



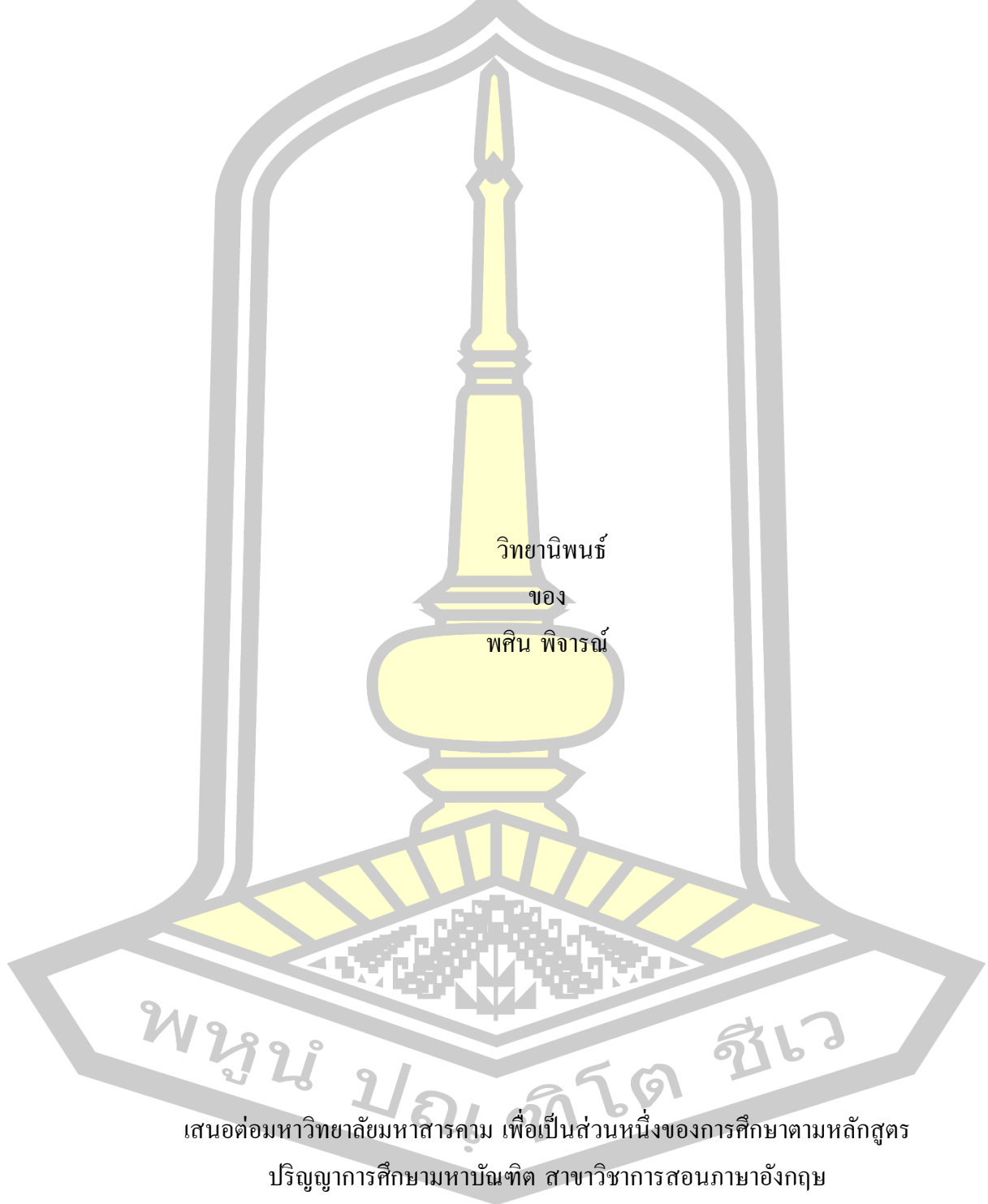
The Effect of Strategic Writing Techniques on Promoting Thai EFL Students' Writing Skills

Pasin Pijarn

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching  
December 2020

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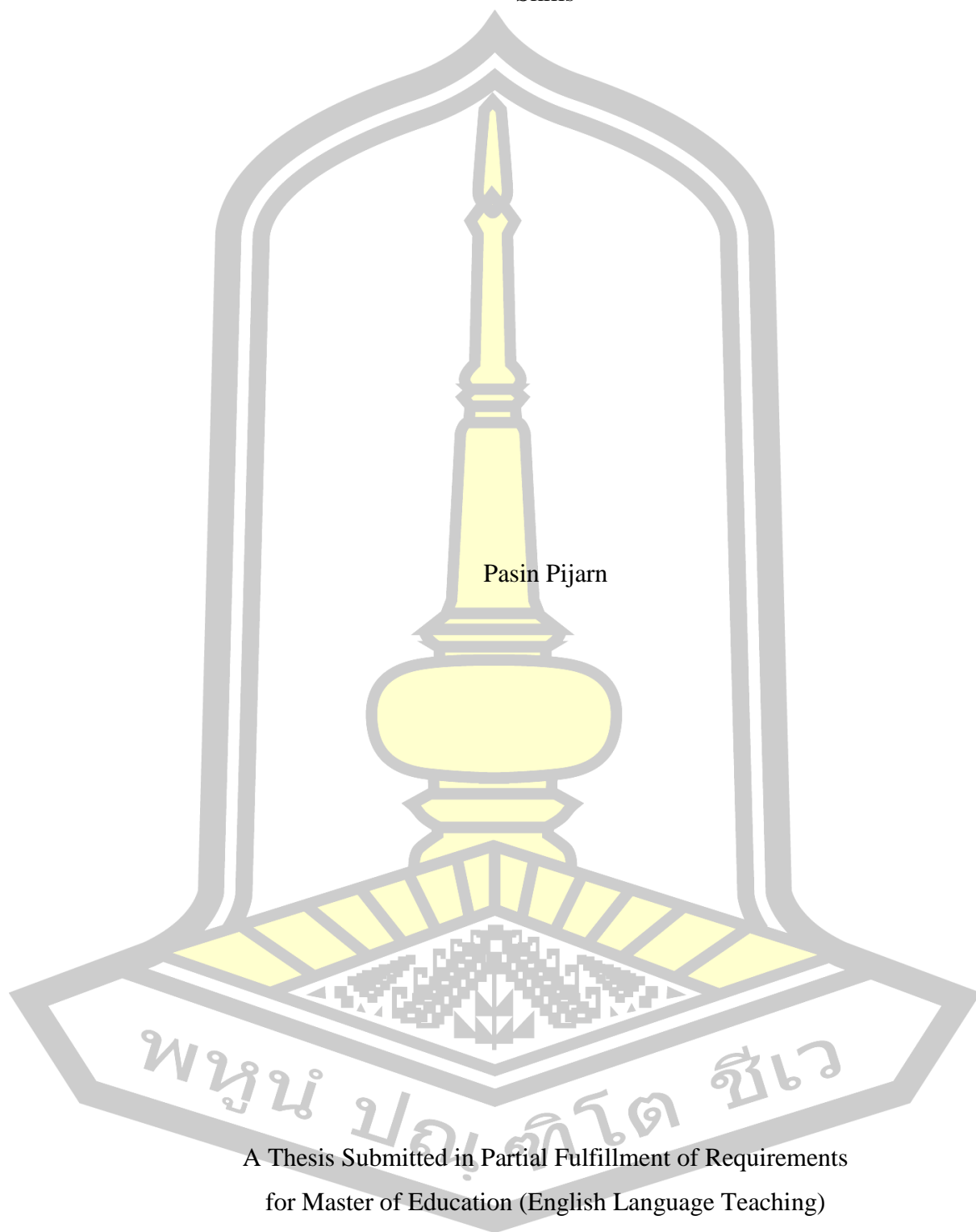


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The examining committee has unanimously approved this Thesis, submitted by Mr. Pasin Pijarn , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Maharakham University

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### ABSTRACT

This study was aimed to investigate the effect of strategic writing techniques in promoting Thai EFL students' writing skills. It also aimed to explore the students' attitudes toward teaching strategic writing techniques. The participants were eighty Thai EFL high school students at the tenth grade or Mattayomsuksa4. This study was quasi-experimental research. The participants were divided into two groups: 40 students in the experimental group and 40 students in the control group. The students in the experimental group were taught through strategic writing techniques with the combination of STOP strategy and POWER strategy, and the control group students were taught through the traditional instruction. The research instruments included a writing pre-test and post-test, a questionnaire, and a semi-structured interview. The data was computed using the SPSS package program. The current study revealed that the students' writing skills in both groups improved significantly. However, the experimental group which received strategic writing techniques outperformed the control group which received traditional instruction. The results of the improvement on the students' writing skills on the post-test showed the mean score of the experimental group was 20.26 and the mean score of the control group was 12.67. There is a significant difference at 0.01, and the t-value is 12.610. To conclude, the implementation of teaching strategic writing techniques by using the combination of STOP and POWER strategies was more effective than the traditional instruction in promoting the students' writing skills and the students demonstrated a positive attitude at high level toward teaching using strategic writing techniques.

Keyword : Strategic writing techniques, STOP and POWER strategy

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Pasin Pijarn

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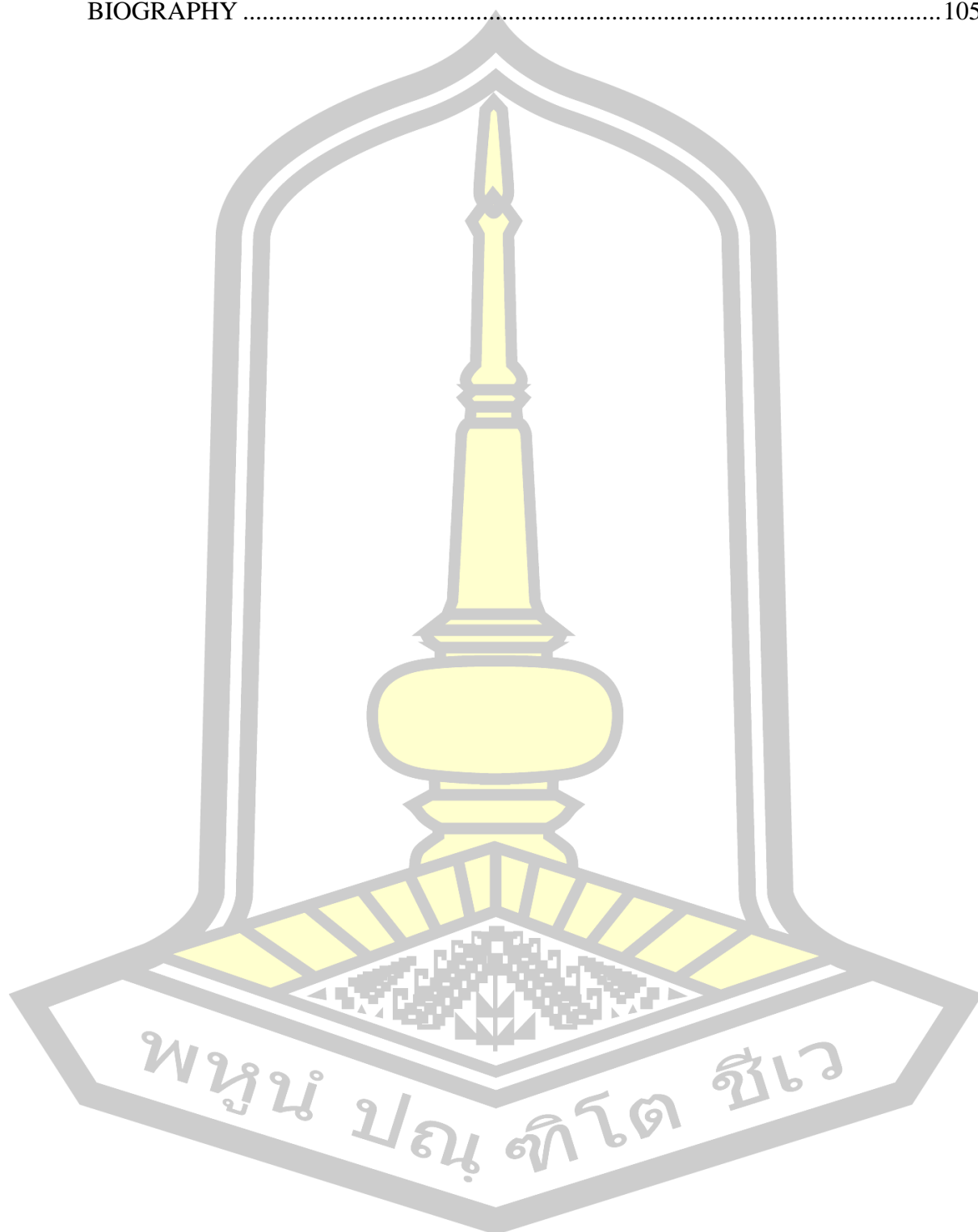
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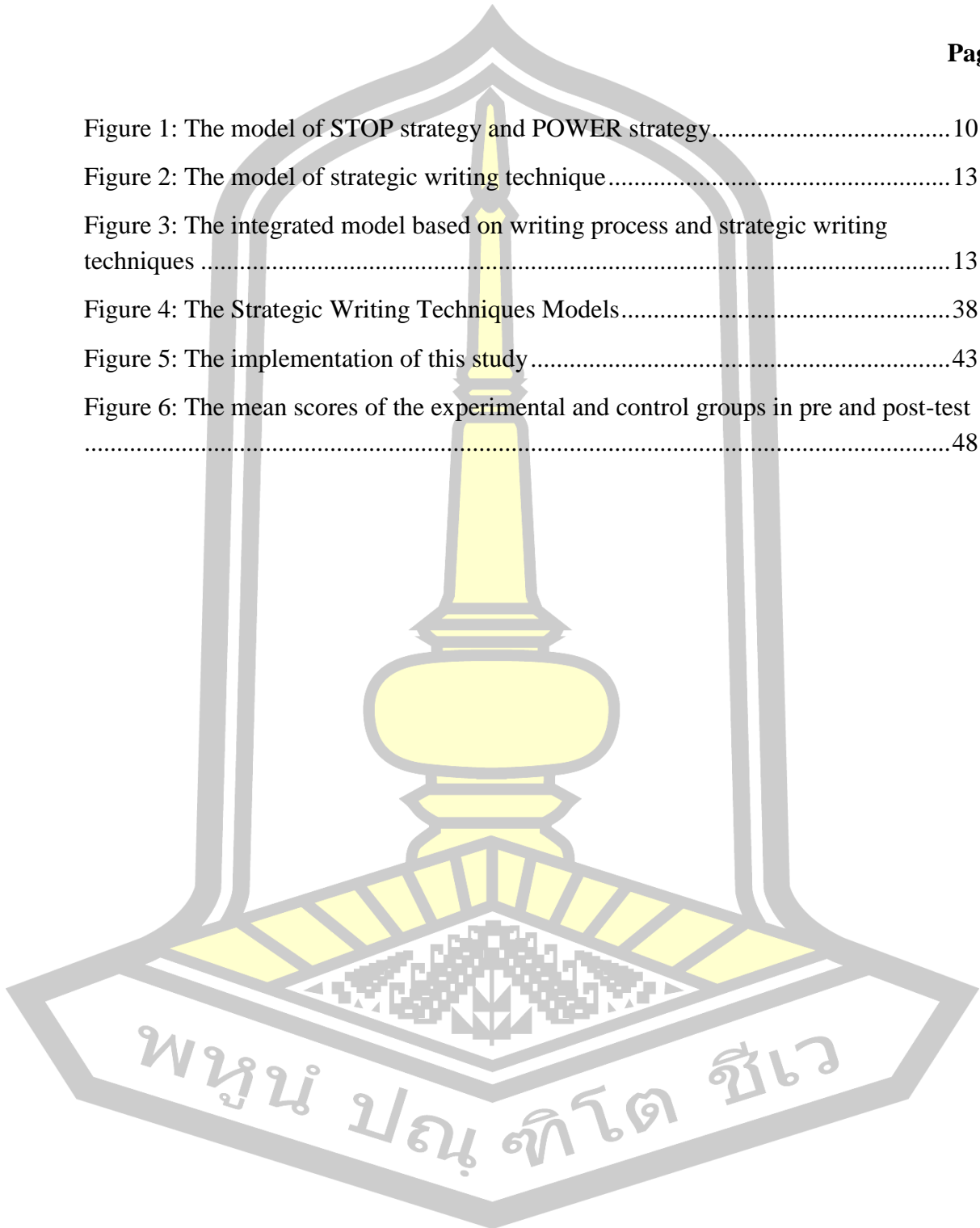
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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Writing has become a mediation that plays an essential role in world society. Writing skills are considered to be needed extensively for communication in different contexts such as social communication, cultural communication, cultural and knowledge exchange, business, travel, transportation, career, and education. In the educational context in particular, writing seems to be one of the most important skills used for academic purposes. For instance, students use writing in social communication, note-taking, journal writing, report writing, course working, examination and testing, studying overseas and applying for a job. Moreover, writing is considered as an essential skill in academic language learning. Students use their writing skills to express thoughts and connect themselves through written words to share their experience, knowledge, and ideas in a meaningful and effective way (Intharakasem & Boonhok, 2019).

On the other hand, many students usually find writing skills difficult, complicated, and hard to acquire due to acquired dramatic problems such as insufficient knowledge of grammatical structure, lexical features, and organized ideas (Ka-kan-dee & Kaur, 2015). Those aspects could affect the students' writing skills, especially for EFL students of a high school level in Thailand. These factors pointed out writing problems in teaching and learning, which is not supported by using the teachers' strategies in writing instruction in the classroom. Several researchers studied writing strategies used by ESL and EFL students on their writing skills and writing strategy instruction in the global contexts (e.g., Mohite, 2014; De Silva & Graham, 2015; Mastan, Maarof, & Embi, 2017). They stated that a critical problem of students' writing skills is the lack of writing strategies (Mastan et al., 2017). Similarly, Okasha & Hamdi (2014) said that the students encountered several writing problems, and one of which is that they seriously lack writing strategies.

Writing strategies are considerable in academic writing, as EFL students need them as tools to acquire academic writing skills. Besides, writing strategies serve as the essential key to assist students in achieving their writing tasks and make it possible to

successfully decrease the writing problems faced by students effectively (Boonyarattanasoontorn, 2017). Okasha & Hamdi (2014) defined writing strategies as ways of controlling the writing process to generate ideas and create well-organized products and crystallized, constructed writing with high quality. However, these strategies are critical problems faced by students globally, including Thai EFL students. The instruction of effective writing strategies is therefore needed.

Writing is considered a difficult skill for students in different contexts, particularly Thai educational contexts. From the researcher's experience as an English teacher at a secondary school in the northeast of Thailand, students found writing difficult and tedious. Moreover, several students encountered various writing problems; for example, students did not know what they were going to write, how they would start to write, and how to write the paragraph. Also, several researchers pointed that students lack sufficient vocabulary knowledge, accurate use and usage of grammar, organization of ideas, linguistic features, sufficient understanding of the grammatical structures, ability to generate ideas, and how to put together organized ideas on their writing tasks (Ka-kan-dee & Kaur, 2015). Okasha & Hamdi (2014) also pointed out that the students' papers were usually impoverished in terms of content, vocabulary, organization, conventions, the purpose for writing, and effective writing strategies. These problems in writing are the essential keys that obstruct the students' effective writing performance, which is required to be developed and improved immediately.

Scholars have investigated and tried different techniques for instruction to develop and promote students' writing skills in global contexts (e.g., Negari, 2011; Okasha & Hamdi, 2014; De Silva & Graham, 2015; Grünke & Hatton, 2017; Mastan et al., 2017; Muhari, Widiati, & Furaidah, 2017; Grunke, Nobel, & Bracht, 2019). They studied the effects of writing strategies instruction on EFL and ESL university students and high school level students' writing abilities. Moreover, they explored the students' attitudes toward teaching strategies consisting of concept mapping, POWER strategy, stimulated recall, POWER strategy combined with the animated film, self-regulated strategy development (SRSD), and STOP and LIST strategy to develop students' writing skills. The results of these studies showed that writing strategies can improve students' writing skills effectively.

In Thai educational context, Ka-kan-dee & Kaur (2015) investigated teaching writing strategies used by Thai EFL lecturers with university students. The findings of the study revealed that Thai EFL lecturers admitted their most consistent problems such as students' inability to produce a clear thesis statement, insufficient knowledge of grammatical structures, lexical features, and argumentative features. In addition, several researchers investigated Thai university students' English language writing difficulties and their uses of writing strategies in the papers (e.g., Anuyahong, 2014; Boonyarattanasoontorn, 2017; Nopmanotham, 2016). The findings showed the similar issues consisting of the students having writing problems at a high level, rating grammar as the most problematic, and using the overall writing strategies: cognitive strategies, metacognitive strategies, affective strategies, and social strategies in their writing process. Moreover, Intharakasem & Boonhok (2019) investigated the effects of writing strategies in teaching on undergraduate students at Suan Sunandha Rajabhat university using RAFT strategy on Thai language creative writing ability. The result showed the significantly increasing improvement of the students' Thai language creative writing abilities after using the RAFT.

Even though the studies revealed the efforts to examine writing strategies used by undergraduate students on essay writing and to investigate the effects of writing strategies in enhancing students' writing skills in Thai context, a few studies have been attempted to investigate the application of writing strategies instruction in promoting Thai EFL students' writing skills in secondary school, especially using the combination of STOP strategy and POWER strategy in instruction. So, it is a benefit for the students in secondary school to develop their writing skills regarding the process of writing by using the combination of STOP strategy and POWER strategies as seven abbreviated stages instruction (S, T, O, W, P, E, R). It is the strategic writing techniques in teaching, which are appropriate with the level of secondary school students in supporting the students' writing skills including generating contents, selecting ideas, organizing ideas, drafting, writing, and evaluating effectively. In particular, there has not been any previous studies that extensively investigate the instruction of these two writing strategies in the writing classroom and the problems of the students' writing skills in secondary schools. Therefore, the researcher would



conduct an investigation on the effects of strategic writing techniques in promoting Thai EFL students' writing skills in the secondary school.

### **1.2 Purpose of the research**

This study aims to examine the effects of strategic writing techniques in promoting Thai EFL students' writing skills and to examine the students' attitudes toward teaching strategic writing techniques on narrative writing. In response to the research objectives, two research questions are formulated:

1. Does teaching strategic writing techniques affect Thai EFL students' writing skills?
2. What are the students' attitudes toward teaching strategic writing techniques in narrative paragraph writing?

