approach on the writing skills of Grade 7 learners

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### ABSTRACT

This quasi-experimental study examined the effect of the Read-to-Write Approach on the writing skills of Grade 7 learners during the 2024–2025 academic year. Sixty students participated in the study, with 30 assigned to the experimental group and 30 to the control group. Using pretest and posttest assessments, findings revealed no significant difference in writing proficiency between the two groups before the intervention. However, posttest results showed a significant improvement in the experimental group, which advanced from a low to a moderate level of writing performance and outperformed the control group. A large effect size (Cohen's  $d = 1.19$ ) confirmed the strong impact of the Read-to-Write Approach. The results indicate that integrating reading into writing instruction enhances students' ability to develop coherence, organize ideas, and apply appropriate writing conventions. This study affirms the effectiveness of the Read-to-Write Approach as a practical instructional strategy for improving writing proficiency in English language classrooms.

**Keywords:** Read-to-Write Approach, writing skills, english instruction, reading integration, writing instructional strategy

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### INTRODUCTION

The introductory chapter of this study is structured into five key parts: background and theoretical framework, statement of the problem and hypotheses, significance of the study, definition of terms, and delimitations of the research. The background and theoretical framework establish the rationale for the investigation and highlight the theories underpinning the study. The statement of the problem and hypotheses identifies the research questions and assumptions tested. The significance of the study underscores its contributions and benefits to target

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stakeholders, while the definition of terms clarifies both conceptual and operational meanings of key concepts. Lastly, the delimitations define the scope, boundaries, and limitations of the research in terms of its design and respondents. Together, these components provide the foundation for understanding the direction and purpose of the study.

Language plays a central role in communication and cognitive development, with listening, speaking, reading, and writing serving as its foundational skills (Adejimola & Ojuolape, 2015). Among these, writing is considered the most complex as it demands structural accuracy, clarity of thought, and sustained practice (Paas & Sweller, 2014; Magogwe, 2015). Unlike oral skills that are acquired naturally, writing proficiency develops through guided instruction and purposeful engagement. In academic settings, the integration of reading and writing has gained prominence as a pedagogical approach that not only fosters literacy but also cultivates critical thinking. The Read-to-Write approach emphasizes the interconnection between these two skills, treating reading as a source of meaningful input that enables purposeful written output (Li & Yang, 2014). By moving away from traditional, separate instruction, this model encourages inquiry-based and student-centered learning where reading supports the development of analysis, argumentation, and reflection in writing.

The Read-to-Write approach positions reading as a springboard for writing, allowing learners to engage with texts critically, generate ideas, and articulate evidence-based arguments. Students not only comprehend but also interrogate texts, forming perspectives that guide their own written work. This dynamic process is particularly significant in second language (L2) learning contexts, where students face challenges in producing coherent and intellectually engaging writing. By providing authentic input, genre models, and contextualized tasks, the Read-to-Write approach bridges receptive and productive skills. In doing so, it not only strengthens language proficiency but also fosters independence and critical thinking, equipping learners to communicate effectively in academic and professional settings.

Complementing this, the Conventional Process Writing Approach remains a widely used method in teaching writing, especially in English as a Second or Foreign Language contexts. This approach frames writing as a recursive process involving planning, drafting, revising, and editing (Adebayo et al., 2024). Each stage encourages learners to refine their work, thereby enhancing cognitive, linguistic, and metacognitive skills. Unlike product-oriented approaches, the process method prioritizes reflection and improvement, allowing students to develop fluency, clarity, and accuracy through continuous revision. It cultivates learner autonomy and views writing as both a cognitive tool and a communicative practice, helping students become confident, competent writers over time.

Writing skills are indispensable in academic contexts as they enable students to present ideas logically, construct evidence-based arguments, and communicate with clarity and precision. Beyond grammar and mechanics, effective writing requires critical engagement with content and the ability to contribute meaningfully to scholarly discourse. Strong writing proficiency supports not only academic achievement but also success in professional and interdisciplinary settings, where clear and persuasive communication is essential (Zhang & Wu, 2024). Reading plays a crucial role in this development, exposing learners to vocabulary, structures, and rhetorical strategies that enrich their writing (Graham et al., 2018; Hudson, 2017). Krashen's (1985) Input Hypothesis affirms that exposure to slightly advanced input ("i+1")

enhances language acquisition, resonating with the Read-to-Write approach where reading provides the foundation for more complex written expression.

