

Abstract

This quasi-experimental study aimed at investigating the effects of process oriented-approach on grade 9 EFL students' writing performance and their attitude towards writing in Woreta secondary and preparatory school. The study focused on the independent variables, process writing, the major one and product writing, on one hand, and the dependent variables, writing performance and writing attitude towards EFL writing on the other hand. The participants of the study were two intact classes each having 60 students. They were randomly selected and one of them was assigned as controlled and the other class was assigned as an experimental group. The control group was taught writing through the product approach whereas the experimental group was taught EFL writing through the process approach for four weeks. Writing tests and attitude questionnaires were employed to generate relevant data from the participants mentioned above. Descriptive statistics, mainly T-test, ANOVA and Tukey-test were used to analyze the data. The findings from the analysis of the descriptive statistics showed that process writing approach helped the experimental students to have improved their writing performance, particularly in terms of content, organization and coherence. The result of ANOVA also shows that there was a difference among the three ability groups. From the findings of the Tukey-test, it is assured that the mean scores of the three groups were significantly different. Regarding the recommendation, the teachers are advised to shift their attention towards process writing and use product approach only when necessary. It is also suggested that the area of EFL writing is fertile for further research. Hence, potential researchers can do much to increase the knowledge and practice in this area.