### **1.3 Scope of the research**

This quasi-experimental research was conducted as follows:

Firstly, the quantitative research method was performed by recruiting the participants from two classes of 40 Thai EFL secondary school students, 80 in total. The students were assigned purposely to either experimental or control groups. Then pre-test was administered to measure students' writing skills before the implementation of the strategic writing techniques instruction. The experimental group took part in an eight-week writing strategy instruction based on the integration of STOP and POWER strategies. In contrast, the control group was taught via traditional writing instruction. After eight weeks of implementation, a post-test was administered to measure the students' writing skills.

Secondly, the qualitative research method was conducted to investigate the students' attitudes toward the teaching of strategic writing techniques to help students improve their narrative writing. The qualitative data was collected from the questionnaire and a semi-structured interview. The questionnaire was used after the eighth-week instruction to investigate the students' attitudes toward teaching strategic writing techniques. Finally, a semi-structured interview was conducted to investigate the six representative students' attitudes toward the strategic writing techniques instruction. The three-representative students were selected purposely based on the students'



proficiency levels after the post-test, including the highest scored student, an average scored student, and the lowest scored student from the experimental group.

#### **1.4 Significance of the study**

This study can promote Thai EFL students' writing development to enhance their narrative paragraph writing in terms of vocabulary, grammar, generating ideas, organizing ideas, and mechanism by using the implementation of the combination of STOP strategy and POWER strategy. Moreover, to be consistent with the needs and contexts of the students, the students' attitudes toward instruction strategic writing techniques will also encourage teachers to improve and use various strategic writing technique instructions in effectively promoting Thai EFL students' writing skills.

#### **1.5 Definitions of terms**

##### **1.5.1 Thai EFL students**

Thai EFL students refer to the Thai students who use the Thai language as the mother tongue and learn English as a Foreign Language at a secondary school level.

##### **1.5.2 Strategic writing techniques**

Strategic writing techniques are a part of the process of writing. They are vital tools that facilitate students in writing tasks. In the process of writing, the students have to employ many strategic writing techniques to complete their writing tasks effectively. This study adapted the taxonomy of ESL writing strategies presented by Mu (2005) and writing strategy models in teaching which were presented by Okasha & Hamdi (2014). To make it related to the students' performances and level, the researcher analyzed and adapted between the taxonomy of ESL writing strategies and teaching writing strategies models to enhance the students' writing skills by using STOP strategy model and POWER strategy model on narrative paragraph writing. In the abbreviation "STOP", S stands for suspending judgement, T for taking aside, O for organizing, and P for planning more. While in "POWER", P stands for picking ideas, O for organizing, W for writing, E for evaluating, and R for re-examining and rereading (Okasha & Hamdi, 2014). Finally, the combination of two strategy models reveals the strategic writing techniques on seven abbreviated stages instruction including S, T, O, W, P, E, and R (selecting ideas, taking aside, organizing, writing, planning more, evaluating, and rewriting).

### 1.5.3 Narrative writing

Narrative writing is a type of writing in which the author tells a story (Richard, 2020). The information will be students' memorable experiences in the past that express moods, feelings and actions of humans, animals, things, places, and situations written specifically in their paragraphs. There is a sequence of actions and situations or a clear beginning, middle and end to the paragraph.

### 1.5.4 Students' attitudes

Students' attitudes refer to the students' reactions to writing instruction toward using the combination of STOP and POWER strategy models. Such attitudes include emotions, progressions, and practices.



## CHAPTER II

### LITERATURE REVIEW

This chapter defined the important framework which consisted of the nature of writing, micro and macro skills of writing, writing strategies, types of writing, writing instruction in ESL/EFL contexts, roles of teacher in writing instruction, writing assessment, and writing skills in upper secondary school. Finally, this chapter has presented an overview of related research studies in global and Thai contexts.

#### **2.1 Nature of Writing**

Writing is one of the four skills in learning the English Language. It is the process to express ideas through the written form (Muhari et al., 2017) such as word, phrase, sentence, passage, paragraph, or story to communicate with the receivers or the readers via symbols or letters, a pencil or a pen on paper. Moreover, Negari (2011) stated that writing involves knowledge, experience, creativity, brainstorming, planning, outlining, organizing, generating ideas, revising and composing these ideas into a written structure modulated to the objectiveness of writers and the desires of the readers exhaustively. Researchers and educators have defined writing in various ways, depending on their purpose and thought in English language learning and instruction.

Okasha & Hamdi (2014) defined writing as one of the essential skills in English instruction as a foreign language. It reflects the power of learners in the mastering of writing techniques. According to Maarof & Murat (2013), writing is a fundamental skill that needs to be mastered by all learners, and it is seen as a process whereby writers discover and reformulate ideas as they attempt to create meaning. Also, Muhari et al. (2017) claimed that writing is one of the essential language skills in English subjects, and it is used to express ideas through written form. Furthermore, Grunke et al. (2019) added that writing is the skill to generate text using one's linguistic and intellectual resources. It is a significant key of expression, both communicating meaning with others and personal cognitive purposes.

Damayanti (2009) said that writing is considered as a means of communication but it is not only merely drawing a range of orthographic symbols; it involves a complex process where we have to use specific grammatical rules in organizing facts. It also tends to involve a thinking process from a human being. Likely, Damayanti (2009)

claimed that writing had been characterized as written thinking. When the authors write, they do not only keep their purpose of writing in their minds, but they also have to think about how to organize them in the composition. For this reason, writing is a productive skill. The students produce ideas for writing through the process of thinking. They are also encouraged to express their ideas, experience, thought and feeling through their writing.

To sum up, writing is the primary essential language skill for students to express their ideas and thoughts. It is also the ability to communicate with others via the written form in various contexts, especially in teaching and learning contexts. Although there are multiple definitions of writing, all of them are aimed to enhance students' mastery of English writing skills. Besides, they are not only the skills of grammar use and required vocabulary, but also the abilities to process thoughts while generating and organizing ideas which are essential, too.

## **2.2 Micro and Macro skills of Writing**

Writing is one of the critical issues in teaching and learning in which some implications have affected students' writing skills to English language. Damayanti (2009) claimed that there are some aspects to be considered in writing skills. Brown (2004: 221), as cited in (Damayanti, 2009) summarized all those aspects into two primary skills, namely: micro-skills and macro-skills of writing. The two skills can be used in teaching writing as well as writing assessment. Those skills are described as follows. Firstly, micro skills of writing are considered, as follow: to create grapheme's and orthographic patterns of English; to create writing at an efficient rate of speed to appropriate the purpose; to create an acceptable core of words; to use the right word order patterns; to use grammatical regularity (e.g., tenses, pluralization, agreement), rules, and patterns; to express a specific meaning in different grammatical forms; and to use cohesive tools in written discourse. Secondly, macro skills of writing are considered, as follow: to use the rhetorical features and conventions of written discourse; to appropriately accomplish the communicative characteristics of written texts according to form and purpose; to convey links and connections between incidences, and communicative such relations as the main idea, supporting the ideas, new information, given generalization, information, and exemplification; discriminate

between literal and implied meanings of writing; to correctly convey culturally particular references in the context of the written text; and to develop and use a battery of strategic writing including accurately assessing the audience's interpretation, using pre-writing tools, writing with fluency in the first drafts, using synonyms and paraphrases, soliciting peer and teacher feedback, and using feedback for revising and editing.

In conclusion, we can say that the micro-skills are applied more appropriately to imitative and intensive types of writing performance in which they tend to describe the mechanics of writing and at the level of the word, for example, cohesive devices, past-tense verbs, etc. On the other hand, the macro skills cover more expansive areas of writing, such as the form and the communicative purpose of a written text, the main idea and supporting idea, the literal and implied meaning of writing, etc. Thus, it is not only about a word, but it is about the whole written text (Damayanti, 2009).

### **2.3 Writing Strategies**

The writing strategy includes the specific skills or identified processes. It is essential that teachers help students enhance their writing skills. Writing strategies were created and adapted appropriately by scholars to promote and develop students' writing skills. Writing strategies have been defined by many researchers and educators like Okasha & Hamdi (2014) who described writing strategies as the way to control the writing process to produce well-organized production crystallized by high quality and Maarof & Murat (2013) who stated that writing strategies involve the process of writing that could help students to become better writers.

Writing strategies are important factors to enhance and develop students' writing skills. They promote students' success in completing their writing tasks. However, there are different elements of writing strategies, which are appropriate for different types of writing skills or writing tasks. Strategies can be adapted and combined to be applied effectively in different contexts.

In this research, writing strategies are defined as strategic writing techniques. They include techniques or processes, which students use during writing tasks and employ to improve their pieces of writing effectively by using the combination of STOP strategy and POWER strategy adapted from Okasha & Hamdi (2014). According to

two concepts of writing strategies, Okasha & Hamdi (2014) defined STOP strategy model and POWER strategy model in their paper that the details of STOP strategy model and POWER strategy model are formulated accordingly.

### 2.3.1 STOP Strategy and POWER Strategy Model

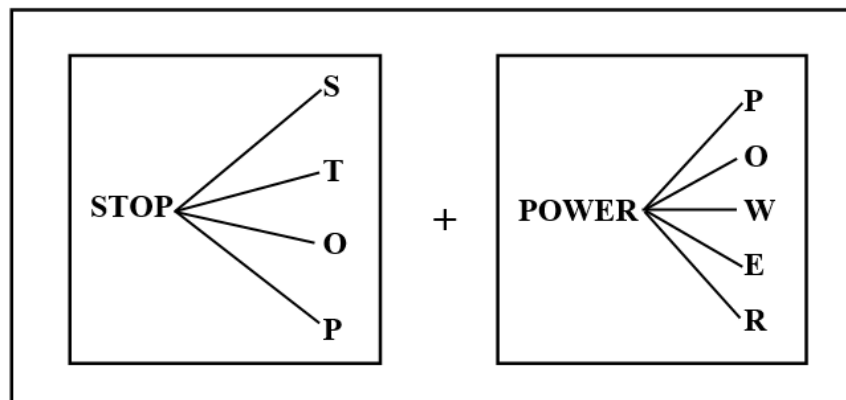


Figure 1: The model of STOP strategy and POWER strategy

The figure 1 shows the two important writing strategy models, namely: the STOP strategy model and the POWER strategy model. They are an effective process of writing instruction. Each letter defines the process of writing steps accordingly.

#### STOP Strategy Model

Okasha & Hamdi (2014) proposed the four abbreviated steps in writing instruction with the letters S, T, O, and P.

**S** stands for suspending judgment. In this step, students are encouraged to write more. Writing in this step is free writing without any kind of restriction.

**T** stands for taking aside. In this step, students decide and choose which ideas they should concentrate on.

**O** stands for organizing ideas. In this step, students try to put ideas according to their importance in constructing their paragraphs.

**P** stands for planning more as students write. In this step, students modify, rectify, and revise what they have written.



### POWER Strategy Model

The POWER Strategy Model contains five abbreviated steps in writing instruction with the letters P, O, W, E, R (Okasha & Hamdi, 2014). This strategy model includes the following steps:

**P** stands for picking ideas. In this step, students are asked to think of what they are going to write, and this stage is considered the pre-writing stage. Then they write freely and choose the most important ideas to write about.

**O** stands for organizing ideas. This step lets students put their ideas into a well-organized order according to the sequence and the importance of the ideas.

**W** stands for writing, and this step is the stage of actual writing of what has been arranged before.

**E** stands for evaluating what has been written.

**R** stands for re-examining and rereading what has been written to make sure of its quality.

The research studied the process of the two strategy models and merged the relevant stages which were appropriate with the students' writing performances in teaching in the upper secondary school level. The combination of STOP and POWER strategy models are shown in Table 1.

Table 1: The combination of STOP and POWER strategy models as the Strategic Writing Techniques (SWT) in writing instruction

Step	STOP Strategy Model	POWER Strategy Model	Strategic Writing Techniques
1	S suspending judgment	P picking ideas	S selecting ideas
2	T taking aside	-	T taking aside
3	O organizing	O organizing	O organizing ideas
4	-	W writing	W writing
5	P planning more	-	P planning more
6	-	E evaluating	E evaluating
7	-	R re-examining and rereading	R re-examining and rewriting

Table 1 shows the combination of STOP and POWER strategy models. It contains the combining of the relevant and similar abbreviated stages together as S/P, T, O/O, W, P, E, R and creates the new strategy model in promoting the students' writing skills in narrative paragraph writing in the upper secondary school level. It has the essentials of strategic writing techniques with seven abbreviated stages of writing instruction, which are analyzed accordingly.

**'S'** in the first stage is the combination of 'S suspending judgement' of STOP model and 'P picking ideas' of POWER model. This stage merged two words from the two different models of the steps of writing instruction and the name of the stage was changed to selecting ideas.

**'T'** in the second stage is 'T taking aside' from the STOP model. This stage is unique in teaching and stands alone.

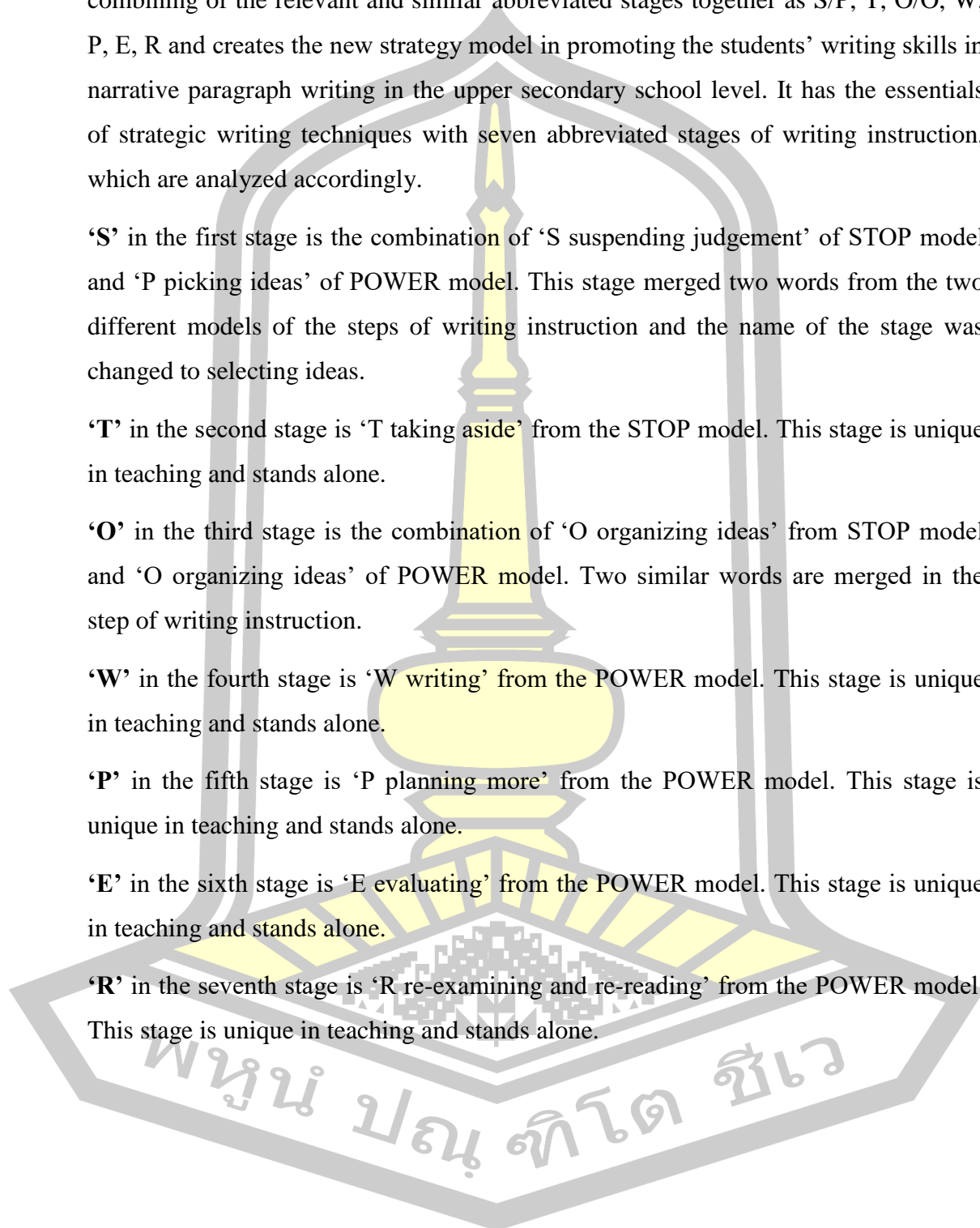
**'O'** in the third stage is the combination of 'O organizing ideas' from STOP model and 'O organizing ideas' of POWER model. Two similar words are merged in the step of writing instruction.

**'W'** in the fourth stage is 'W writing' from the POWER model. This stage is unique in teaching and stands alone.

**'P'** in the fifth stage is 'P planning more' from the POWER model. This stage is unique in teaching and stands alone.

**'E'** in the sixth stage is 'E evaluating' from the POWER model. This stage is unique in teaching and stands alone.

**'R'** in the seventh stage is 'R re-examining and re-reading' from the POWER model. This stage is unique in teaching and stands alone.





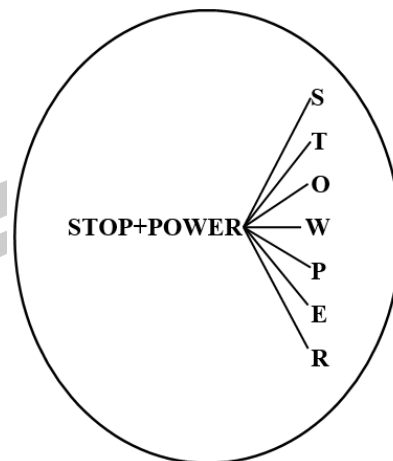


Figure 2: The model of strategic writing technique

The figure 2 shows the completion of the strategic writing technique model. They are the unusual stages for writing instruction in which some similar abbreviated stages of STOP strategy and POWER strategy are merged into seven abbreviated stages in instruction as S, T, O, W, P, E, R to promote students' writing skills. The seven stages of the instruction are as follows: 1) Selecting ideas, 2) Taking aside, 3) Organizing ideas, 4) Writing, 5) Planning more, 6) Evaluating, and 7) Re-examining and rewriting.

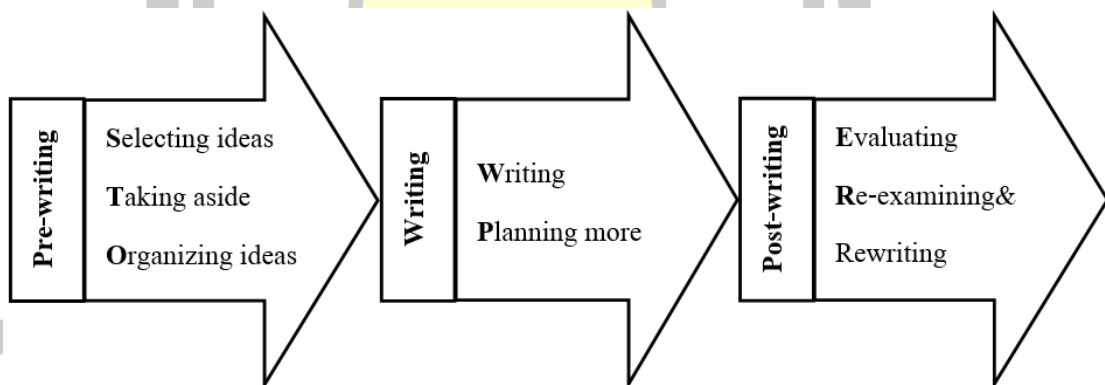


Figure 3: The integrated model based on writing process and strategic writing techniques

Figure 3 shows the process of writing adapted in the seven abbreviated stages of strategic writing techniques instruction consisting of S, T, O, W, P, E, R. There are three main writing process instructions from the combination of STOP and POWER strategy. The first stage is pre-writing, which begins before the actual writing. It consists of selecting ideas, taking aside, and organizing ideas. The second stage is the writing stage, which includes writing and planning more. The third stage is post-

writing consisting of evaluating and re-examining and rewriting. The combination of the seven abbreviated letters represents the seven stages of writing instruction adapted from the essential concepts of (Lowell, 2009; Okasha & Hamdi, 2014; Arie Tria Angga Sari, & Ainur Rifqoh, 2018) accordingly.

### **Stage 1**

**S: Selecting ideas.** This stage is free writing. Students are asked to make sure that they understand the topic clearly and know what they want to write about. Then students need to think and express all the information, background knowledge, or background experiences that they will need for their paper. After that, students note down on the paper as much as possible freely, so that students will not be concerned about any limitation of ideas, grammar, or organization, and they do not have to write complete sentences and paragraphs regarding writing a phrase representing the ideas.

### **Stage 2**

**T: Taking aside.** In this stage, students are asked to read their ideas on notetaking, brainstorm and list all the essential ideas related to the topic, and classify the ideas and information carefully. Moreover, they decide which one is an indispensable goal for believing that it can be used to sway the readers' attention to the paper.

### **Stage 3**

**O: Organize ideas.** In this stage, students are asked to review notes of their ideas, decide which organizational pattern fits their tasks, and then complete a pattern guide, a graphic designed to help them organize their ideas step by step onto the first, the second, the third, and the end. The pattern guide is a story. The story guide includes the key story elements of Who?, When?, Where?, What happened?, and How did it end?

### **Stage 4**

**W: Writing.** In this stage, students are asked to apply their outline as a guide for writing their papers. Here students complete the first draft; depending on the needs of the students, the teacher may demonstrate how to use the information from the suspending judgment, taking a side and organizing stages to complete the draft. The "think aloud" technique, verbalizing their thought process in completing this stage, is

helpful. To provide the support for initial writing, students may work in a small group or work in pairs until they are ready to write on their own.

### **Stage 5**

**P: Planning more.** In this stage, students are asked to reread what they have written in the first draft. Moreover, students can add, modify, and rectify content, language use, the essential ideas, or necessary details lacked in the paragraph to complete their paper.

### **Stage 6**

**E: Evaluating.** In this stage, students are asked to evaluate the draft by using peer reading or pair working activity to provide feedback on their friends' writing drafts in teaching grammar use, vocabulary, mechanic, organization, writing pattern, or content. To support this stage, students may be instructed with a few pieces of knowledge of proficiency in grammar use, vocabulary, mechanism, organization, writing pattern, or content.