Schema Theory further strengthens this rationale, suggesting that readers draw upon prior knowledge to make sense of texts, thereby improving comprehension and organization of ideas (Alfaki, 2014). As learners activate background knowledge through reading, they gain insights that can be transferred into their writing. Research confirms that integrating reading and writing instruction enables students not only to emulate effective models but also to articulate original ideas more coherently. In the Philippine context, this is particularly relevant for Grade 7 learners, who benefit from structured exposure to texts and guided writing tasks that enhance both proficiency and critical engagement. This study is therefore grounded on the premise that the Read-to-Write approach can significantly influence the writing skills of learners, as illustrated in the conceptual framework where the independent variable is the Read-to-Write Approach and the dependent variable is learners' writing proficiency.

### Statement of the problem

The study investigated the effect of the Read-to-Write Approach on the writing skills of Grade 7 learners of a private educational institution for the school year 2024-2025. More specifically, this study sought to answer the following questions:

1. What is the level of writing skills in the pretests and posttests of the control and the experimental groups?
2. Is there a significant difference in the writing skills between the pretests of the control and the experimental groups?
3. Is there a significant difference in the writing skills between the pretests and posttests of the control and the experimental groups?
4. Is there a significant difference in the writing skills between the posttests of the control and the experimental groups?
5. What is the effect size of the Read-To-Write Approach on the Writing Skills of Grade 7 Learners?

### METHODOLOGY

The present study aimed to examine the impact of the Read-to-Write Approach on the writing performance of Grade 7 learners in a private educational institution during the school year 2024–2025. To address this objective, a quasi-experimental pretest-posttest non-equivalent control group design was employed. This design was deemed appropriate as random assignment was not feasible due to the intact nature of the classes. As explained by Dela Cruz (2014) and supported by Frankel and Wallen (2009), quasi-experimental designs are commonly used in educational research because they allow for controlled comparisons between groups while recognizing natural classroom structures. In this study, one group was exposed to the Read-to-Write Approach while the other served as the control group and followed the Conventional Process Approach. Both groups received instruction aligned with the recalibrated K to 12 MATATAG curriculum, but the experimental group engaged in additional reading tasks that

served as the basis for their writing activities. A pretest was administered to both groups prior to the intervention to establish baseline similarities, followed by a posttest after the four-week intervention to measure the effectiveness of the approach. The intervention emphasized the use of accessible and proficiency-appropriate reading materials to foster engagement and ensure meaningful learning, consistent with the recommendations of Renandya and Jacobs (2002) and the International Reading Association (2014).

The participants of the study were sixty (60) Grade 7 learners purposively selected to ensure comparability in their second-quarter English grades. Although intact classes were maintained, the two sections were randomly assigned to either the experimental or control condition. This method ensured a structured comparison between groups while maintaining academic balance. Section A served as the control group, while Section B received instruction through the Read-to-Write Approach. Both groups followed similar lesson content and schedules, but with distinct instructional strategies to allow for accurate assessment of the intervention's effects.

Data were collected using an adopted writing test designed to evaluate the learners' writing skills. The instrument required learners to compose an expository essay on a given topic and was assessed using an analytic rubric adapted from Blancaver (2022). The rubric measured five criteria on a scale of 1 to 5, yielding scores that were categorized into five descriptive levels: very low, low, average, high, and very high. With a maximum possible score of 25 and a minimum of 5, the rubric provided a systematic and objective evaluation of the learners' writing outputs. The instrument was modified only in terms of essay topics to align with Grade 7 learning competencies and was validated by experts and the panel committee to ensure both content and construct validity. The scoring of essays was conducted by English teachers from the same institution to further ensure fairness and reliability.

The data gathering procedure unfolded in three stages: pre-experimental, experimental, and post-experimental. During the pre-experimental stage, permission to conduct the study was sought through formal channels, including clearance from the Research and Publication Services of the institution. The pretest was then administered to both groups to determine their initial writing proficiency. Lessons were derived from the MATATAG curriculum textbook *Conversations 7: A Worktext on English Language Arts and Philippine Literature in the Digital Age* (Sipacio & Cadavido, 2024) and supplemented by learning guides created for the Read-to-Write intervention. Both groups used parallel materials, but the instructional approach differed: the experimental group applied the Read-to-Write strategy while the control group used the conventional Process Approach. During the experimental stage, which lasted four weeks or a total of twenty sessions, the experimental group engaged in daily reading tasks that served as the foundation for their writing activities. Each session lasted one hour, with five sessions per week. Orientation was provided to all participants to ensure understanding of the study's purpose and procedures, and informed consent was obtained to respect voluntary participation. Upon completion of the intervention, the posttest was administered to both groups during the post-experimental stage. All test papers were collected immediately to allow for timely scoring and data organization.

The data collected were subjected to statistical analysis using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics, specifically mean and standard deviation, were computed to determine the learners' writing performance in both groups across

pretests and posttests. To establish whether significant differences existed between the two groups' pretest scores, an independent t-test was conducted. To assess improvements within each group, a paired t-test compared pretest and posttest results. Furthermore, an independent t-test was used once more to examine differences in posttest performance between the control and experimental groups. To measure the practical significance of the intervention, Cohen's *d* was calculated to determine the effect size of the Read-to-Write Approach relative to the Process Approach. A significance level of 0.05 was observed for all inferential analyses.

