



WRITE IT RIGHT: ENHANCING STUDENT'S WRITING PERFORMANCE THROUGH A WORKSHOP

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ABSTRACT

This action research determined the significant difference in the writing performance of selected Senior High School students before and after the implementation of the "Write It Right" Writing Workshop. Anchored on the process-oriented approach and social constructivist principles, the intervention emphasized idea development, organization, sentence construction, and mechanics. Utilizing a one-group pretest-posttest design with 19 participants, data were collected through students' written outputs evaluated using a validated analytic rubric. Based on the results, the students' level of writing performance before joining the workshop fell under proficient level with a composite mean of 2.66. Meanwhile, an increase of 0.50 (from 2.66 to 3.16 composite mean) was noted on students' writing performance after joining the workshop, which fell under proficient level. Statistical analysis revealed a significant difference between pretest and posttest scores ($t = 25.65$, $p < 0.0001$), confirming the effectiveness of the intervention. The study concludes that structured, process-based writing activities can significantly enhance students' writing competence and overall performance.

Keywords: *process writing, intervention strategy, writing proficiency, student performance*

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