### **Stage 7**

**R: Re-examining and rewriting.** During the final stage, students are asked to re-examine and reread their papers, which have been evaluated in the evaluating stage, to check the accuracy in the details and improve the final draft. Students will revise, edit and rewrite in which they have been assessed to achieve the highest standard of the work before submitting.

#### **2.3.2 Purpose of using the combination of STOP strategy and the POWER strategy**

The combination of STOP strategy and POWER strategy aims to support students to write more effectively through the seven stages of selecting ideas, taking aside, organizing ideas, writing, planning more, evaluating, and re-examining/ rewriting. This technique helps students to start writing from the pre-writing state consisting of thinking and expressing insight freely, brainstorming process, and classifying ideas. Then students can organize their ideas from the organizing stage. Students are also led to writing in the right way and can modify and rectify before evaluating the process by oneself or with peer evaluation. Then, the process of re-examining and rewriting is the final step. The students have to evaluate and revise the final draft before submitting their work to the teacher.

In conclusion, the combination of STOP strategy and POWER strategy has some benefits that make a considerable contribution toward the learning process, especially writing skills. Students can create and organize their ideas, manage their writing process, and the possibilities of evaluating the accuracy of grammar use, mechanic, subject-verb agreement in writing at the end of the writing process by this technique.

## **2.4 Types of Writing**

One of the things that can help students grow as a writer is to learn the four main types of writing and use the characteristics of each to further develop their voice as a writer (Stein, 2018). The types of writing can generally be divided based on the goals set by the writers to express thoughts, ideas, or information to the readers—for example, explanation, description, persuasion, telling a story and argumentation. The four main types of writing consist of descriptive, expository, persuasive, and narrative (Stein, 2018). The details of four main types are defined as follows: Firstly, descriptive writing is a type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details. Descriptive writing evokes images through detailed description, which can be found in fiction, poetry, journal writing, and advertising. Secondly, expository writing is writing that the author intends to inform or explain the subject to the reader. It can be found in textbooks, journalism (except opinion or editorial articles), business writing, technical writing, essays, and instructions. Thirdly, persuasive writing is writing that states the idea of the writer and attempts to influence the reader. Persuasive writing purposes of swaying the readers concerning the author's point of view. It is used wildly in advertising and can also be found in ideas and editorial pieces, reviews, and job applications. Fourthly, narrative writing is the writing in which the author tells a story. The story could be fact or fiction, poetry, biographies, human-interest stories, and anecdotes.

### **2.4.1 Narrative writing**

Narrative is a piece of writing that tells a story, and it is one of four classical rhetorical modes or ways that writers use to present information (Richard, 2020). Richard (2020) explains the other modes include an exposition, which explains and analyzes an idea or set of ideas; a description, a written form of a visual experience;

and an argument, which attempts to persuade the reader to a particular point of view. The key takeaways of narrative, which is distinguished includes a form of writing that tells a story consisting of five elements: plot, setting, character, conflict, and theme. It can be essays, fairy tales, movies, and jokes. Furthermore, writers use narrator style, chronological order, a point of view, and other strategies to tell a story (Richard, 2020). Richard (2020) illustrates that telling stories is an ancient art that started long before humans invented writing. People tell stories when they tell jokes, gossip, or reminisce about the past. Written forms of narration consist of most forms of writing: personal essays, autobiographies, histories, short stories, fairy tales, novels, screenplays, plays, even news stories have a narrative. Narratives may be a sequence of events in chronological order or an imagined tale with flashbacks or multiple timelines (Hyvärinen, 2008).

In the current study, the researcher used narrative paragraph writing as a specific genre for students to narrate their stories based on their background events and experience. According to Hyvärinen (2008), there are four main parts of the structure of narrative writing. They come up with four stages as follows: 1) Orientation (beginning). It sets the scene by introducing the characters, setting, and time of the story. Establish who, when, and where in this part of the narrative; 2) Complication (middle). In this stage, activities and events involving your main characters are expanded upon. These events are written in a cohesive, fluent sequence; 3) Resolution (ending). Your complication is resolved in this section. It does not have to be a happy outcome, however; 4) Extras. While orientation, complication, and resolution are the agreed norms for a narrative, there are numerous examples of popular texts that did not explicitly follow this path strictly.

In short, narrative writing is a prevalent type of writing for students and teachers. It does not have a complex structure, and it also provides the readers with the opportunity to imagine following the writers' creativity. Narrative writing is similar to storytelling created in a constructive format that describes a sequence of fictional or non-fictional events. In narrative paragraph writing, a narrative writer narrates a story or shares experiences with the readers (El Mortaji, 2018). The information is presented with sensory details and vivid descriptions to capture the attention of the

readers. According to the Basic Educational Core Curriculum, the students at this level are expected to write a narrative paragraph to describe their feelings and opinions about various matters, activities, experiences (Ministry of Education, 2008).

## **2.5 Writing Instruction in ESL/ EFL Contexts**

Writing instruction is an essential key to enhance students' writing skills in the classroom. It seems to promote a significant benefit to access to the pedagogical demands of EFL writing students and teachers. In many cases, the instructions have supported teachers' efforts to explore and comprehend EFL writing and learning, which push into appropriate methodologies and effective writing skills. In most of English as a Second Language (ESL)/ English as a Foreign Language (EFL) classrooms, Hasan & Akhand (2010) stated that in the school, there are mixed ability groups that vary so widely. Therefore, the use of only one approach may not be applicable of students. Thus, there have been several studies investigating the most appropriate method for their students in teaching to develop students based on the individual areas of concepts, and the essential vital approaches are discussed as follows.

### **2.5.1 Product Approach**

A product approach is a traditional approach that learners are encouraged to mock a model text, and it usually is presented and analyzed at an early stage (Hasan & Akhand, 2010). For example, in a symbolical product approach-oriented classroom, learners are provided with a standard model of texts. They are expected to follow the standard to create a new piece of writing. According to Steele (2004), the product approach consists of four stages: familiarization, controlled writing, guided writing, and free writing as follows: 1) Familiarization. Learners learn pattern texts, and then the features of the genre are highlighted. For example, if learning a formal letter, students' attention may be drawn to the importance of paragraphing, and the language used to make legal requests. If a learner reads a story, the point may be on the techniques used to make the story interesting, exciting, and students focus on where and how the writer employs these techniques; 2) Controlled writing. This stage consists of the controlled practice of the highlighted manners, always in isolation. Therefore, if learners are studying a formal letter, they may be asked to practice



language used to make legal requests, such as practicing the ‘I would be grateful if you would...’ structure; 3) Grided writing. This is the most critical stage where the ideas are organized. Those are favored in this approach. It is believed that the organization of ideas is more important than the images themselves and as influential as the control of the language; 4) Free writing. This is the final product of the learning process. Learners choose from the choice of comparable writing assignments. To show that they could be as fluent and competent users of the language, learners separately use the structures, skills, and vocabulary in which they have been taught to produce the product.

### **2.5.2 Process Approach**

Process writing underlines linguistic skills and the steps related to writing, such as planning, drafting, revising, and editing rather than linguistic knowledge (Pramila, 2017). Process writing highlights both the writing process, together with personal writing and independent creation. The teacher’s role in the process of writing in the classroom is to facilitate the students to show their potential. As the name proposes, the process of writing is nearly more than its social context. This approach poses that writing requires linguistic skills rather than linguistic knowledge. Accordingly, skills such as planning, drafting, and revising are underlined (Pramila, 2017).

In short, a process approach emphasizes more on various classroom activities that facilitate the development of language use such as brainstorming, group discussion, and rewriting. According to Steele (2004), the process approach model consists of eight stages as follows: 1) Brainstorming. It is generating ideas by brainstorming and discussion. The students can be discussing the qualities needed to do a particular job; 2) Planning/Structuring. The students exchange the ideas into note form and judge the quality and helpfulness of their ideas; 3) Mind mapping. The students organize the ideas into a spider-gram, mind map, or linear forms. This stage helps the students to make the hierarchical relationship of ideas, which allows the students with the structure of the texts; 4) Writing the first draft. The students write the first draft. It is done in the class frequently in pairs or groups-working; 5) Peer feedback. Drafts are exchanged, in which the students become the readers of each other works. By responding to the readers, the students develop an awareness of how the author is

producing something to be read by someone else. And thus, they can improve their drafts; 6) Editing. Drafts are returned, and improvements are made based upon peer feedback; 7) Final draft. A final draft is written in a paragraph; 8) Evaluation and teachers' feedback. The teachers evaluate the students' papers. Also, the teachers provide feedback on it.

### **2.5.3 Genre Approach**

The genre-based approach considers writing as a social and cultural practice. The purpose of this writing relates to the context where the hand occurs and the conventions of the target discourse society. In this sense, interrelated genre knowledge needs to be taught explicitly in the language classroom. The genre approach to writing instruction, as Paltridge (2004) mentions, emphasizes the teaching of specific genre students' need for later social-communicative success. The underlining would be the language and discourse features of particular texts and context in which the reader used. The notion of genre is defined as "abstract, socially recognized ways of using language" (Hyland, 2003, p.21), which are persistent, communicative tasks employed by the members of a particular discourse community (Swales, 1990). The genre approach emphasizes the reader and on the conventions that a piece of writing needs to follow to be successfully accepted by its readership (Munice, 2002).

All three approaches to teaching writing showed above have some limitations. For example, the product approach underlines the production of writing via imitation and highlights accuracy and linguistic knowledge rather than on skills. Moreover, it sometimes ignores the context and the audience in the final product. In contrast, the process approach supposes all writing processes similarly, thereby overlooking students' particular difficulties. It also does not provide sufficient attention to the final product; instead, it highlights the process of writing from planning through evaluation. Similarly, the genre approach "can lead to over-attention to written products" (Hyland, 2003, p.24), and "learners may be too dependent on teachers" (Nordin & Mohammad, 2006, p.79). Furthermore, the genre approach over-focuses on the reader and gives minimal attention to the student's viewpoint (Pramila, 2017).



In conclusion, this study focused on the process approach. This approach supports students' writing skills in secondary school on narrative writing consisting of the necessary processes (pre-writing, writing, and post-writing) in paragraph writing such as generating and planning ideas, organizing, drafting, writing, evaluating, and revising adapted the seven stages instruction by combining the models from STOP strategy and POWER strategy. It revealed the process of writing instruction consisting of (S, T, O as pre-writing), (W, P as writing), and (E, R as post-writing).

## **2.6 Roles of Teacher in Writing Instruction**

Teachers are the crucial person in the process of writing instruction to give opportunity, support, and enhance students' writing skills in learning effectively. The roles of teachers in writing instruction were described in many issues based on the researchers' concepts in writing tasks and types of writing instruction. In general, Tardy, Buck, Pawlowski, & Slinkard (2018) stated that the critical roles of teachers include planners, teachers as coaches, teachers as assessors, and teachers as consultants. The detailed functions of teachers have been described by Tardy et al., (2018) as follows. Firstly, teachers act as planners. Thus, teachers must be knowledgeable about district and state requirements, which provide the foundation for the writing curriculum. Furthermore, they must also base writing plans on student needs as determined by assessments as well as plan how to modify intinction and provide support for students who perform at different skill levels. Moreover, they establish common goals and activities to build social bonds and support students as they grow in their abilities. Secondly, Teachers act as coaches. They must allow students to write every day in a supportive, risk - free environment. Moreover, they emphasize students' writing explicitly through sharing and meaningful feedback and provide appropriate scaffolds to ensure success. Thirdly, teachers act as assessors. The writing teachers have to examine each student's writing to determine the strengths and areas of need and they always give opportunities to talk about the purpose of and audience writings. Finally, teachers act as consultants. Teachers should allow students time to talk and listen before, during, and after writing and provide every opportunity to make links between writing and reading. Furthermore, teachers advocate a developing awareness of the social nature of writing and procure the opportunities for students to share the sources of their stimulus. In addition, teachers must help students

develop habits of thinking about writing that will sustain them as they mature in their writing abilities and model aspects of the writing process explicitly and systematically.

In conclusion, it is necessary to give teachers opportunities in standing on and at the right point of the right way in learning and teaching English language writing in the classroom. The critical roles in the process of learning and teaching in writing. Teachers must help, support, and enhance students' writing skills in the writing classroom. For example, teachers act as planners to plan and manage learning and teaching in the right process of writing tasks to achieve the target of knowledge. Teachers act as coaches to lead students in the right way of writing assignments appropriately. Teachers act as assessors to measure students' progress in writing to achieve the targets in writing activities. Teachers act as consultants to give advice and support students appropriate with the students' performances effectively.

### **2.7 Writing Assessment**

Writing assessment is a process of measurement, which shows the students' ability in their writing assignments through various evaluation activities. Dunsmuir et al., (2015) stated that the assessment of writing is central to the process of effective teaching and learning of writing and writing assessment can support education, both conceptually and practically. Evaluation of student writing and performance in the classroom should occur in many different stages all over the course and could come in several different forms. Ali & Nodoushan (2014) said that assessment aims at supporting and improving student learning. Therefore, writing assessment should start from objective identification, then the tasks should be designed based on the objectives followed by assessing the appropriate purpose of writing assignments.

Scoring writing is a very detailed task. There is still a lot of argumentation among teachers regarding how students' writing assignments should be scored. Customarily students' writing ability was judged, in a norm-referenced approach, in comparison with the abilities of others. Over the past decades, this norm-referenced method has mostly given way to criterion-referenced procedures (Ali & Nodoushan, 2014). In a criterion-referenced approach in scoring writing, the quality of each essay is criticized in its own right against such external criteria as grammatical accuracy, coherence,

contextual appropriateness. Scholars divided the approaches to writing assessment into three main categories: 1) holistic, 2) analytic, and 3) trait-based (Hyland, 2003; Weigle, 2002). The holistic approach offers a general impression of a piece of writing. The analytic approach is based on separate scales of overall writing features. The trait-based approach considers a particular task and judges performance traits relative to its trait' requirements (Hyland, 2003). The specific details of the three assessment categories will be formulated as follows:

### 2.7.1 Holistic Scoring

Holistic scoring is based on a single, integrated score of writing behavior. This method aims to rate a writer's full proficiency. Finally, a general and often personal impression of the quality of a writing sample is made (Ali & Nodoushan, 2014). This approach scores students' written performances globally. "It tacitly reflects the idea that writing is a single entity, which is best captured by a single scale that gathers the inherent qualities of the writing" (Hyland, 2003, p. 227). According to White (1994), as cited in Hyland (2003) highlighted that the holistic approach specifies and highlights what writers "can do well" rather than identifying writers' inabilities in writing and their shortcomings. Holistic scoring is relatively easy to use, but this approach to scoring writing is quite short-sighted, in which it decreases the writing to a single score. It is rather impressionistic and fails to pay attention to details by providing a score for them (Ali & Nodoushan, 2014). A typical holistic scoring rubric will be shown in Table 2 below.

Table 2: An example of a holistic scoring rubric developed from Hyland (2003)

Score	Characteristics
5	Clearly stated ideas, well organized and coherent, very few grammatical errors, excellent choice of vocabulary, and accurate spelling and punctuation
4	Fairly clear ideas, moderately well organized and relatively coherent, only minor grammatical errors, good vocabulary, and a few spelling and punctuation errors
3	Ideas indicated but not clearly, not very well organized and somewhat lacking coherence, major and minor grammatical errors, average vocabulary, some spelling and punctuation errors
2	Ideas hard to identify or unrelated, poorly organized and relatively incoherent, frequent grammatical errors, weak vocabulary, and regular spelling and punctuation errors
1	Ideas missing, poorly organized and generally incoherent, persistent grammatical errors, very weak vocabulary, and many spelling and punctuation errors

### 2.7.2 Analytic Scoring

According to Ali & Nodoushan (2014) stated that analytic scoring was highlighting response to the typical flaw in holistic scoring. The features of good writing should not be crashed into one single score. Evaluators who use analytic scoring procedures usually judge a written text against a carefully devised set of criteria essential to good writing. Characters of good writing are categorized into specific separate categories, and evaluators have to give a score for each category. This helps guarantee that characters of good writing are not crushed into one single overall score. As such provides more information than a single holistic score can ever do. In other words, analytic scoring processes more clearly define the features to be assessed by separating and sometimes weighting individual components. This scoring procedure is more effective in discriminating between weaker texts. Analytic scoring rubrics are divided scales for content, organization, grammar use, vocabulary, and mechanics (Hyland, 2003).

Table 3: An example of an analytic scoring rubric developed from Hyland (2003)

Criteria	Score	Description
<b>Content</b>	5	Ideas clearly stated
	4	Ideas fairly clear
	3	Ideas indicated, but not clearly
	2	Ideas hard to identify or unrelated
	1	Ideas missing
<b>Organization</b>	5	Well organized and coherent
	4	Moderately well organized and relatively coherent
	3	Not very well organized and somewhat lacking coherence
	2	Poorly organized and relatively incoherent
	1	Poorly organized and generally incoherent
<b>Grammar use</b>	5	Very few grammatical errors
	4	Only minor grammatical errors
	3	Major and minor grammatical errors
	2	Frequent grammatical errors
	1	Very frequent grammatical errors
<b>Vocabulary</b>	5	Excellent choice of vocabulary
	4	Good vocabulary
	3	Average vocabulary
	2	Weak vocabulary
	1	Very weak vocabulary
<b>Mechanics</b>	5	Accurate spelling and punctuation
	4	A few spelling and punctuation errors
	3	Some spelling and punctuation errors
	2	Frequent spelling and punctuation errors
	1	Many spelling and punctuation errors

### 2.7.3 Trait-Based Scoring

Ali & Nodoushan (2014) stated that trait-based approaches accordingly to scoring writing are context-sensitive. It differs from both analytic and holistic scoring. It was a primary in that they assumed a pre-determined set of criteria in which could distinguish good writing from poor writing, and according to which each piece of writing could be evaluated. An implicit assumption behind both analytic and holistic scoring is that writing is not context-sensitive. They do not suppose that the quality of a text can be based on a priori views of good writing (Hyland, 2003). Ali & Nodoushan (2014) claimed that the trait-based instruments are designed to clearly define the particular topic and genre features of the activity being judged. The target that trait-based scoring approaches are to establish criteria for writing unique to each prompt and writing produced in response to it. Trait-based approaches are, therefore, task-specific. As stated by Hyland (2003), trait-based approaches fade into two main categories. Firstly, primary-trait scoring. Secondly, multiple-trait scoring. The following sections provide a different definition of each scoring system as follows:

Primary-trait scoring is a way similar to holistic scoring in that it is primary-trait scoring. One score is authorized to the criteria intended for scoring (Ali & Nodoushan, 2014). However, it differs from holistic scoring, in which the requirements designed for scoring a piece of writing are narrowed and sharpened to just one character relevant to the writing task in question (Hyland, 2003). Very often, a critical quality of the writing activity is considered to be the primary trait, and that character is what will be scored. Examples of primary characteristics to be achieved include appropriate text staging, creative response, effective argument, a reference to sources, audience design, and so forth (Ali & Nodoushan, 2014).

Multiple-trait scoring is very similar to analytic scoring. Here, too, the several features in the writing task will be scored, while analytic scoring employs a pre-defined set of features to be achieved (Ali & Nodoushan, 2014). Also, Ali & Nodoushan (2014) said that the multiple-trait scoring is task-specific, and the features to be scored vary from task to task. This requires that raters provide separate scores for different writing features. Since each writing task has a specific set of writing features that are relevant to it, multiple-trait raters are expected to ensure that the



components being scored are the features pertinent to the writing assessment activity at hand. It is not surprising, thereby, in which many raters find multiple-trait scoring as the ideal scoring procedure for writing assignments.

In conclusion, the researcher will determine and assess the students' writing skills on narrative paragraph writing by using the analytic scoring in which adapted five main issues follows the concept of (Hyland, 2003) consists of clearly defines namely: contents, organization, vocabulary, language use, and mechanics due to the analytic scoring appropriates and relates to the students' writing skills in this level, and it is not a too complicated element and process of assessment on paragraph writing. Moreover, the final score of the students' writing skills is the sum of those five aspects points for writing that will show the validity and reliability of the results after assessing or testing on narrative paragraph writing appropriately.

## **2.8 Writing Skills in Upper Secondary School**

Writing skills in upper secondary school seems to be an essential issue for both teachers and students. Most teachers and researchers have tried to enhance and promote students' writing skills by using various activities, tasks, strategies, and techniques to encourage and develop students in achievement related to the students' learning levels and appropriate performance due to the effects of various factors on writing skills in upper secondary school. Wahlström & Jonasson (2006) stated that students need to know about syntax, vocabulary, and grammar, at least subconsciously. They need to know about form and rules for the particular piece of writing the teacher is expecting. Most students in secondary school need to master writing. However, they still lack writing structures, forms, rules of writing, and identically, they need to be mastery in language use, grammar, vocabulary, organization in which are essential to their writing skills.

In short, the students need to be trained and treated on their writing skills in grammar use, organization, vocabulary, forms, and structures of writing. These are the process of writing to lead students to achieve the targets at the secondary school level effectively.

## **2.9 Related Research Studies**

### **2.9.1 Related Studies in Global Contexts**

Various main issues determine the study of writing strategies on students' writing skills. However, the most critical issues have been studied by several researchers in many countries. For instance, firstly, to investigate writing strategies used by students in their writing tasks are accordingly:

Maarof & Murat (2013) examined strategies used by among 50 high-intermediate and low proficiency ESL upper secondary school students in essay writing and to determine any significant differences in strategy use between the two groups. Data from the writing strategy questionnaire indicated that the ESL learners were moderate writing strategies users. They, while-writing strategies were most frequently used, whereas the revising methods were least used. All students displayed approximately similar frequency use of strategy. They differed only in the type of strategy used. The study implies that students need to be encouraged to use various strategies to improve their writing. Strategy training for ESL students is essential to help them write successfully in the target language.

Mohite (2014) investigated English language writing strategies used by Polish EFL secondary school students. This study was two areas of concern. The first area was to examine whether Polish EFL secondary school learners are aware of their English language writing strategies. The second area was to determine whether those students were equipped with the strategic knowledge of writing text in a foreign language. The participants of this study were the first and the second-year secondary school students in Kielce, Poland. These students were aged between 16 and 17 years old, and English as their compulsory subject. The finding of the study exposed and confirmed that good language learners used various writing strategies. Moreover, the students in the studied sample struggled with their English writing because they lacked the understanding of the compositional aspects of English writing. They did not view their English written text as a means of communication.