This methodological framework ensured that the study was conducted systematically, ethically, and with appropriate rigor. The design allowed for a controlled evaluation of the Read-to-Write Approach, while purposive sampling, validated instruments, and carefully staged procedures strengthened the reliability and validity of the findings. The chosen statistical analyses further enhanced the study's capacity to provide meaningful insights into the impact of the Read-to-Write Approach on the writing skills of Grade 7 learners.

## RESULTS AND DISCUSSION

This study involved sixty (60) Grade 7 learners from a private educational institution, divided into two intact groups randomly assigned as the experimental and control classes. Both groups underwent a pretest to establish baseline writing performance before the four-week intervention. The control group was taught through the Conventional Process Approach, while the experimental group engaged in the Read-to-Write Approach, which integrated meaningful reading tasks into writing instruction. At the conclusion of the intervention, both groups completed a posttest, and their scores were analyzed to assess differences in performance. The following results present both descriptive and inferential analyses of the learners' writing skills based on the data gathered through pretests and posttests.

The descriptive results indicate that both groups began at comparable levels of writing proficiency, with the control group obtaining a mean pretest score of 17.57 (SD = 2.30) and the experimental group slightly lower at 16.57 (SD = 3.19). Both scores were categorized as "low" in the rubric scale of performance. Following the intervention, the control group's posttest mean rose modestly to 19.28 (SD = 1.91), still within the "low" category, while the experimental group's mean increased substantially to 21.80 (SD = 2.30), achieving the "moderate" category. This reflects a mean gain of 1.71 points for the control group and 5.23 points for the experimental group. The sharper increase in the experimental group strongly suggests that the Read-to-Write Approach exerted a greater positive influence on writing development compared to the traditional Process Approach.

The shift in the experimental group from "low" to "moderate" writing proficiency demonstrates the impact of integrating reading into writing tasks. Learners exposed to reading materials at their proficiency level were able to internalize vocabulary, grammar, and rhetorical structures, thereby enriching their written outputs. This improvement aligns with Krashen's Input Hypothesis (1985), which emphasizes the role of comprehensible input in language development, as well as Schema Theory (Bartlett, 1932; Anderson, 1977), which explains how readers activate prior knowledge to make sense of texts and transfer those insights into writing. The results also corroborate findings by Graham et al. (2018), Hudson (2017), and Li and Yang

(2014), who argue that reading provides authentic models and fosters analytical thinking necessary for constructing coherent compositions. Thus, the descriptive analysis highlights the clear advantage of the Read-to-Write Approach in strengthening writing skills.

To determine whether the observed differences were statistically significant, several inferential tests were conducted. First, the comparison of pretest scores between the control and experimental groups revealed no significant difference,  $t(1.393) = 0.169$ ,  $p > 0.05$ . This result confirms that both groups started at a statistically similar level of writing proficiency, validating the comparability of the groups and reinforcing the reliability of attributing subsequent gains to the intervention rather than to initial disparities. This finding supports the notion advanced by Paas and Sweller (2011) that writing proficiency must be developed through intentional instruction rather than assumed as an innate ability.

When comparing pretest and posttest results within each group, paired t-tests revealed significant improvements. The control group's scores increased from a mean of 17.57 (SD = 2.30) to 19.28 (SD = 1.91),  $t(6.290) = 0.000$ ,  $p < 0.05$ , demonstrating modest gains through the Process Approach. In contrast, the experimental group showed a much greater improvement, with scores rising from a mean of 16.57 (SD = 3.19) to 21.80 (SD = 2.30),  $t(16.268) = 0.000$ ,  $p < 0.05$ . While both instructional methods had positive effects, the larger mean gain in the experimental group highlights the greater effectiveness of the Read-to-Write Approach. These results reinforce the conclusions of Elley and Mangubhai (1983), Krashen (1993), and Salehi et al. (2015), who argue that extensive and meaningful reading promotes language acquisition, critical thinking, and improved writing outcomes.

Further analysis comparing posttest results between the two groups confirmed the superiority of the Read-to-Write Approach. An independent t-test revealed a significant difference in posttest scores,  $t(4.626) = 0.000$ ,  $p < 0.05$ , with the experimental group ( $M = 21.80$ ,  $SD = 2.30$ ) significantly outperforming the control group ( $M = 19.28$ ,  $SD = 1.91$ ). This finding categorizes the experimental group as having achieved a "moderate" level of writing proficiency, while the control group remained at a "low" level. The result clearly demonstrates the efficacy of integrating reading and writing, supporting Greene's (1992) and Alshamrani's (2003) claims that familiarity with linguistic forms acquired through reading shapes written expression. The outcome also aligns with the arguments of Zhao and Hirvela (2015) that reading-based instruction cultivates higher-order thinking and rhetorical competence, ultimately leading to stronger written outputs.