Elshawish (2014) investigated the composing processes and writing strategies of the EFL fourth-year students at Libyan university. The participants studied in English as a foreign language program. The findings of the study showed that the good writers'

use of strategies differed from the poor writers' in terms of quality and frequency, and there seems to be a variation in reclusiveness in subjects' writing process concerning their writing proficiency and language competence. Moreover, one major finding of the study was that the writing process examined has to be seen in the context. Factors such as L2 proficiency, motivation, and past learning experience have a significant bearing on writing in L2 and have to be taken into account when studying the composing process and the final written product.

El Mortaji (2018) studied gender and writing strategies in English as a foreign language is scarce. The study investigated whether Moroccan male and female undergraduate students use similar or different writing strategies when composing essays in the narrative and expository genres. The research instruments were think-aloud as the primary tool, a questionnaire, and retrospective interviews. The researcher collected data on male and female students' strategy use and cognitive processes while writing in EFL. The analysis of 64 think-aloud protocols exposed Moroccan undergraduates' use of various writing strategies in terms of type and frequency. Both main types and sub types of writing strategies emerged. Two-way Analysis of Variance revealed that each gender group used some writing strategies more frequently than the other group; however, this difference in frequency of use was not statistically significant. Besides, the interaction of gender, writing strategy use, and discourse type yielded a significant difference in using the strategy of code switching. On the other hand, the qualitative analysis of the protocols and interviews revealed a considerable variation between females and males in using the twelve strategies under investigation, together with overall writing behaviors.

On the other hand, several researchers studied and determined the effect of writing strategies in teaching students' writing skills and the students' attitudes toward using the strategic writing techniques instruction accordingly.

Negari (2011) investigated the effect of concept mapping strategy on Iranian university learners' writing performances. The participants were Ninety Iranian university students. They age from 18 to 22 years old. The finding revealed the instruction of concept mapping strategy significantly affected the learners' writing



performances and explicit teaching of strategies also led to the learners to be aware of the nature of their writing tasks.

Daniel (2013) studied the Students' Achievement in Writing Descriptive Texts through Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy. The participants of the study were 35 students in the second year of SMK Negeri. This research was conducted in two cycles. Each cycle was organized in four steps, namely: planning, acting, observing, and reflecting. Cycle 2 was the improvement of Cycle 1. The instruments for the quantitative data were writing tests while the qualitative data was gathered through an observation sheet, interview sheet and diary notes. The findings showed that students' scores improved from Orientation Test to Test 2. Based on the data analysis, students' mean score in the Orientation test was 38.37, in trial 1 was 66.49, and Test2 was 83.11. The conclusion was concluded that the Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy can improve the students' achievement in writing descriptive text.

Okasha & Hamdi (2014) studied the use of strategic writing techniques to promote EFL writing skills and attitudes. The participants of the study included preparatory year program students, Jazan University. The finding showed that the students are homogeneous and equivalent not only in overall EFL writing, but also in writing sub-skills, which are fluency, content, organization, vocabulary, grammar and structures, and convention. Also, the students are homogeneous in the pre-test of the components of attitudes towards writing. The results of the study after experimenting using strategic writing techniques, showed that there are statistically significant differences in the mean scores of the experimental and control groups students in the post-test of all the sub-skills of EFL writing in favor of the experimental group. A t-value for independent samples proved to be significant differences for all sub-skills of fluency, content, organization, vocabulary, grammar and structures and conventions.

Fitria (2015) investigated the writing ability of descriptive text of the tenth-grade students of SMA NU Al-Ma'ruf Kudus before and after being taught using POWER (Prepare, Organize, Write, Edit, and Rewrite) Strategy. The finding of the study revealed that using POWER (Prepare, Organize, Write, Edit, and Rewrite) is an

effective strategy in teaching writing descriptive text because the students can make descriptive text. Active in writing and enjoyable in the teaching and learning process.

De Silva & Graham (2015) studied the effects of strategy instruction on writing strategy use for students of different proficiency levels. The focus of the research is the impact of writing strategy instruction on writing strategy use of a group of 12 language learners learning to write in English for academic purposes classes. The stimulated recall was used to explore whether this impact differed according to the proficiency level of the student. The findings revealed that for both high and low proficiency students' strategies developed as a result of the instruction. The results illustrated that the intervention helped the experimental group students to combine strategies in an orchestrated fashion to meet writing goals, regardless of attainment levels. The stimulated recall methodology allowed all students to reflect and comment on their writing strategies. Moreover, stimulated recall could also be used by teachers to identify students' problems in writing, which would help them in planning lessons or intervention studies to suit the needs of their students.

Muhari et al. (2017) investigated the implementing POWER strategy combined with the Animated film could improve the writing ability of junior high school students' narrative text in terms of content, organization, vocabulary, language use, and mechanism. The findings showed an improvement in writing ability, in which 29 students achieved the minimum passing grade, and the rest six students were at a reasonable level of writing. The results of the teaching and learning process showed that 82.5% responded positively. Moreover, the teachers were suggested to use this strategy as an alternative way to improve the writing ability, and the media that is used should be appropriate with students' level.

Arie Tria Angga Sari, Ainur Rifqoh (2018) studied the POWER technique to teach writing comprehension of recount text in senior high school students in Indonesia. The finding exposed that POWER technique with guidance from the teacher was one of the strategic writing techniques which helped develop students' writing skills effectively.

Grünke & Hatton (2017) studied the effects of the STOP & LIST strategy on the writing performance of a sixth-grader with learning disabilities. The participants were

a twelve-year-old boy in sixth grade identified with learning disabilities (L.D.), attended a particular school in North Rhine-Westphalia, Germany. In this single-case study, the researchers tested the effects of an easy-to-implement strategy (STOP & LIST). It is designed to help learners identify the purpose of a writing assignment, set appropriate goals, list ideas for the task as they come to mind, and sequence the ideas before beginning composition. The finding exposed while receiving instruction in using the STOP & LIST strategy, a student performed at a higher level significantly than on days with no treatment. Moreover, teaching in the procedure led to immediate, statistically, and practically significant improvements and the effects of the intervention continued as long as the student received instructional support.

Grunke et al. (2019) studied the effectiveness of a writing planning strategy (STOP & LIST) with four struggling students from fourth grade. The participants were four nine-year-old fourth graders from a public inclusive elementary school in a major city in North Rhine-Westphalia, Germany. The findings of our single-case analysis present very encouragingly. Visual inspection indicates a remarkable quantitative and qualitative improvement from baseline to intervention. All effect size measures point to notably higher achievements as soon as the participants were taught the strategy. Finally, the inferential statistics substantiated these appraisals of the treatment benefits. Thus, the findings on STOP and LIST exposed the experiment to fortify the assumption that the lack of planning is a crucial barrier for struggling writers. They tried to produce stories of an acceptable length and sufficient quality. As soon as they receive some substantiated instruction on how to generate and organize ideas, their performance increases considerably.

It seems clear from the discussion that there have been studies that employed the STOP or POWER strategy models in the classrooms, but the two models were used separately. There has not been any previous study which combines the two strategies to promote students' writing skills in writing classrooms. So, the researcher will use the combination of STOP strategy and POWER strategy instruction to investigate and enhance students' writing skills in narrative paragraph writing.

### **2.9.2 Related Studies in Thai Contexts**

In Thailand, several researchers studied writing strategies by investigating undergraduate students and high school students' attitudes toward using writing strategies. In Thai EFL classrooms, most Thai researchers paid much attention to the investigation of Thai students' writing strategies when handling their writing tasks accordingly.

Boonpattanaporn (2007) studied English essay writing strategies used and English essay writing difficulties encountered by primary English students at the School of Humanities, University of the Thai Chamber of Commerce. The participants of this study were 272 the fourth-year English major students of the academic year 2005. This study aimed to compare an English essay writing strategy used and the difficulties in writing English essays faced by high and low English proficiency students and to compare the challenges in writing English essays faced by students with a different background. The significant findings are as follows: firstly, the students mostly practiced gathering information for the pre-writing stage by using the Internet and preparing to write essays by setting the main idea. Regarding strategies for writing essays, the student wrote an introduction using statistics and facts, wrote the topic sentence in a paragraph as the first sentence, wrote conclusions by summarizing the main points, and used transitional words to make ideas coherent. They conferred Thai-English dictionaries, revised and edited essays by checking how to spell. Secondly, the students had the most/immense difficulties getting the readers' attention and using verb tenses. Thirdly, when comparing strategies used in English essays writing between high and low proficiency groups. There were significant differences in the writing process, namely gathering information for papers, planning, writing introduction, body, and conclusion of the essays, revising, and editing the paragraph. Fourthly, when comparing difficulties faced by high and low proficiency groups in organizing papers, there were significant differences in both organizing essays and writing essays in the English language. Lastly, when comparing difficulties faced by students with different backgrounds, there were significant differences between female and male students in having no time to revise and edit the essays. When comparing the students practicing and not practicing English outside the classroom, it was found that there were significant differences in both organizing

papers and writing essays in the English language. Regarding the comparison of difficulties encountered by students practicing writing skills and students practicing other skills outside the classroom, there were significant differences in organizing essays and writing essays in the English language.

Anuyahong (2014) investigated the six English writing strategies used by Thai-Nichi Institute of Technology students under six aspects. There were memory, cognition, compensation, metacognition, affectivity, and socialness. Besides, to compare students' six different English writing strategies according to gender and academic major and to gather additional suggestions, the research findings were as follows: 1) Thai-Nichi Institute of Technology students displayed a moderate mastery of the six English writing strategies. The cognitive strategies and compensation strategies were used at a high level, while the remaining strategies were used at a moderate level. 2) There were no statistically significant differences between male and female students. 3) Students with different academic majors showed statistically significant differences overall and in each aspect.

Nopmanotham (2016) investigated the English language writing strategies used by 80 Thai EFL high school students: the 12th-grade Arts-Mathematics program students at Triam Udom Suksa School, a government school, Bangkok, Thailand. The primary purposes examined and compared the writing strategies of the high and low English ability groups. The result of the study showed that firstly, the participants used the overall writing strategies: cognitive strategies, meta-cognitive strategies, affective strategies, and social strategies in their writing process. Secondly, there was no significant difference statistically between the usages of the overall writing strategies of the two groups.

Boonyarattanasoontorn (2017) investigated the difficulties in English language writing and writing strategies usage among undergraduate students in Thailand. The data were collected from 157 students taking an intermediate English course using a five-point rating scale questionnaire. The results showed that the students had writing problems at a high level, and they rated grammar as the most problematic issue. It was also found that cognitive strategies, mainly resourcing strategies, were frequently



employed by the students. However, the relationship was not found between the students writing ability and their writing strategy usage.

Seensangworn (2017) investigated the writing problems and writing strategies experienced by Thai EFL university students in a public university in Thailand. The participants were 80 third-year undergraduate students consisting of 40 major English students and 40 non-English major students. It was found that there was a statistically significant difference between the writing problems encountered by both groups of students. The major English students had fewer writing problems than non-English major students. Also, there was a significant difference in writing problems reflected in a paragraph written by both groups of students. The non-English major students had more problems with content and ideas, organizational pattern, the development of ideas, and language use than the major English students. Finally, there was a significant difference statistically between the writing strategies used by both groups of students. The major English students used more strategies than non-English major students.

Phonhan (2019) studied the frequent use of writing strategies by Thai business students at the tertiary level according to the difference in writing proficiency and field of study. The participants of the study were 87 third- and fourth-year students, including 26 marketing students, 29 management students, and 32 accounting students. English writing composition tests collected the research instruments for measuring students' writing proficiency and the writing strategies inventory questionnaires. The significant findings of this study indicated that while-writing strategies were the most frequently used, followed by pre-writing techniques and revising strategies, respectively. On the whole picture of significant variation in the frequency of students' use of writing strategies, no significant differences were found in either writing strategy categories between the high writing proficiency and low writing proficiency students, among the groups of students across three majors in the business field.

In contrast, the previous study exposed the investigation teaching strategies of EFL lecturers to promote undergraduate students' argumentative writing by Ka-kan-dee & Kaur (2015). She stated that teaching strategies used by Thai EFL lecturers to teach

argumentative writing. The participants were two Thai EFL lecturers about the challenges in teaching argumentative essays, with the teaching strategies used to improve their students' writing skills. The findings of the study showed the both Thai EFL lecturers accepted that the most consistent problems were with the students' inability to produce a clear thesis statement because they were not familiar with this genre. The students encountered difficulties due to insufficient knowledge of grammatical structure, linguistic features, and argumentative features. Moreover, they found problems putting together organized ideas and producing substantial evidence to write a well-organized essay. These weaknesses were the essential barriers for Thai EFL students to write an argumentative essay.

Moreover, teaching writing strategies to promote students' writing skills were investigated by Yibo (2012) studied and examined the effect of problem-based instruction on the critical thinking abilities and argumentative writing skills of Thai upper secondary school students. The researcher constructed a ten weeks' training program in a Thai secondary girls' school in Bangkok. The participants were 46 students in Mattayomsuksa 6. The results revealed that the students gained significantly higher average scores on the critical thinking post-test than the critical thinking pre-test. Besides, the students earned higher average scores than the average score of their first argumentative writing assignment significantly. The case's analysis supported Problem-based English writing instruction to be an effective way to improve students' critical thinking abilities and argumentative writing skills.

Intharakasem & Boonhok (2019) studied the ability of creative writing by using the RAFT strategy of undergraduate students in two points. One is to calculate students' scores after launching this technique, and another is to compare the result between pre-test and post-test. The participants of this study were selected by purposive sampling from undergraduate students in Thai major, Faculty of Education, Suan Sunandha Rajabhat University. From 30 selected samples, the timeframe of this study held seven weeks. Regarding research tools, three types of writing comprising letter, essay, and article were provided in terms of tests and exercises using the RAFT method. The result demonstrated that an average score showing creative writing's ability after using RAFT marks the above-expected criterion from 70 percentages.



Another point to concern is that the post-test score increases significantly after using the RAFT strategy in promoting the ability of creative writing.

Saengsit (2020) investigated the difference in students' writing ability after using feedback from anonymous and non-anonymous peer reviewers in a blended learning environment and the students' attitudes toward anonymous and non-anonymous peer review in writing. The participants in this research were 130 Thai EFL students in a public school in northeastern Thailand. They were all from an intact class in grade 11. The finding revealed that ability in both groups was improved significantly. However, the improvement of the study toward peer review, but the anonymous group reported a significantly better attitude toward anonymous peer review than did anonymous peer review.

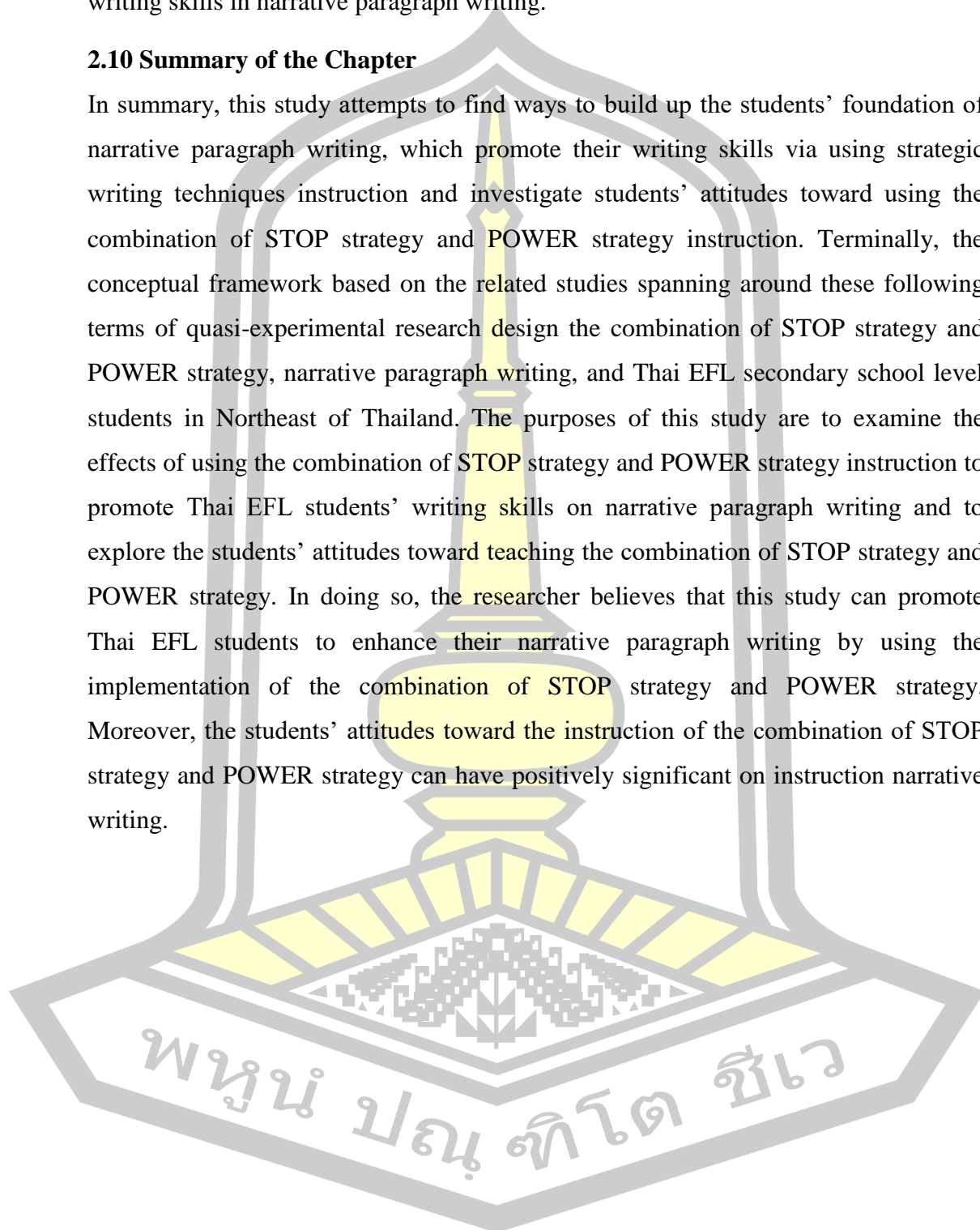
In general, there are several studies in writing strategies used by EFL students that are useful for teachers' concern of using the appropriate writing strategies in the writing classroom to enhance students' writing abilities. In addition, the investigation of the effects of writing strategies in instruction in Thai context, such as using problem-based instruction on the critical thinking abilities and argumentative writing skills by Yibo (2012), using the RAFT strategy on the students' creative writing ability by Intharakasem & Boonhok (2019), and anonymous and non-anonymous peer review on Thai EFL high school learners by Saengsit (2020). Those previous studies have provided significant benefits to students' writing skills in using various writing strategies effectively. In other words, there have not been any studies to investigate the combination of STOP strategy and POWER strategy in instruction to promote students' writing skills. Thus, the researcher believes that the combination of two strategies can help students to encourage their writing skills in narrative paragraph writing effectively.

In conclusion, to develop students' writing skills and solve the problem in writing a narrative paragraph writing. Therefore, there are many writing strategies studied and used by several researchers to enhance and solve the problems in writing. Still, there has not been exposed to the combination of STOP strategy and POWER strategy in promoting students' writing skills. It is reasonable for the researcher to use the

combination of STOP strategy and POWER strategy to promote Thai EFL students' writing skills in narrative paragraph writing.

### **2.10 Summary of the Chapter**

In summary, this study attempts to find ways to build up the students' foundation of narrative paragraph writing, which promote their writing skills via using strategic writing techniques instruction and investigate students' attitudes toward using the combination of STOP strategy and POWER strategy instruction. Terminally, the conceptual framework based on the related studies spanning around these following terms of quasi-experimental research design the combination of STOP strategy and POWER strategy, narrative paragraph writing, and Thai EFL secondary school level students in Northeast of Thailand. The purposes of this study are to examine the effects of using the combination of STOP strategy and POWER strategy instruction to promote Thai EFL students' writing skills on narrative paragraph writing and to explore the students' attitudes toward teaching the combination of STOP strategy and POWER strategy. In doing so, the researcher believes that this study can promote Thai EFL students to enhance their narrative paragraph writing by using the implementation of the combination of STOP strategy and POWER strategy. Moreover, the students' attitudes toward the instruction of the combination of STOP strategy and POWER strategy can have positively significant on instruction narrative writing.



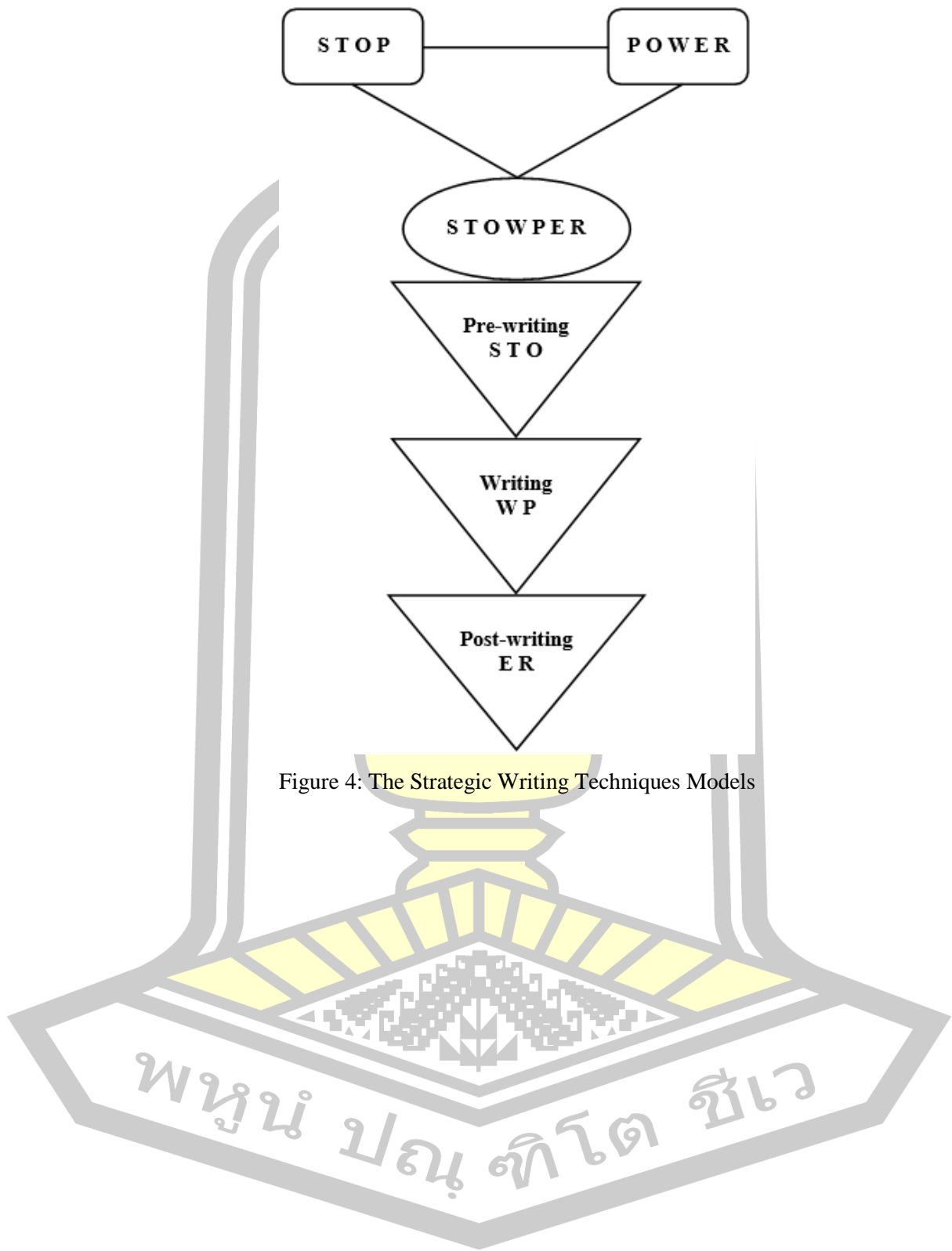


Figure 4: The Strategic Writing Techniques Models

## CHAPTER III

### RESEARCH METHODS

This chapter outlines the research methodology of the current study, which consists of participants and setting, research instruments, data collection procedure, and data analysis as follows.

#### **3.1 Participants and Setting**

The participants of this study were sixteen-year-old students of the tenth grade or Mattayomsuksa 4 at a secondary school in the northeast of Thailand. They attended the basic English language course<sup>1</sup> in the first semester of the academic year 2020. The eighty participants were selected by purposive sampling as two intact classes that the researcher plays a role as a teacher. Most of the participants had no different proficiency levels, according to the claim from the academic department of the school. The classrooms are of mixed abilities as high proficiency levels, medium proficiency levels, and low proficiency levels of English (Ministry of Education, 2008). Thus, eighty participants were divided into two groups of 40-experimental group students and 40-control group students. The experimental and control groups were taught via two different instruction methods, namely strategic writing techniques by using the combination of STOP strategy and POWER strategy instruction and traditional instruction method.

The basic English course<sup>1</sup> (subject code E31101) provides the students in grade 10 or Mattayomsuksa 4 in the first semester of the academic year with four necessary English skills such as listening, speaking, reading, and writing.

The purpose of this course was to enhance students' English language skills, for the course description provided by the academic department of the school stated in the completion of the course. Students were expected to be able to practice following the instruction, directions, and description, which requested them to listen and read, explain and write expressions, sentences, and texts related to their perceptive sources as the short sentences or short paragraphs. Students also learnt to speak or write to express their opinions and experiences about their routine and various situations in their local areas, community, and the world community, along with giving their examples and showing their reasons effectively. These learning goals were related to

one of the indicators of the Basic Education Core Curriculum 2008, which required that the students at this level were expected to write a narrative paragraph to describe their feelings and opinions about various matters, activities, experiences (Ministry of Education, 2008).

During this course, the researcher, as the teacher, found that most of the students lacked the mastery of writing skills and writing strategies on narrative paragraph writing. For instance, students did not know how to write a paragraph, what they would write and generate ideas, the structure of narrative paragraph writing, vocabulary, and grammar use. This was the turning point to let the researcher try to enhance and promote students' writing skills in narrative paragraph writing at this level by using strategic writing techniques instruction, and development via utilizing the combination of STOP strategy and POWER strategy.

### **3.2 Research Instruments**

There were three main instruments in this study, which included a writing test, a questionnaire, and a semi-structured interview. The details were described as follows:

#### **3.2.1 Writing Test**

A writing test in this research was a narrative paragraph writing. It was one kind of paragraph writing in which the students told a story about their experiences in the past. The topic of the writing test was 'My unforgettable experience.' It corresponded to one of the indicators of the Basic Educational Core Curriculum (2008), stating that the students at this level were expected to write a narrative paragraph to describe their feelings and opinions about various matters, activities, and experiences (Ministry of Education, 2008). Also, the topic was used as a pre-test and a post-test required the students to write a 100-words narrative paragraph. The first and final drafts were used to measure the students' writing skills before and after the implementation of the strategic writing techniques instruction. The purpose of using narrative paragraph writing was to determine the improvement of the students' writing skills in terms of vocabulary, grammar, organizing ideas, content, and mechanics by comparing the scores before and after using a writing test.

Besides, the five topics during teaching strategic writing techniques consisted of 1) My most horrible experience, 2) My most embarrassing experience, 3) My happiest

moment, 4) My saddest moment, and 5) My most impressive experience. These topics were administered to the students to vote for the most favorite topic in teaching and learning based on the students' interesting and real experiences. Also, the students used one topic to learn and practice writing a narrative paragraph.

After each writing task and writing test, the three inter-raters were asked to evaluate the students' papers based on the concept of the analytic scoring rubric, which consisted of five main issues, namely: content, organization, vocabulary, grammar use, and mechanics. Besides, the three inter-raters are my co-English teachers in the school. They had been teaching English writing for almost five-years at the upper secondary level and they had taught the same course as the researcher. Before the implementation, all of them were trained in writing assessment on the narrative paragraph writing to get mutual and clear understanding in the right way of writing assessment.

### **3.2.2 Questionnaire**

The questionnaire was designed to examine the students' attitudes on strategic writing techniques instruction via the combination of STOP strategy and POWER strategy. The questionnaire included the students' attitudes toward using the combination of STOP strategy and POWER strategy. A five-point Likert rating scale consisting of 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree were used to examine the students' attitudes toward using the strategic writing techniques instruction via the combination of STOP strategy and POWER strategy after the writing post-test.

#### **3.2.2.1 Validation of the Questionnaire**

Three experts validated the questionnaire. The experts were asked to examine whether or not the items in the questionnaire were appropriate. Also, suggestions to improve the validity of the questionnaire for revisions were requested. The Item-Objective Congruence Index (IOC) was employed to conclude the experts' decisions. The expectation of IOC could be higher than or equal to 0.50.

### **3.2.3 Semi-Structured Interview**

A semi-structured interview was conducted to obtain the students' attitudes toward strategic writing techniques instruction via the combination of STOP strategy and



POWER strategy. The questions were both open-ended and close-ended. The three participants were selected purposefully for a semi-structured interview based on the students' proficiency levels after the post-test. These included one of the students who have the highest score levels, one with an average score level, and one with the lowest score level from the experimental group. The same experts evaluated the questions for the semi-structured interview. (see Appendix H)

### **3.3 Data Collection Procedure**

This study was conducted using a quasi-experimental research method, and the data collection procedures followed the five stages below.

Before the data collection began, the tasks were explained to the students. Then, the researcher gave more information about the writing task and the strategic writing techniques using content as the combination of STOP strategy and POWER strategy instruction in the classroom.

After that, the 80 participants were divided into two groups. There were the experimental group and the control group in the implementation. The participants were asked to write a 100-word narrative paragraph before they would obtain the implementation.

After that, the experimental group was taught using the combination of STOP strategy and POWER strategy, and the traditional writing instruction was conducted for the control group. The teaching of strategic writing techniques lasted seven weeks. As previously mentioned, the researcher played a role as a teacher to conduct this current research.

After seven-weeks of instruction, all the participants from both experimental and control groups did a writing test of a 100-word narrative paragraph for the post-test.

Finally, the questionnaire was administered to the participants in the experimental group and followed by a semi-structured interview to examine the students' attitudes toward the instruction of strategic writing techniques by using the combination of STOP strategy and POWER strategy. The process of implementation was illustrated by the flowchart as follows:



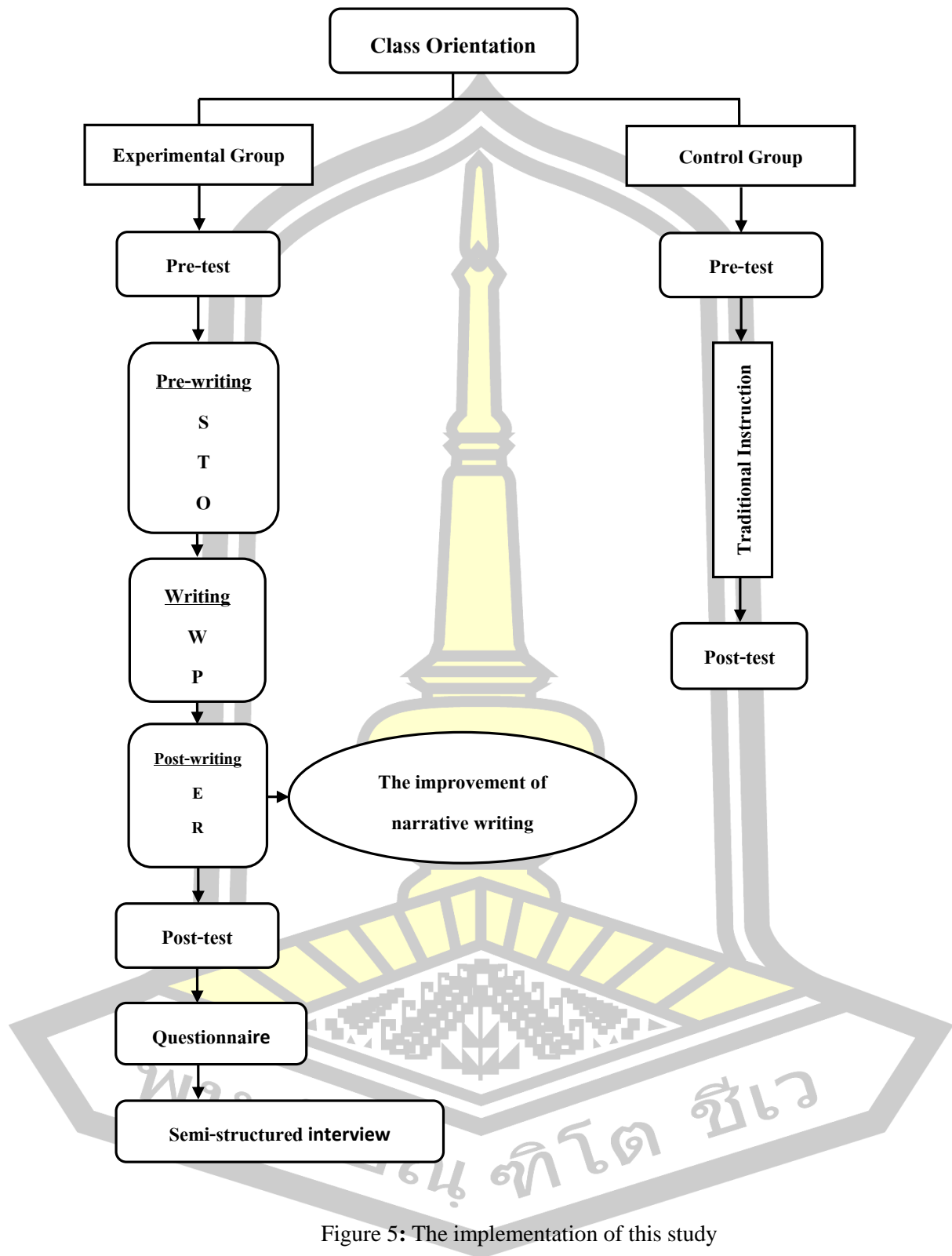


Figure 5: The implementation of this study

Table 4: The timeline of the implementation

Week	Time	Strategic writing techniques	Activities
1	20 mins.		Class Orientation
	1 period		Pre-test
2	2 periods	Selecting ideas	Explain and selecting the topic
			Think and gather information Freewriting what students thought
3	1 period	Taking aside	Read model paragraph guideline
	1 period		Brainstorm and list the essential ideas
4	1 period	Organizing	Narrative writing instruction, Grammar in use
	1 period		Organize ideas and content on a worksheet
5	2 period	Writing	Writing narrative paragraph what student had organized (the 1 <sup>st</sup> draft)
6	2 periods	Planning more	Read what have written, Modify and rectify ideas and content
7	1 period	Evaluating	Evaluating guideline
	1 period		Self-evaluating/ Peer evaluating
8	2 periods	Re-examining and Rewriting	Re-examining what have evaluating
			Editing, Revising (the final draft)
9	1 period		Post-test
	10 mins.		Questionnaire
	30 mins.		Semi-structured interview

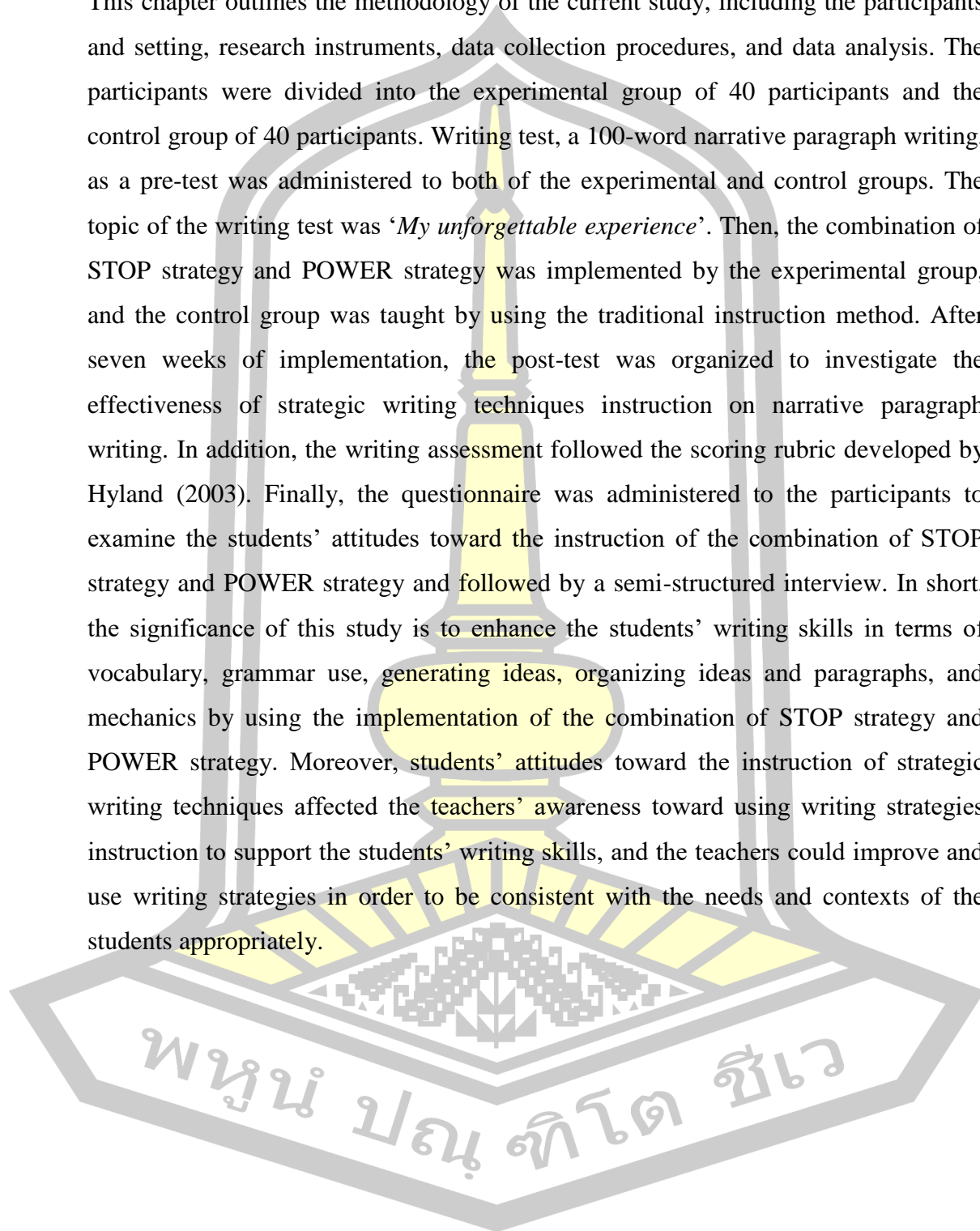
(Adopt from (Okasha & Hamdi, 2014); (Lowell, 2009); (Sari et al., 2018))

### 3.4 Data Analysis

The researcher used the SPSS package program to analyze mean score and a t-test dependent on the effectiveness of strategic writing techniques in teaching Thai EFL students' writing skills via the pre-test and the post-test. Moreover, the attitudes of the students on strategic writing techniques instruction were analyzed using mean score and S.D. score. Content analysis was used to analyze data from the semi-structured interview.

### 3.5 Summary

This chapter outlines the methodology of the current study, including the participants and setting, research instruments, data collection procedures, and data analysis. The participants were divided into the experimental group of 40 participants and the control group of 40 participants. Writing test, a 100-word narrative paragraph writing, as a pre-test was administered to both of the experimental and control groups. The topic of the writing test was '*My unforgettable experience*'. Then, the combination of STOP strategy and POWER strategy was implemented by the experimental group, and the control group was taught by using the traditional instruction method. After seven weeks of implementation, the post-test was organized to investigate the effectiveness of strategic writing techniques instruction on narrative paragraph writing. In addition, the writing assessment followed the scoring rubric developed by Hyland (2003). Finally, the questionnaire was administered to the participants to examine the students' attitudes toward the instruction of the combination of STOP strategy and POWER strategy and followed by a semi-structured interview. In short, the significance of this study is to enhance the students' writing skills in terms of vocabulary, grammar use, generating ideas, organizing ideas and paragraphs, and mechanics by using the implementation of the combination of STOP strategy and POWER strategy. Moreover, students' attitudes toward the instruction of strategic writing techniques affected the teachers' awareness toward using writing strategies instruction to support the students' writing skills, and the teachers could improve and use writing strategies in order to be consistent with the needs and contexts of the students appropriately.



## CHAPTER IV

### RESULTS

#### 4.1 Introduction

This chapter presents the findings of the study according to the two research questions aforementioned in chapter one. The research questions were answered by examining the quantitative and qualitative data. The results were investigated based on the students' writing skills and attitudes after completing the seven stages of writing instruction.

The first part compares the effects of strategic writing techniques on students' writing skills. The analysis of the pre-test and post-test scores regarding students' writing skills was presented. This part aims to answer Research Question 1.

The second part deals with the students' attitudes toward teaching strategic writing techniques in narrative writing. The analysis of quantitative data of the students' attitudes toward teaching strategic writing techniques was presented. This part answers Research Question 2.

The third part presents additional findings from the qualitative data from the focus-group interview regarding strategic writing techniques instruction.

The fourth part summarizes the overall results of this chapter.

#### 4.2 The effects of strategic writing techniques on the students' writing skills

Research Question 1: Does teaching strategic writing techniques affect Thai EFL students' writing skills?

In response to RQ1, this section summarizes the test performance of the secondary school level students on writing skills. It interpreted their performance using Statistical Package for the Social Sciences (SPSS) Software tools. The descriptive statistics included the mean and standard deviation of overall performance.

##### 4.2.1 Results from the comparison of the pretest and post test scores of English writing skills

Table 5 below shows the mean scores of the students' narrative paragraph writing pre-test and post-test in both groups (Experimental and Control groups). The mean scores

were computed from the marks given by three English teachers who were trained in rating the students' writing skills, writing assessment consisted of five components: content, organization, grammar use, vocabulary, and mechanics.

Table 5: The students' narrative paragraph writing pre-test and post-test

Students No.	Experimental group					Control group				
	Pre-test		Post-test		Dif. (%)	Pre-test		Post-test		Dif. (%)
	Score	%	Score	%		Score	%	Score	%	
1	11.33	45.32	18.67	74.68	29.36	9.33	37.32	12.67	50.68	13.36
2	5	20	20	80	60	8	32	11.67	46.68	14.68
3	11	44	20.33	81.32	37.32	7.67	30.68	10.67	42.68	12
4	14	56	19.33	77.32	21.32	11.33	45.32	14.67	58.68	13.36
5	14.33	57.32	18.67	74.68	17.36	7.67	30.68	12.33	49.32	18.64
6	15.33	61.32	16	64	2.68	10.33	41.32	13.33	53.32	12
7	10.67	42.68	20.33	81.32	38.64	5.67	22.68	9.33	37.32	14.64
8	8.67	34.68	20.67	82.68	48	6.33	25.32	10.67	42.68	17.36
9	11.67	46.68	22.33	89.32	42.64	8.67	34.68	13.33	53.32	18.64
10	11.33	45.32	24.33	97.32	52	8.67	34.68	13.67	54.68	20
11	10.33	41.32	23	92	50.68	8.67	34.68	12.67	50.68	16
12	14.33	57.32	23	92	34.68	9.67	38.68	13.33	53.32	14.64
13	13	52	18.33	73.32	21.32	7.33	29.32	9.33	37.32	8
14	15	60	22.33	89.32	29.32	12	48	13.33	53.32	5.32
15	8.67	34.68	18.33	73.32	38.64	11	44	11.67	46.68	2.68
16	5	20	17.33	69.32	49.32	6.67	26.68	8	32	5.32
17	17.33	69.32	24	96	26.68	10	40	12	48	8
18	13.67	54.68	22	88	33.32	12.33	49.32	15.67	62.68	13.36
19	12.33	49.32	18.33	73.32	24	7.67	30.68	11.67	46.68	16
20	5.33	21.32	14.67	58.68	37.36	9	36	12	48	12
21	6.33	25.32	17	68	42.68	14	56	17	68	12
22	9.33	37.32	17.33	69.32	32	5	20	9.33	37.32	17.32
23	11.67	46.68	16.67	66.68	20	10	40	14	56	16
24	11	44	22.33	89.32	45.32	9	36	12.67	50.68	14.68
25	16	64	23	92	28	9.33	37.32	14.67	58.68	21.36
26	10.67	42.68	22	88	45.32	8.33	33.32	9.67	38.68	5.36
27	11.67	46.68	23.67	94.68	48	11.67	46.68	14.67	58.68	12
28	12	48	20.33	81.32	33.32	12.67	50.68	16.67	66.68	16
29	8.67	34.68	20.33	81.32	46.64	7.67	30.68	13.33	53.32	22.64
30	11	44	19.33	77.32	33.32	14.67	58.68	17.67	70.68	12
31	10.67	42.68	18.33	73.32	30.64	6.33	25.32	7	28	2.68
32	10	40	16.33	65.32	25.32	13.33	53.32	14.67	58.68	5.36
33	12.33	49.32	16	64	14.68	6.33	25.32	7.33	29.32	4
34	14	56	22	88	32	11.67	46.68	14.33	57.32	10.64
35	9.67	38.68	21	84	45.32	7.33	29.32	8	32	2.68
36	14	56	23.67	94.68	38.68	10.67	42.68	14	56	13.32
37	13.67	54.68	24	96	41.32	7.67	30.68	13.67	54.68	24
38	12.67	50.68	23	92	41.32	12	48	16.33	65.32	17.32
39	8.67	34.68	21.67	86.68	52	15.67	62.68	18	72	9.32
40	13.67	54.68	20.67	82.68	28	8.67	34.68	12.33	49.32	14.64
Total	$\bar{x}=11.40$		$\bar{x}=20.26$			$\bar{x}=9.50$		$\bar{x}=12.68$		
	S.D.	$\bar{x}$	S.D.	$\bar{x}$		S.D.	$\bar{x}$	S.D.	$\bar{x}$	
	2.912	45.60	2.621	81.06		2.552	38.0	2.754	50.73	

Table 6 below shows a summary of statistics for secondary school level students' writing skills in both groups (Experimental and Control groups). Out of 40, the experimental group scored an average of 11.40 (S.D. = 2.912) for the pretest, meanwhile they had an average of 20.26 (S.D.= 2.621) for the post test. This finding shows that there was a significant difference between the pre-test and post-test mean scores of the students' writing skills at 0.001 level of significance ( $p < 0.001$ ). The control group had an average score of 9.50 (S.D. = 2.552) for the pre-test and 12.68 (S.D. = 2.754) for the post-test. This result shows that there was a significant difference between the pre-test and post-test mean scores of the students' writing skills at 0.001 level of significance ( $p < 0.001$ ).