Finally, the calculation of Cohen's  $d$  revealed a large effect size of 1.19, confirming the substantial impact of the Read-to-Write Approach on learners' writing performance. This result demonstrates not only statistical significance but also practical significance, suggesting that the approach produces meaningful improvements in real classroom settings. The magnitude of the effect echoes Krashen's Input Hypothesis (1985), Hudson's (2017) work on the benefits of authentic input, and Schema Theory (Alfaki, 2014), which emphasizes the role of prior knowledge in organizing and expressing ideas. Moreover, Zhao and Hirvela's (2015) concept of reading-to-synthesize further explains how learners exposed to structured reading tasks develop the ability to integrate ideas from multiple sources into coherent writing.

In summary, the results reveal that while both instructional methods improved learners' writing skills, the Read-to-Write Approach produced significantly greater gains in both score increases and categorical proficiency levels. The large effect size provides compelling evidence

that this approach not only enhances vocabulary and grammar but also strengthens critical thinking, organization, and rhetorical competence. These findings affirm the Read-to-Write Approach as a powerful and practical instructional strategy for developing the writing skills of Grade 7 learners in the Philippine secondary education context.

## CONCLUSION

This study investigated the effect of the Read-to-Write Approach on the writing skills of Grade 7 learners in a private educational institution during the school year 2024–2025. A total of sixty (60) learners participated, with purposive sampling ensuring comparable second-quarter grades in English as the baseline measure. The participants were divided into two intact sections, randomly assigned as the experimental and control groups. The experimental group was taught using the Read-to-Write Approach, while the control group followed the Conventional Process Approach. Both groups underwent pretests and posttests to measure their performance, and the data were analyzed using descriptive and inferential statistics, including means, standard deviations, t-tests for dependent and independent samples, and Cohen's *d*, with a significance level set at 0.05.

The findings revealed that both groups began with “low” levels of writing proficiency in the pretest, confirming their baseline similarity. However, while both groups improved after the intervention, the gains of the experimental group were more substantial. The control group showed a modest increase in writing performance, moving from a mean of 17.57 (SD = 2.30) in the pretest to 19.28 (SD = 1.91) in the posttest, but remained in the “low” category. The experimental group, on the other hand, demonstrated a notable increase from 16.57 (SD = 3.19) to 21.80 (SD = 2.30), improving from “low” to “moderate” proficiency. This confirms that while learning occurred under both instructional strategies, the Read-to-Write Approach was more effective in promoting significant improvements in sentence construction, idea organization, and textual cohesion.

The results of the independent t-tests and paired t-tests further confirmed these observations. No significant difference was found between the pretest scores of the two groups, establishing that both started at comparable proficiency levels. However, significant differences were noted in the posttest scores, with the experimental group outperforming the control group. Both groups also exhibited significant improvements between their pretest and posttest results, yet the experimental group achieved far greater gains. These outcomes support previous studies, such as those of Grabe and Zhang (2016), Krashen (1993), and Salehi et al. (2015), which emphasized that integrating reading with writing provides learners with models, linguistic input, and cognitive strategies that improve writing fluency, coherence, and critical thinking.

The large effect size of Cohen's *d* = 1.19 underscores the powerful impact of the Read-to-Write Approach. This magnitude of effect signifies not only statistical but also practical significance, demonstrating that the approach is a robust instructional method for enhancing writing skills. The results reinforce the position of scholars such as Bentahar and Cranker (2021) and Hudson (2017), who argued that reading authentic texts provides learners with structural, grammatical, and rhetorical models that inform and improve their writing. The findings also echo Schema Theory (Bartlett, 1932; Alfaki, 2014), suggesting that reading helps learners activate and

organize prior knowledge, which in turn translates into more coherent and well-structured writing outputs.

In conclusion, this study demonstrates that the Read-to-Write Approach is a more effective instructional strategy for improving writing performance compared to the traditional Process Approach. While both methods contributed to learning, the significant gains and higher proficiency level achieved by the experimental group validate the integration of reading as a key element in writing instruction. The findings affirm that reading not only enriches vocabulary and grammar but also fosters critical thinking and rhetorical competence, resulting in more meaningful and coherent writing. Given the large effect size and the consistent alignment of results with established theories and prior studies, the Read-to-Write Approach is recommended as a practical and impactful method of instruction in secondary education. Its implementation has the potential to improve learners' writing proficiency more substantially than traditional approaches, offering a valuable contribution to literacy development in academic contexts.

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