Table 6: A summary of the writing skills of the students

Groups	Test	N	Mean	S.D.	<i>t</i>	Sig.
<b>Experimental</b>	Pre-test	40	11.40	2.912	18.808	.000**
	Post-test	40	20.26	2.621		
<b>Control</b>	Pre-test	40	9.50	2.552	14.455	.000**
	Post-test	40	12.68	2.754		

Note:  $p < 0.001$  for *t*-value

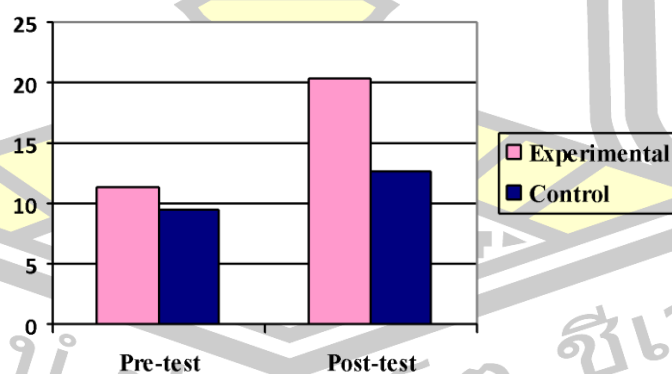


Figure 6: The mean scores of the experimental and control groups in pre and post-test

A t-test value was conducted to compare performance within a group. The results revealed that both the experimental and control group counterparts scored significantly higher on the post-test than the pre-test. More precisely, the experimental

group performed significantly better on the post-test than the pretest ( $t = 18.808$ ,  $p < 0.001$ ).

Table 7: A comparison of the students' writing skills in post-test between the experimental and control groups

Test	Experimental group			Control group			<i>t</i>	Sig. (2-tailed)
	Mean	S.D.	Std. Error Mean	Mean	S.D.	Std. Error Mean		
Score	20.26	2.621	0.414	12.68	2.754	0.435	12.610	0.000**

Note:  $p < 0.001$  for *t*-value

Table 7 indicates the mean scores of writing post-test of the experimental group and control group. The experimental group had a mean score of 20.26 (S.D. = 2.621), and the control group had a mean score of 12.68 (S.D. = 2.754), respectively. The findings indicated that the improvement of the students' writing skills was statistically different between the experimental group and the control group ( $t = 12.610$ ,  $p < 0.001$ ).

#### 4.3 The students' attitudes toward teaching strategic writing techniques in narrative paragraph writing

Research Question 2: What are the students' attitudes toward teaching strategic writing techniques in a narrative paragraph writing?

The findings from the questionnaire were utilized to explore the students' attitudes toward teaching strategic writing techniques consisting of five components: content, organization, grammar use, vocabulary, and mechanics. The following range interpreted a mean score derived from Best (1981) as: Very low=1.00-1.49, Low=1.50-2.49, Moderate=2.50-3.49, High=3.50-4.49, and Very high=4.50-5.00. Most of the students showed positive attitudes toward teaching strategic writing techniques in narrative writing. More details were discussed below.



### 4.3.1 The results from the post-intervention questionnaire

#### 4.3.1.1 Student's attitudes toward teaching strategic writing techniques in narrative writing regarding the content

The mean scores of students' attitudes toward teaching strategic writing techniques in a narrative paragraph regarding the content of writing were presented in Table 8 below.

Table 8: Students' attitudes toward the content of writing

Questionnaire items	Mean	S.D.	Results
1. Choosing the topic by myself allowed me to write more effectively.	4.05	0.862	High
2. The models of narrative paragraph story showed me how I am going to write.	4.08	0.928	High
3. Teacher' encouragement led me to use my own background experience to generate content freely.	4.28	0.949	High
4. Using my own background experience encouraged me to express more ideas freely.	4.03	1.027	High
5. Using mind mapping affected me to generate the ideas and content effectively.	4.00	0.874	High
<b>Overall content</b>	<b>4.08</b>	<b>0.567</b>	<b>High</b>

Table 8 shows the mean score of students' attitudes toward teaching strategic writing techniques regarding the content of writing. The highest mean score was item3: "Teacher' encouragement led me to use my own background experience to generate content freely" was at  $\bar{x}=4.28$ , (S.D.=0.949). In contrast, the lowest mean score was item5: "Using mind mapping affected me to generate the ideas and content effectively" at  $\bar{x}=4.00$ , (S.D.=0.874). Moreover, the students reported that "The model of narrative paragraph story showed me how I am going to write" was at  $\bar{x}=4.08$ , (S.D.=0.928). "Choosing the topic by myself allowed me to write more effectively" was at  $\bar{x}=4.05$ , (S.D.=0.862), and "Using my own background experience encouraged me to express more ideas freely" was at  $\bar{x}=4.03$ , (S.D.=1.027). The overall mean score of students' attitudes was at 4.08 (S.D.=0.567), respectively. The findings indicate that the students showed a positive attitude toward teaching strategic writing techniques regarding the content at high level.

#### 4.3.1.2 Students' attitudes toward teaching strategic writing techniques regarding the organization

The mean scores of students' attitudes toward teaching strategic writing techniques regarding the organization of writing were presented in Table 9 below.

Table 9: Students' attitudes toward the organization of writing

Questionnaire items	Mean	S.D.	Results
6. Using mind mapping helped me manage and pick up the important ideas in my paper.	4.03	0.862	High
7. I learned the process of organization ideas through a mind mapping model.	3.90	0.928	High
8. Using a mind mapping model improved the organization of ideas in my draft effectively.	3.85	0.949	High
9. Jigsaw game improved the skill of organization effectively.	3.85	1.027	High
10. Pattern guides helped me to organize the right ideas in a paragraph effectively.	4.18	0.874	High
<b>Overall organization</b>	<b>3.96</b>	<b>0.741</b>	<b>High</b>

Table 9 shows the mean score of students' attitudes toward teaching strategic writing techniques regarding the organization of writing. The highest mean score was item10: "*Pattern guide helped me organize the right ideas in a paragraph effectively*" ( $\bar{x}$ =4.18, S.D.=0.874). In contrast, the lowest mean score was item8: "*Using mind mapping model improved the organization of ideas in my draft effectively*" ( $\bar{x}$ =3.85, S.D.=0.949) and item9: "*Jigsaw game improved the skill of organization effectively*" ( $\bar{x}$ =3.85, S.D.=1.027). Moreover, the students revealed that "*Using mind mapping helped me manage and pick up the important ideas in my paper*" ( $\bar{x}$ =4.03, S.D.=0.862), and "*I learned the process of organization ideas through a mind mapping model*" ( $\bar{x}$ =3.90, S.D.=0.928). The overall mean score of students' attitudes was 3.96 (S.D.=0.741), respectively. The findings indicate that the students showed a positive attitude toward teaching strategic writing techniques regarding the organization at high level.

### 4.3.1.3 Students' attitudes toward teaching strategic writing techniques regarding the vocabulary

The mean scores of students' attitudes toward teaching strategic writing techniques regarding the vocabulary of writing were presented in Table 10 below.

Table 10: Students' attitudes toward the vocabulary of writing

Questionnaire items	Mean	S.D.	Results
11. I learned how to use words about the past and to put them into narrative paragraphs by the teacher's instruction.	4.10	0.778	High
12. Reading my friends' paragraph showed me how to use words about past events carefully.	3.83	0.903	High
13. Practicing writing the paragraphs for many times made me use various words correctly.	3.95	0.904	High
14. Evaluating my friends' paragraph improved my skills of using vocabulary.	3.90	0.900	High
15. Teacher's feedback helped me use the words correctly.	4.28	0.933	High
<b>Overall vocabulary</b>	<b>4.01</b>	<b>0.646</b>	<b>High</b>

Table 10 shows the mean score of students' attitudes toward teaching strategic writing techniques regarding the vocabulary of writing. The highest mean score was item 15: "Teacher's feedback helped me use the words correctly" ( $\bar{x}=4.28$ , S.D.=0.933). In contrast, the lowest mean score was item 12: "Reading my friends' paragraph showed me how to use words about past events carefully" ( $\bar{x}=3.83$ , S.D.=0.903). Moreover, the students reported that "I learned how to use words about the past to put them into narrative paragraphs by the teacher's instruction" ( $\bar{x}=4.10$ , S.D.=0.778). "Practicing writing the paragraphs for many times made me use various words correctly" ( $\bar{x}=3.95$ , S.D.=0.904), and "Evaluating my friends' paragraph improved my skills of using vocabulary" ( $\bar{x}=3.90$ , S.D.=0.900). The overall mean score of students' attitudes was 4.01 (S.D.=0.646), respectively. The findings indicate that the students showed a positive attitude toward teaching strategic writing techniques regarding the vocabulary at high level.

#### 4.3.1.4 Students' attitudes toward teaching strategic writing techniques regarding grammar use

The mean scores of students' attitudes toward teaching strategic writing techniques regarding the grammar use of writing were presented in Table 11 below.

Table 11: Students' attitudes toward the grammar use of writing

Questionnaire items	Mean	S.D.	Results
16. Simple past tense course provided the necessary grammar in my paragraph appropriately.	3.93	0.797	High
17. I learned how to narrate my story in the past from the teacher's simple past tense instruction.	4.00	0.934	High
18. Reading the model of narrative paragraph stories improved my understanding of the tense.	4.03	0.811	High
19. Evaluating my friends' paragraph improved my skills of using the simple past tense.	3.85	0.893	High
20. Teacher's feedback helped me to use the tense correctly.	4.30	0.758	High
<b>Overall grammar use</b>	<b>4.01</b>	<b>0.639</b>	<b>High</b>

Table 11 shows the mean score of students' attitudes toward teaching strategic writing techniques regarding the grammar use of writing. The highest mean score was item 20: "*Teacher's feedback helped me to use the tense correctly*" ( $\bar{x}$ =4.30, S.D.=0.758). In contrast, the lowest mean score was item 19: "*Evaluating my friends' paragraph improved my skills of using the simple past tense*" ( $\bar{x}$ =3.85, S.D.=0.893). Moreover, the students reported that "*Reading the model of narrative paragraph stories improved my understanding of the tense*" ( $\bar{x}$ =4.03, S.D.=0.811). "*I learned how to narrate my story in the past from teacher's simple past tense instruction*" ( $\bar{x}$ =4.00, S.D.=0.934), and "*Simple past tense course provided me the necessary grammar in my paragraph appropriately*" ( $\bar{x}$ =3.93, S.D.=0.797). The overall mean score of students' attitudes was 4.01 (S.D.=0.639), respectively. The findings indicate that the students showed a positive attitude toward teaching strategic writing techniques regarding grammar use at high level.

#### 4.3.1.5 Students' attitudes toward teaching strategic writing techniques regarding the mechanics

The mean scores of students' attitudes toward teaching strategic writing techniques regarding the mechanics of writing were presented in Table 12 below.

Table 12: Students' attitudes toward the mechanics of writing

Questionnaire items	Mean	S.D.	Results
21. I learned how to use the right mechanics in my paragraph from the teacher's instructions.	4.08	0.859	High
22 Reading the model of narrative paragraph stories improved my understanding of how to use the writing mechanics correctly.	3.98	0.768	High
23. Evaluating my friends' paragraph improved my skills of using the writing mechanism in my paragraph appropriately.	3.88	0.992	High
24. Teacher's feedback helped me to use the writing mechanics correctly.	4.20	0.883	High
25. Friends' feedback helped me use the writing mechanics correctly.	3.93	0.971	High
<b>Overall mechanics</b>	<b>4.01</b>	<b>0.688</b>	<b>High</b>

Table 12 shows the mean score of students' attitudes toward teaching strategic writing techniques regarding the mechanics of writing. The highest mean score was item 24: "Teacher's feedback helped me to use the writing mechanics correctly" ( $\bar{x}=4.20$ , S.D.=0.883). In contrast, the lowest mean score was 23: "Evaluating my friends' paragraph improved my skills of using the writing mechanics in my paragraph appropriately" ( $\bar{x}=3.88$ , S.D.=0.992). Moreover, the students reported that "I learned how to use the right mechanics in my paragraph from the teacher's instructions" ( $\bar{x}=4.08$ , S.D.=0.859). "Reading the model of narrative paragraph stories improved my understanding of how to use the writing mechanics correctly" ( $\bar{x}=3.98$ , S.D.=0.768), and "Friends' feedback helped me use the writing mechanics correctly" ( $\bar{x}=3.93$ , S.D.=0.971). The overall mean scores of students' attitudes were 4.01 (S.D.=0.688), respectively. The findings indicate that the students showed a positive attitude toward teaching strategic writing techniques regarding the mechanics at high level.

#### 4.4 The results from the semi-structured interview

The semi-structured interview was used to collect the qualitative data to triangulate the findings from the interview. The qualitative data obtained from the semi-structured interview was categorized into eleven items of five components of writing, including content, organization, grammar use, vocabulary, and mechanics. The interview was conducted in the Thai language with a group of mixed proficiency students. The contents were transcribed and translated into English. Table 13, 14, and 15 below revealed the students' attitudes toward teaching strategic writing techniques from the semi-structured interview.

Table 13: The students' attitudes toward teaching strategic writing techniques from the semi-structured interview regarding the five components of writing

Components of writing	Item	Interview excerpts
Content	1	<p><b>Student 1</b> It is a good model and a good writing technique. Moreover, it could be adopted to develop my writing tasks.</p> <p><b>Student 2</b> It helps me clear in using the sequences of the events, and using past simple tense to narrate my story correctly.</p> <p><b>Student 3</b> It affected me in creative thinking in writing the story.</p>
	2	<p><b>Student 1</b> Yes. Choosing the topic freely helped me increase the effectiveness of writing because it came out of my background experiences. Moreover, I could express the ideas via writing to lead the readers to imagine accordingly.</p> <p><b>Student 2</b> Yes. It was a good chance to practice using the language skills and write in my own way.</p> <p><b>Student 3</b> Yes. It made me write the story easily and I wrote what I wanted to write.</p>

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Table 14: The students' attitudes toward teaching strategic writing techniques from the semi-structured interview regarding the five components of writing

Components of writing	Item	Interview excerpts
<b>Organization</b>	3	<p><b>Student 1</b> Yes. While working on the writing tasks, I had a hard time managing the writing process. I didn't know about the beginning, the middle and the end of a narrative paragraph. So, when the teacher introduced the mind mapping activity to me, it helped increase my ability to write this type of paragraph.</p> <p><b>Student 2</b> Yes. It made me write creatively.</p> <p><b>Student 3</b> Yes. Using mind mapping made me understand how to write a narrative paragraph.</p>
	4	<p><b>Student 1</b> Yes. Because it had to be analyzed what should be as the beginning, the middle, and the end of the story. When I wrote in the real context, it affected me and my paper effectively.</p> <p><b>Student 2</b> Yes. The guideline for writing helped me organize my thinking process.</p> <p><b>Student 3</b> Yes. It made me write the story correctly.</p>
<b>Grammar use</b>	5	<p><b>Student 1</b> Yes. Because Past Simple Tense is the necessary grammar in the narrative writing in my story. So, I have to have some of knowledge about Simple Past Tense before I could write the paragraph.</p> <p><b>Student 2</b> The teacher's instruction was affected in more grammatically correct writing.</p> <p><b>Student 3</b> Yes. It made me write the story by using past tense correctly.</p>
	6	<p><b>Student 1</b> Yes, some of my friends had some problems in using grammar in their paper and I used these error points to compare with mine.</p> <p><b>Student 2</b> Yes. It helped me in using the grammar correctly.</p> <p><b>Student 3</b> Yes. Evaluating friends' paper affected me know where the errors of grammar are? and return to find my own mistakes.</p>
	7	<p><b>Student 1</b> Yes. During the post writing stage, my classmates and I sometimes made the same errors. We learned from this stage about how to correct the mistakes to prevent them from happening again next time.</p> <p><b>Student 2</b> Yes. It helped me understand the past tenses better.</p> <p><b>Student 3</b> Yes. It helped me know where the grammatical errors of grammar are and find my own mistakes.</p>

Table 15: The students' attitudes toward teaching strategic writing techniques from the semi-structured interview regarding the five components of writing

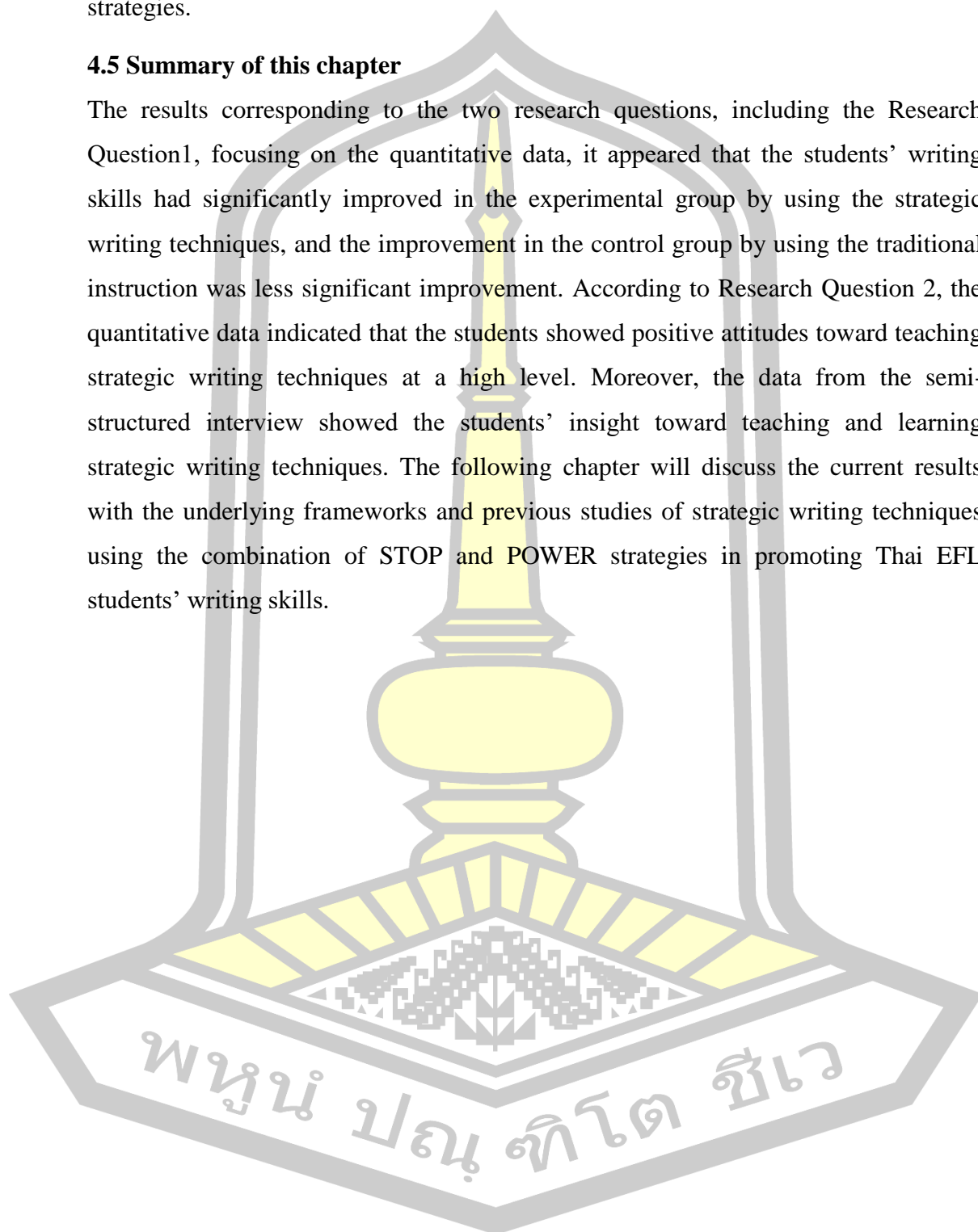
Components of writing	Item	Interview excerpts
Vocabulary	8	<p><b>Student 1</b> Yes. Because my friends always showed new vocabulary to make me learn. Moreover, I could learn and remember some of the vocabulary, which my friends wrote in their paragraphs to apply and use in my daily life.</p> <p><b>Student 2</b> It improved me and made me know more vocabulary.</p> <p><b>Student 3</b> Yes. It made me know how to use past tense forms of the vocabulary, in which I didn't know, and it helped me know various meanings of the vocabulary, in which I didn't know.</p>
	9	<p><b>Student 1</b> Yes. I saw some of my friends made errors in terms of using vocabulary, so I could know how to improve in my own paragraph.</p> <p><b>Student 2</b> Yes. Because after I knew some mistakes in the writing, I would apply and edit my paper correctly.</p> <p><b>Student 3</b> Yes. It helped enrich my knowledge of vocabulary.</p>
Mechanics	10	<p><b>Student 1</b> Yes. Peer evaluation helped me in terms of using the mechanism correctly, and I could use my friends' errors in the paragraph to improve my own paper.</p> <p><b>Student 2</b> Yes. Because it affected me in using the mechanics in my paragraph correctly.</p> <p><b>Student 3</b> Yes. It affected me to know how to use the mechanics correctly and appropriately.</p>
	11	<p><b>Student 1</b> Yes. Giving feedback to the friends helped me know which sentences my friends forgot to add mechanics or which sentence my friends should not add the mechanics. Moreover, I also checked and knew about my errors in using mechanics in my paragraph.</p> <p><b>Student 2</b> Yes. Because, I would know that I could use the mechanics in the correct way or not.</p> <p><b>Student 3</b> Yes. Because, I would know if I used the mechanics in the paragraph correctly or not.</p>

The qualitative data obtained from the semi-structured interview highlighted the teaching strategic writing techniques in promoting writing skills in Thai EFL students. More precisely, the students reflected that teaching strategic writing techniques helped and improved their writing skills in terms of content, organization, grammar use, vocabulary, and mechanics. In general, the students had a positive attitude toward

teaching strategic writing techniques by using the combination of STOP and POWER strategies.

#### **4.5 Summary of this chapter**

The results corresponding to the two research questions, including the Research Question 1, focusing on the quantitative data, it appeared that the students' writing skills had significantly improved in the experimental group by using the strategic writing techniques, and the improvement in the control group by using the traditional instruction was less significant improvement. According to Research Question 2, the quantitative data indicated that the students showed positive attitudes toward teaching strategic writing techniques at a high level. Moreover, the data from the semi-structured interview showed the students' insight toward teaching and learning strategic writing techniques. The following chapter will discuss the current results with the underlying frameworks and previous studies of strategic writing techniques using the combination of STOP and POWER strategies in promoting Thai EFL students' writing skills.



## CHAPTER V

### DISCUSSION AND CONCLUSION

This chapter consists of five parts. Firstly, the results of the implementation were discussed. Then, the limitations and pedagogical implications of the current study were indicated. Finally, the chapter presents the conclusion of this study and recommendations for further studies.

#### 5.1 Discussion

##### 5.1.1 The students' improvement in writing skills

The implementation of teaching strategic writing techniques by using the combination of STOP and POWER strategies was successful in promoting the students' narrative paragraph writing. It could be seen from the progression after the implementation of the students' writing. The results showed that the mean score of the experimental group increased from 11.40 to 20.26 by teaching strategic writing techniques. There was a significant statistic difference at 0.000\*\*, and the value of t-test dependence was 18.912.

The results showed that the implementation of strategic writing techniques using the combination of STOP and POWER strategy, via the seven stages abbreviated instruction: selecting ideas, taking aside, organizing, writing, planning more, evaluating, and re-examining/rewriting, improved the students' writing skills significantly regarding content, organization, grammar use, vocabulary, and mechanics.

There are some considerations why the implementation of STOP strategy combined with POWER strategy could improve the students' writing skills in narrative paragraph writing. Firstly, the teacher used various activities based on the seven stages of instruction in helping the students clearly understand and be confident to write. Similar to the student's expression in the semi-structured interview are as below:

*“The activities were easy for the students to understand. When the teacher guided us through different stages of writing, it made us learn how to write a narrative paragraph better.” (Student 3)*

Secondly, the teacher gave the essential information to complete the activities; the students understand clearly what the process of narrative paragraph writing should be. Similar to the student's expression in the semi-structured interview are as below:

*“When the teacher provided us with clear instruction how to write a narrative paragraph, I learned how to think about what to write and how to write it systematically. It also helped increase my skills in writing this type of genre.”* (Student 1)

Thirdly, the activities prepared by the teacher were easy to understand and appropriate with the level of the students in writing narrative paragraphs; model of narrative paragraph story, mind mapping model, jigsaw game, pattern guideline, and worksheets. Similar to the student's expression in the semi-structured interview are as below:

*“The teacher helped me organize my ideas and analyze the sequence of events based on the guideline (the beginning, the middle, the end). Mind mapping helped me organize my ideas and I finally learned how to put my ideas in a narrative paragraph.”* (Student 1)

Fourthly, the teacher always gave some friendly suggestions when the students got stuck. Similar to the student's expression in the semi-structured interview are as below:

*“Learning in this course was fun. I liked it when the teacher taught. It was not boring.”* (Student 3)

Therefore, the reflection of the students in the interview illustrated that using strategic writing techniques in seven abbreviated stages instruction (S, T, O, W, P, E, R) on narrative paragraph writing can promote the students' writing skills effectively. Moreover, it also had a positive significance on the students' attitudes toward instruction.

### **5.1.2 The implementation of STOP strategy combined with POWER strategy**

The implementation of using STOP strategy combined with POWER strategy was conducted with the experimental group after pretest writing on narrative paragraph writing. In this implementation, the combination of STOP and POWER strategy was

the main focus. It consisted of seven-abbreviated-stage instruction: selecting ideas, taking aside, organizing, writing, planning more, evaluating, and re-examining/rewriting.

### **Selecting ideas stage**

This stage is one of the plans that should be done by the writers before they start to write something. At the beginning, students showed that they did not know what to write and how to write it. One solution to this problem was that the students should be clear on what they are going to write and guided in doing some tasks, which are usually called pre-writing activities. This stage is an activity of pre-writing that aims at helping the students to get the topic and produce the ideas based on their background experiences freely at the beginning of the writing process. Following Christenson (2002) claimed that pre-writing involves everything the writer does before the beginning actual task of writing, including checking background knowledge, generating ideas, and making plans for approaching the writing task. Similarly, Wang (2014) stated that in the pre-writing stage, the writers can brainstorm about the given topic, which allows them to share ideas, learn from each other, and produce new ideas.

In the idea selecting stage of this study, the teacher asked the students' experiences on the topic *'The first time I arrived at this school'* and let them brainstorm their ideas freely. Then, the teacher showed the example of a narrative paragraph story, explained the definition of a narrative paragraph, and grammar explanation related to the content of the model of the narrative paragraph story. To support the students in making composition correctly and clearly in English, the teacher used guiding questions and taught the grammar in simple past tense structure using in the narrative paragraph. In terms of guiding questions, the students had the opportunity to answer and find out some information that existed in the example of a narrative paragraph story. Guiding questions proposed to increase students' critical thinking and to know their understanding of the model of narrative paragraph story. Wulandari, Raja, & Hasan (2015) asserted that guiding questions are used to allow the learners a little freedom in structuring sentences in their writing tasks. Moreover, the teacher's instruction allowed the students to be clear in grammar use of the past event. It was



agreed upon by the students in the interview. The qualitative data from the semi-structured interview was excerpted as below.

*“Past Simple Tense is the necessary grammar in the narrative writing in my story. So, I have to have some of knowledge about Simple Past Tense before I could write the paragraph.”* (Student 1)

After the students learned the knowledge in a narrative paragraph and grammar use, the teacher let the whole class students choose the most popular topic out of five prepared issues to use in their writing tasks. Finally, ‘*My happiest moment*’ was voted to be the most exciting topic. Selecting the topic by oneself affects the students easily in expression, generating ideas, and content freely. To support this claim, the qualitative data from the semi-structured interview are excerpted as below.

*“Choosing the topic freely helped me increase the effectiveness of writing because it came out of my background experiences. Moreover, I could express the ideas via writing to lead the readers to imagine accordingly.”* (Student 1)

Regarding allowing the students to choose their topic freely, it had a positively significant effect on them to generate and create their content based on what they want. This strategy was used to find the students’ understanding of narrative writing and the needs of the topic to make it easier for them to generate and create their own content. The result showed that this stage instruction had affected the students’ writing skills significantly in helping them master using grammar and the topic that was going to be written.

#### **Taking aside stage**

This stage is also conducted to be one of the pre-writing processes. Before the students would write the rough draft, they would be asked to distinguish and list the essential issues used in their draft. Thus, the implementation of this stage focused on the effectiveness of using mind mapping in generating the content and ideas appropriate with the topic that they had chosen. Boonpattanaporn (2007) reported that using mind mapping and listing ideas is one way of gathering information before writing an English essay. In the beginning, the students were asked to brainstorm what they would write as much as possible. Karim, Abu, & Khaja (2016) affirm that

through brainstorming activities, learners can be guided to overcome some problems that they face in writing tasks. Then, the teacher suggested the students distinguish the essential issues and ideas by using the mind mapping model. After that, the students used mind mapping to distinguish the issues and ideas that they should write in their drafts. Meanwhile, the composition of the issues in mind mapping based on the structure of their story consisted of ‘Who was in the story?’, ‘Where did the event take place?’, ‘When did it happen?’, ‘What did it happen?’, and ‘How did it happen?’. The student could add more issues to be clear in their story as possible as their experience could be. Apparently in the current study, mind mapping could enhance the effectiveness in generating their content and taking aside their ideas to use in the draft appropriately in the next stage of the implementation. To support this claim, the qualitative data from the interview are excerpted as below.

*“While working on the writing tasks, I had a hard time managing the writing process. I didn’t know about the beginning, the middle and the end of a narrative paragraph. So, when the teacher introduced the mind mapping activity to me, it helped increase my ability to write this type of paragraph.”*  
(Student 1)

Moreover, it significantly showed a high level at 4.00 of the mean score in the questionnaire that *“Using mind mapping affected me to generate the ideas and content effectively.”* And to emphasize that using mapping significantly affected the students’ writing skills, it was shown in the interview. The qualitative data from the semi-structured interview are excerpted as below.

*“Using mind mapping made me understand how to write a narrative paragraph.”* (Student 3)

From the explanation above, it could be stated that taking aside in writing activity by using mind mapping should be given to help the students to construct their composition of content and generate their ideas in their drafts based on the appropriate topic.

### Organizing stage

This stage is the third stage of the combination of STOP and POWER strategy. It was focused on outlining what the students are going to write based on the topic. The purpose of organizing is to provide the students with the structure of the narrative paragraph. Gregg & Steinberg (2016) states that the purpose of the organizing process is to choose the most helpful of the materials retrieved by the generating process and organize them into a writing plan. In this study, the teacher employed a pattern guideline model to determine and encourage the students in organizing narrative paragraph writing. It focused on the sequence of the event: beginning, middle, the end, and conclusion of the story. The teacher taught the students how to organize and manage the information and practiced organizing their data using pattern guidelines of the narrative paragraph structure. After that, the students were asked to rearrange the right of the sequence of the event in their story. The result of using a pattern guideline as to the worksheet in the task affected the students increasing the mastery of organizing the narrative paragraph. According to the students' responses in the interview, the qualitative data from the semi-structured interview are excerpted as below.

*“It had to be analyzed what should be as the beginning, the middle, and the end of the story. When I wrote in the real context, it affected me and my paper effectively.”* (Student 1)

Moreover, the other student responded to the effectiveness of pattern guideline in the semi-structured interview that:

*“The guideline for writing helped me organize my thinking process.”*  
(Student 2)

In addition, Boumediance, Berrahal & Harji (2017) states that the worksheet is given to help students organize their ideas easily. This research concerning the importance of organizing in writing activity had highlighted that organizing in narrative paragraph writing could significantly enhance and strengthen the students' knowledge and understanding in organizing their ideas and information in the narrative paragraph structure.

### **Writing stage**

This stage was considered as the most challenging task for the writers because it involved many aspects of writing which consisted of content, organization, grammar use, vocabulary, mechanism (Widiati & Cahyono, 2016). This stage, the students learnt the model of narrative paragraph prepared by the teacher and wrote the first draft by organizing the information in the model of narrative paragraph, mind mapping, and a pattern guideline that they produced in pre-writing (taking aside and organizing stage) activities. In the writing activity, the teacher also guided the students to write the first draft individually by asking them to model what they had organized in mind mapping and a pattern guideline as to the information. Then, the students composed what they had reviewed from mind mapping and a pattern guideline. After composing what they had modeled, they would have more confidence. They could use the knowledge of narrative paragraph model, background information from mind mapping and a pattern guideline in writing because they already had had enough experience in narrative paragraph writing. Modeling that they had done was considered an essential factor by the students since they did not know how to compose an excellent narrative paragraph in their writing. Muhari et al. (2017) summarized in their paper that modeling was beneficial to the students' conceptual development and helped them to have a conceptual understanding of writing. Therefore, this study presented a model of a narrative paragraph at the first meeting in order that the students were familiar with this genre.

### **Planning more stage**

This stage is the process of emphasizing in which the students had written on the first draft. At this stage, the students were asked to review their rough draft to check some errors or a lack of some content, ideas, grammar, vocabulary, and mechanics. Then, the students worked in small groups to recheck their friends' drafts and brainstorming to find the error details, and the information lacked in the paragraph. Karim, Abu, & Khaja (2016) confirmed that through brainstorming activities, learners can be guided to overcome some problems that they face in writing tasks. After that, the students were asked to give some feedback to their friends on the error details. They were then asked to provide some information lacking in their friends' paragraphs. Brown (2001) stated that peer evaluation is an accurate sharing process. Not only did they get

feedback from their classmates, but they also gave feedback to them. Moreover, Khaki & Biria (2016) revealed that students could have a positive attitude, and they could work together and tolerate each other when they have a different opinion. Finally, the students used the necessary feedback from their friends to add more information, modify some contents, edit some errors, and rectify their draft. From the reports above, brainstorming in the group affected the students' positive relationship to share ideas and exchange each other on knowledge in writing.

In contrast, using friends' feedback or peer feedback has significantly less positive attitudes than other aspects. The result of the mean score in the questionnaire revealed that peer feedback or peer evaluation had less statistical mean score in improving their writing skills in terms of grammar use at 3.85, vocabulary at 3.90, and mechanics at 3.88. Insightly, students might have less confidence to believe that some of their friends had enough background knowledge in terms of grammar use, vocabulary, and mechanics to correct them.

### **Evaluating stage**

This stage is the process of post-writing. The stage was called peer evaluating or peer editing. Brown (2001) stated that peer evaluation is an accurate sharing process. Not only did they get feedback from their classmates, but they also gave feedback to them. In this stage, the teacher gave an example of what and how to evaluate, and even guide the students in editing. Since the focus of this stage was some aspects of writing: grammar use, vocabulary, and mechanics. After that, the students were asked to exchange their drafts with their partners. Then they were asked to edit their friends' drafts or even their drafts in terms of spelling, capitalization, punctuation, grammar use, and mechanics. Through the peer evaluating stage, Dirgeyasa (2016) reported that the learners were motivated to learn the mechanical aspects in the right way by having an understanding of it, the learners could find and show the mechanical errors on their friends' draft or even their draft. Moreover, by holding peer editing to edit the draft, Khaki, et al. (2016) revealed that the students could have a positive attitude, and they could work together and tolerate each other when they have a different opinion. Insightly, this study showed that the students had less positive attitudes toward using peer evaluating and peer editing because they might not be confident in the mastery of



their friends in grammar use, vocabulary, and mechanics toward evaluating and editing the draft. According to this study's results, the mean scores of the questionnaire showed that peer evaluation or peer editing effected less significant improvement than the other factors such as grammar used at 3.85, vocabulary at 3.90, and mechanics at 3.88. Nevertheless, the teacher should make sure that the students would have enough knowledge in using grammar, vocabulary, and mechanics toward evaluating and editing the draft and find the appropriate way to enhance the effectiveness of the students' confidence in using peer evaluation and peer editing. To support this claim, the qualitative data from the semi-structured interview are excerpted as below.

*“It will be better if the teacher teaches and emphasizes the use of correct grammar. I saw a lot of grammatical mistakes in my classmates' paper, but I didn't know how to correct them. If the teacher had taught me about grammar, I would have been more helpful to my classmates when giving them feedback.”*

(Student 1)

### **Re-examining and rewriting stage**

This stage was the last step of the implementation that focused on re-examining and rewriting the final draft before the paper would be submitted to the teacher. The implementation of this stage, the teacher showed the students how to re-examining and giving more feedback on the examples of students' draft in the class specifically. Arege (2015) argues that corrective feedback from the teacher can enhance the students' motivation in writing. It is obvious that the students found it easier to find as many as possible ideas, sentences, and words because the teacher prepared appropriate feedback during the implementation. To be emphasizing on the effectiveness of the teacher's feedback in this study, the students showed a positive significance at a high level in the questionnaire. The result showed the mean score of the students' agreement in the questionnaire that *“The teacher' feedback helped the students to use grammar, vocabulary, and mechanics correctly.”* The mean score was 4.30 of grammar use, 4.28 of vocabulary, and 4.20 of mechanics at a high level. Therefore, the teacher's feedback is also one of the essential factors to help to increase the students' confidence in writing and enhance the students' writing skills.



Then, the students practiced analyzing paragraphs, re-examining more mistakes and errors, and gave some necessary feedback in their draft. In this step, the students practiced re-examining and re-reading, which had been evaluated by their peers. They emphasized again the corrective of their final draft before submitting to the teacher. It is an effective way for the students to increase accuracy in examining using language, vocabulary, and mechanics correctly. In contrast, re-examining the content and organization of the paragraph seems to be less concentrated. It might be that the students were a beginner to writing. They were inexperienced and had not enough experiences to examine and adjudge content and organization of the paragraph. To make sure that the final draft of the students will be completed, the teacher should shape the students in all issues of writing including content, organization, grammar use, vocabulary before submission, and mechanics. Finally, the students were asked to rewrite what had been re-examined on the worksheet as the final draft before submitting it to the teacher. Re-writing what had been examined and evaluated affected the students' accuracy in writing from the beginning until the end of a narrative paragraph regarding content, organization, grammar use, vocabulary, and mechanics before submitting to the teacher.

## **5.2 Limitations of this study**

Although the findings of the study indicated the improvement of the utilization of the strategic writing techniques in promoting the students' writing skills, and the students expressed the positive attitudes towards teaching strategic writing techniques, the study had some limitations. Firstly, using strategic writing techniques: the seven abbreviated stages via the combination of STOP and POWER strategy in teaching are multiple stages for students to follow and take many times. As Fitria (2015) said that writing is difficult and boring skills to find and generate ideas for senior high school. Some of the students may be bored and unmotivated to write and produce the effective paper. Secondly, a 100-word narrative paragraph writing was the students' concern mostly because word count limitation during writing tasks on handwriting may affect the students' writing due to the students being concerned and spending more time on counting the words. Thus, the students may have less intention in paragraph writing, such as generating ideas, organizing, grammar use, vocabulary, and mechanics, as expected. Thirdly, peer evaluating or a small group evaluating may

be seen as an effective way to promote the evaluation stage. However, students' attitudes toward using peer evaluation are quite not agreeable because they had doubts about their peers or classmates' performances in terms of corrective grammar use, vocabulary, and mechanics. To support this claim, the qualitative data from the semi-structured interview are excerpted as below.

*“It will be better if the teacher teaches and emphasizes the use of correct grammar. I saw a lot of grammatical mistakes in my classmates' paper, but I didn't know how to correct them. If the teacher had taught me about grammar, I would have been more helpful to my classmates when giving them feedback.”*  
(Student 1)

In the same way, some of the students were concerned and avoided correcting their classmates' papers because they had insufficient knowledge of grammar, vocabulary and they lacked confidence in correcting their friends' papers. Similarly, Ferris (1995) claimed that any fear of resistance or reluctance to use peer feedback among students, for various reasons, such as: mistrust of peers' competence, dislike of some types of formulation of feedback.

### **5.3 Pedagogical Implications**

Writing seems to be a tedious and challenging skill for the students. As Muhari et al. (2017) said, writing is usually considered as the most difficult to master among the four language skills. Moreover, writing instruction of teachers should be also developed in the real context. Some teachers assign students a writing task and ask for submitting immediately. Students may not be clear what they are going to write, and how they should begin in their paper. It means that teachers have less strategy and knowledge in teaching the process of writing. It causes students' lack of knowledge in the right process of writing to support them in achieving their goals of writing. So, the basic process of writing used in the general consists of pre-writing, writing, and post-writing.

The implementation uses the process of pre, while and post writing, students may know and understand further on stages of writing such as; pre writing stage, students could plan what they are going to write before writing. Writing stage, students could use the information from the pre-writing stage to produce an effective paragraph

writing. And post stage, evaluating will be conducted to emphasize students' accuracy of writing and producing a quality of work.

As mentioned above, writing instruction is not only teaching the process of writing but it should also be taught a variety of writing strategies related to the types of writing. It could answer the question by integration of the process of writing with writing strategies in this research. The current study was conducted by the strategic writing techniques using the combination of STOP and POWER strategy as the process of writing in seven stages abbreviated instruction regarding S, T, O as pre-writing, W, P as writing, and E, R as post writing. In the pre-writing stage of the implementation, the students were taught by using mind mapping and pattern guideline models to support the students' regard to generating ideas, constructing content, managing data and organizing ideas and paragraphs effectively including the necessary grammar instruction used in writing. After implementation of this stage, it revealed that the students could use mind mapping in generating ideas, constructing content, managing primary data and use pattern guidelines in organizing ideas and paragraphs including using the necessary grammar based on teacher' instruction to communicate via written word correctly. To support this claim, the qualitative data from the semi-structured interview are excerpted as below.

*“While working on the writing tasks, I had a hard time managing the writing process. I didn't know about the beginning, the middle and the end of a narrative paragraph. So, when the teacher introduced the mind mapping activity to me, it helped increase my ability to write this type of paragraph.”*

(Student 1)

*“The guideline for writing helped me organize my thinking process.”*

(Student 2)

In the writing stage of the implementation, the students were asked to write the first draft based on the primary information organized in the previous stage. In addition, the students could rearrange what had been planned and add more details lacking in the paragraph to complete their ideas and contents in their draft. This stage of

implementation showed that the students could write a 100-word narrative paragraph systematically based on what they had planned and organized on the pattern guideline in the previous stage. From the results, using strategic writing techniques via mind mapping, pattern guideline and the teacher's instruction through two processes of writing had a positive significance on students' writing skills in generating ideas, constructing content, organizing ideas and paragraphs and writing the effective draft. To support this claim, the qualitative data from the semi-structured interview are excerpted as below.

*“The teacher helped me organize my thoughts and analyze the sequence of events based on the guideline (beginning, middle, the end). Her explanations with the use of mind mapping led me to the clear steps to write a paragraph.”*  
(student 1)

*“The guideline for writing helped me organize my thinking process.”*  
(Student 2)

*“Using mind mapping made me understand how to write a narrative paragraph.”* (Student 3)

In the post-writing stage, peer evaluation, a small group evaluation, and self-evaluation were used to conduct the implementation. After students produced the first draft, students were asked to evaluate and re-examine what had been written by peers and self. It is the stage that emphasizes on the students' accuracy in all of the process in writing. Students evaluated their friends' draft and perceived more insight in errors and mistakes consisting of grammar, vocabulary, mechanics. Those errors and mistakes could be used to adapt, apply, edit, and revise the own paper at the last stage of the implementation before submitting to the teacher. To support this claim, the qualitative data from the semi-structured interview are excerpted as below.

*“During the post writing stage, my classmates and I made sometimes made the same errors. We learned from this stage about how to correct*

*the mistakes to prevent them from happening again next time.*” (Student 1)

*“Evaluating friends’ paper affected me know where the errors of grammar are? and return to find my own mistakes.”* (Student 3)

It is a good way for the students in completing their final draft and to increase the students’ accuracy in using grammar, vocabulary, and mechanics effectively.

Therefore, this current study illustrated that using strategic writing techniques by the combination of STOP and POWER strategy via seven abbreviated stages (S, T, O, W, P, E, R) could improve the students’ writing skills in the narrative paragraph regarding content, organization, grammar use, vocabulary, and mechanics effectively.

#### **5.4 Conclusion**

This study aims 1) to investigate the effect of strategic writing techniques by using the combination of STOP and POWER strategy in promoting Thai EFL students’ writing skills in narrative paragraph writing and 2) to examine the students’ attitudes toward teaching strategic writing techniques. The finding of the current study showed that the improvement of the students’ writing skills in narrative paragraph writing toward teaching strategic writing techniques was mean score 11.40 in the pre-test, and 20.26 in the post-test. Moreover, the students showed a positive attitude at a high level significantly toward teaching strategic writing techniques. Therefore, the results of the current study illustrate that the implementation of using the combination of STOP strategy and POWER strategy in teaching is successful in promoting the students’ writing skills and increasing the students’ positive attitude toward writing instruction effectively.

#### **5.5 Recommendations for further study**

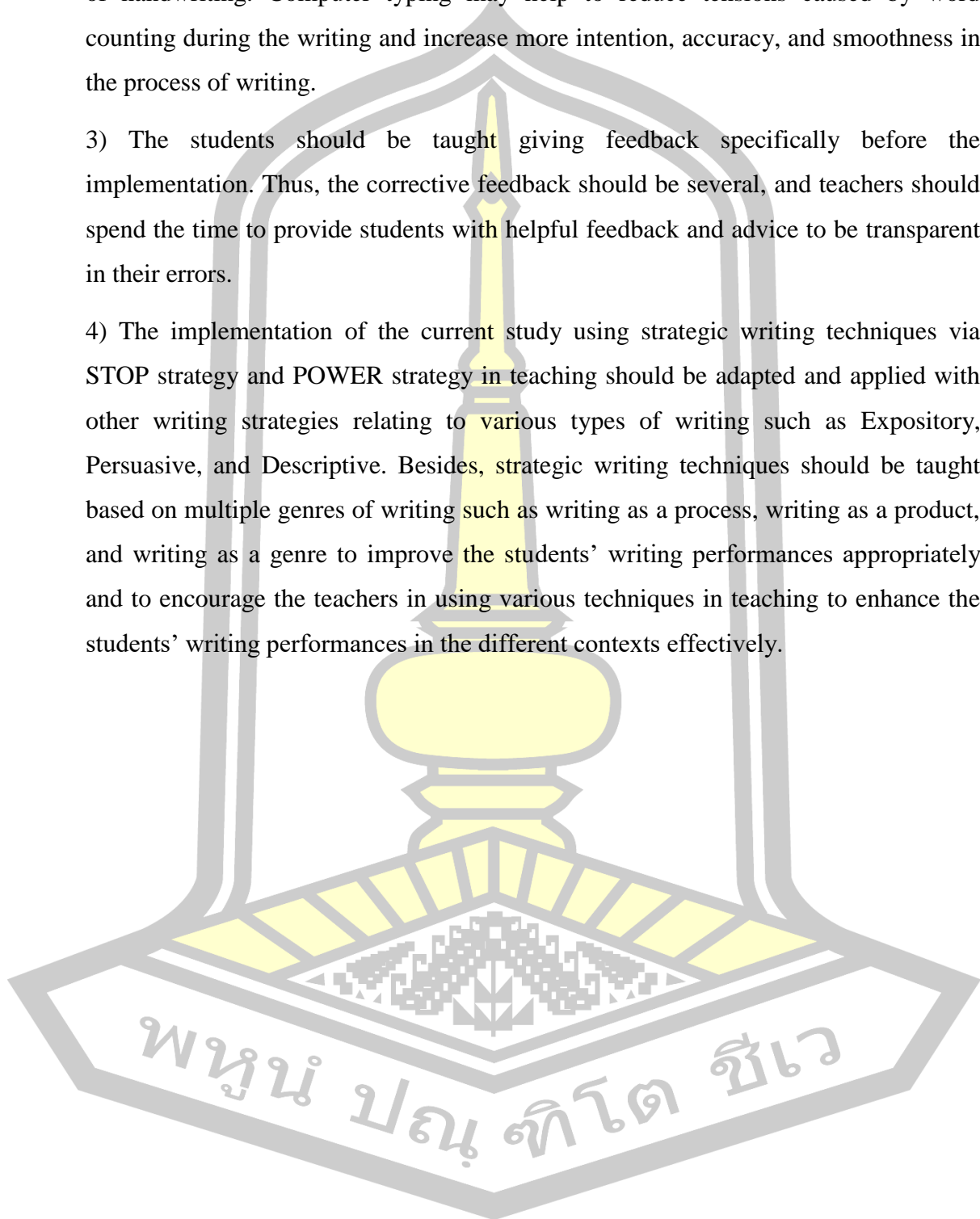
Further studies will be more completed in terms of the implementation; it needs to apply the recommendations to further studies as presented:

1) Teachers may have to provide various strategies to assist in enhancing and motivating the students in each stage of instruction to achieve the goal of writing appropriately.

2) Teachers may allow the students to use the computer in typing their drafts instead of handwriting. Computer typing may help to reduce tensions caused by word counting during the writing and increase more intention, accuracy, and smoothness in the process of writing.

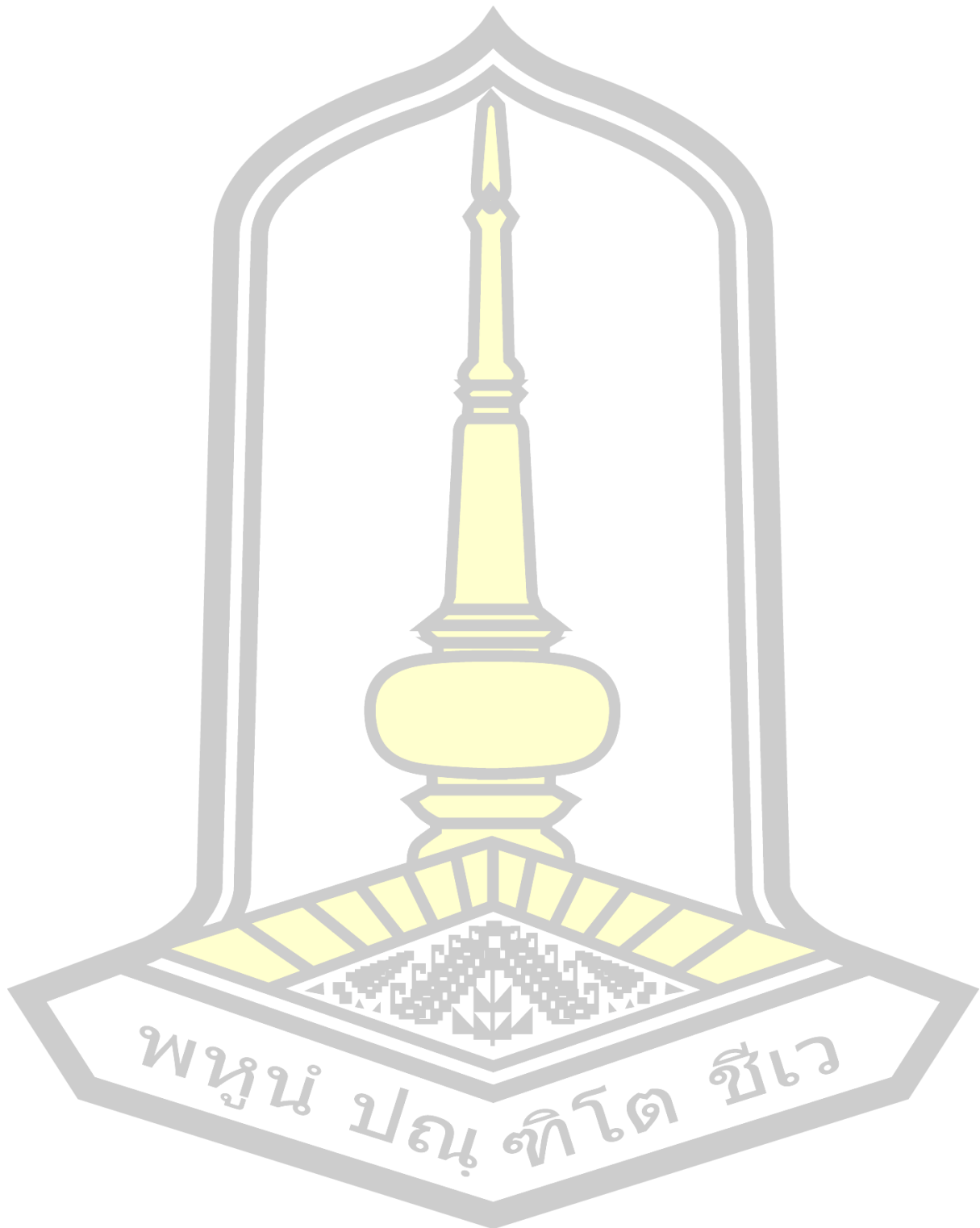
3) The students should be taught giving feedback specifically before the implementation. Thus, the corrective feedback should be several, and teachers should spend the time to provide students with helpful feedback and advice to be transparent in their errors.

4) The implementation of the current study using strategic writing techniques via STOP strategy and POWER strategy in teaching should be adapted and applied with other writing strategies relating to various types of writing such as Expository, Persuasive, and Descriptive. Besides, strategic writing techniques should be taught based on multiple genres of writing such as writing as a process, writing as a product, and writing as a genre to improve the students' writing performances appropriately and to encourage the teachers in using various techniques in teaching to enhance the students' writing performances in the different contexts effectively.





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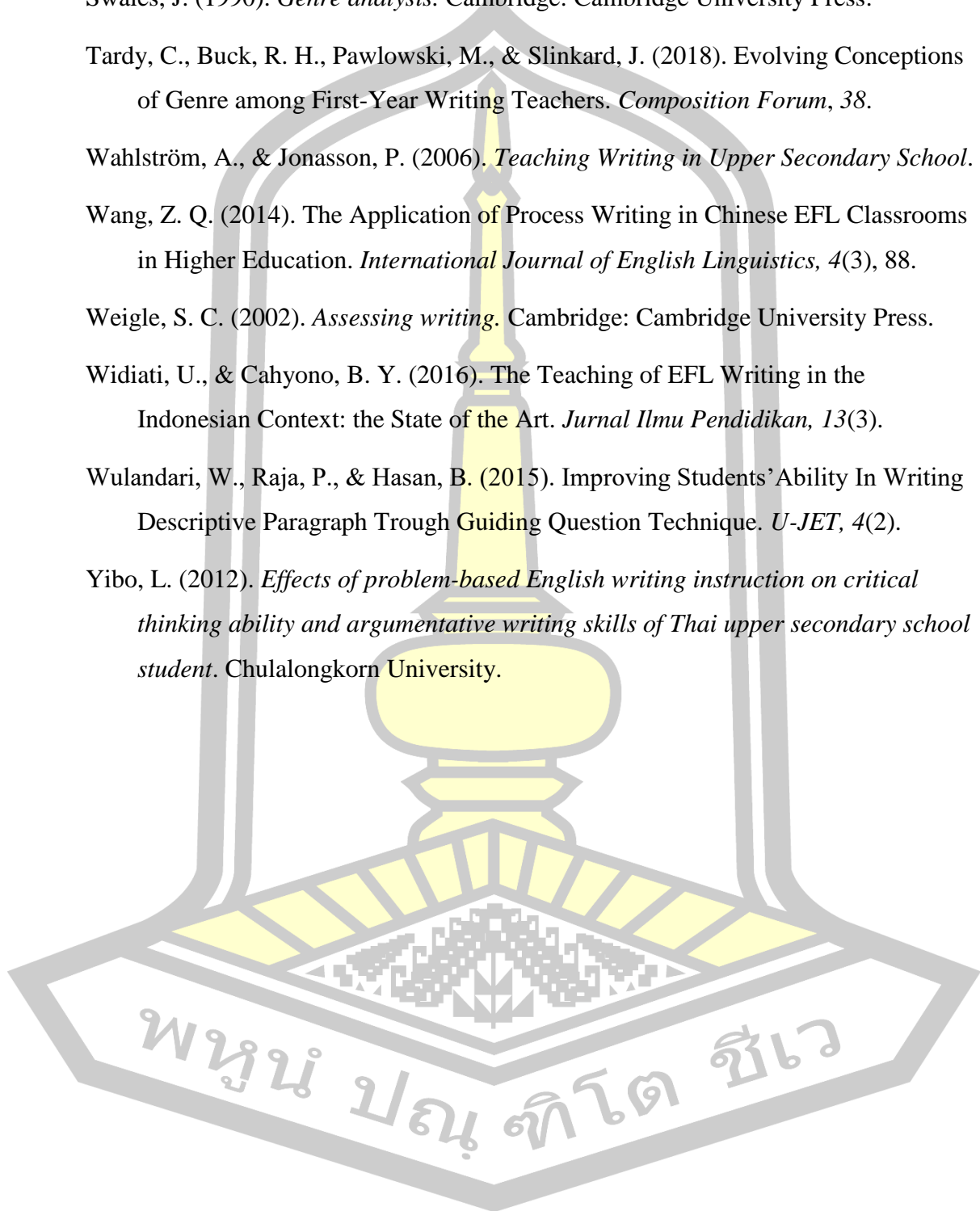
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## APPENDICES

**Appendix A: Writing Tests**

**Appendix B: Lesson Plan**

**Appendix C: Writing Tasks**

**Appendix D: Questionnaire**

**Appendix E: Semi-structured Interview Questions**

**Appendix F: Scoring Rubric**

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**Appendix I: The Examples of the Students' Writing Test**

**Appendix J: Transcription of the interview**



### Appendix A: Writing Test

**Topic:** My unforgettable experiences

**Directions:** Write a 100-word narrative paragraph on the topic has given above.

NAME \_\_\_\_\_

No. \_\_\_\_\_

Scores					
Content	Organization	Grammar use	Vocabulary	Mechanics	Total (25)

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Appendix B: Lesson Plan

**Subject:** Basic English

**Level:** Mattayomsuksa 4

Content	Stage	Content	Time	Assignments	Point
<b>Class orientation</b>			30 mins.	-	-
<b>Pre-test</b>			1 hr.	Writing test	25
Lesson Plan1	Selecting ideas	-Be sure about the topic -Think and Gather information -Freewriting what students thought	2 hrs.	Worksheet1	
Lesson Plan2	Taking aside	-Read model paragraph guideline -Brainstorm and list essential ideas	2 hrs.	Worksheet2	
Lesson Plan3	Organizing	-Narrative writing instruction, Grammar in use -Organize ideas and content	2 hrs.	Worksheet3	
Lesson Plan4	Writing	-Writing narrative paragraph what student had organized (first draft)	2 hrs.	Worksheet4	
Lesson Plan5	Planning more	-Read what have written, Modify and rectify ideas and content	2 hrs.	-	
Lesson Plan6	Evaluating	-Evaluating guideline -Self evaluating/ Peer check	2 hrs.	-	
Lesson Plan7	Re-examining/ rewriting	-Rereading, editing what have evaluating -Revising (the final draft)	2 hrs.	Worksheet5	
<b>Post-test</b>			1 hr.	Writing test	25
<b>Questionnaire</b>			30 mins.	Questionnaire	
<b>Interview</b>			1 hr.	Questions	
<b>Total</b>			<b>18 hrs.</b>	<b>7 pcs.</b>	

### Lesson Plan 1

**Stage:** Selecting ideas  
**Level:** Mattayomsuksa 4

**Topic:** Selecting ideas  
**Time:** 2 hours

#### 1. Standards/Indicators

**Standard F1.1/1** Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

**Standard F1.3/1** Speak and write to present data themselves/experiences, news/incidents, matters and various issues of interest to society.

#### 2. Concepts

- To know and understand the topic of writing, the definition of narrative paragraph writing, simple past tense to uses in their paragraphs writing based on their ideas freely.

#### 3. Learning outcomes

- Students are able to understand the writing topic, the definition of narrative paragraph writing and simple past tense that uses to narrate their stories.
- Students are able to narrate their story in a 100-word paragraph based on their experiences and background freely.

#### 4. Teaching procedures

Stages	Activities
<b>1. Warm up</b>	- Teacher asks the students' experiences on the time first arrived at this school and lets the students express based on their ideas freely.
<b>2. Present</b>	<ul style="list-style-type: none"> <li>- Teacher explains the definition of narrative paragraph to the students and lets them clear on it by details.</li> <li>- Teacher shows the model of narrative paragraph story to the students to lets them clear on the structure and how it is going on.</li> <li>- Teacher teaches the students simple past tense that will be used to write in the paragraph.</li> </ul>
<b>3. Practice</b>	<ul style="list-style-type: none"> <li>-Teacher lets the whole class students vote the most popular topic out of five prepared topics to use in their writing tasks.</li> <li>- Students practice expression their ideas toward using simple past tense by writing short sentences related to the topic as much as they can.</li> </ul>
<b>4. Production</b>	- Students write their paragraphs based on their experiences and background knowledge freely on worksheet1 prepared by the teacher in 5 minutes.

#### 5. Instruments

- The model of narrative paragraph story

#### 6. Assessment

- Worksheet1







## Worksheet 3

**Directions: Complete the information in the blanks appropriately.**

**1. Background information**

**A topic sentences:**

**What story/ event is about?:**

**Who it is about?:**

**When it happens?:**

**Where it happens?:**

**Where is the source of the narration?:**

**2. The Story / Event**

**The beginning of the story:**

**The middle of the story:**

**The end of the story:**

**3. The Conclusion.**

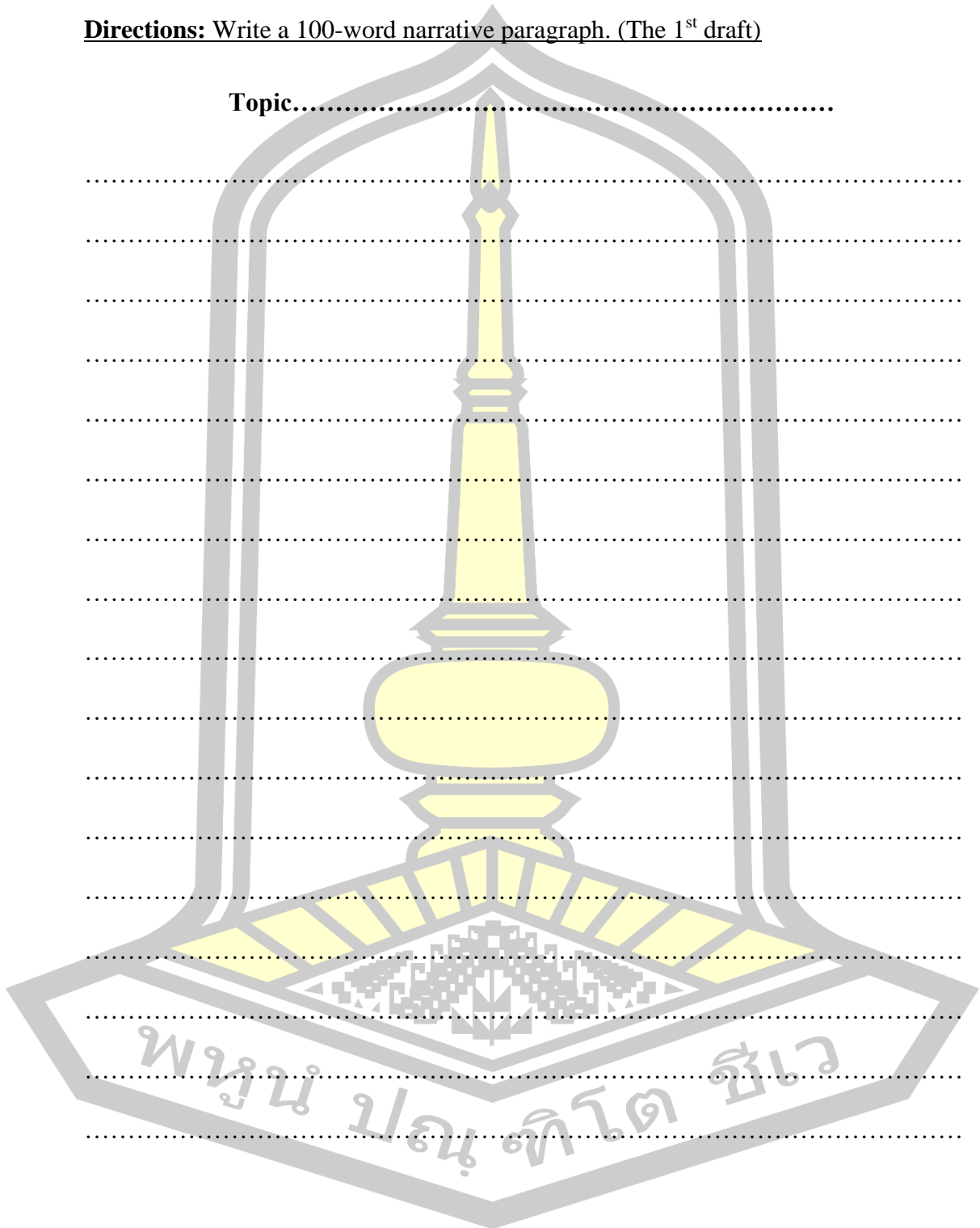
**• Restate the topic sentence, • Give a concluding remark, • Make a prediction about the story, • or Make a suggestion.:**

NAME \_\_\_\_\_ No. \_\_\_\_\_

**Worksheet 4**

**Directions:** Write a 100-word narrative paragraph. (The 1<sup>st</sup> draft)

**Topic**.....

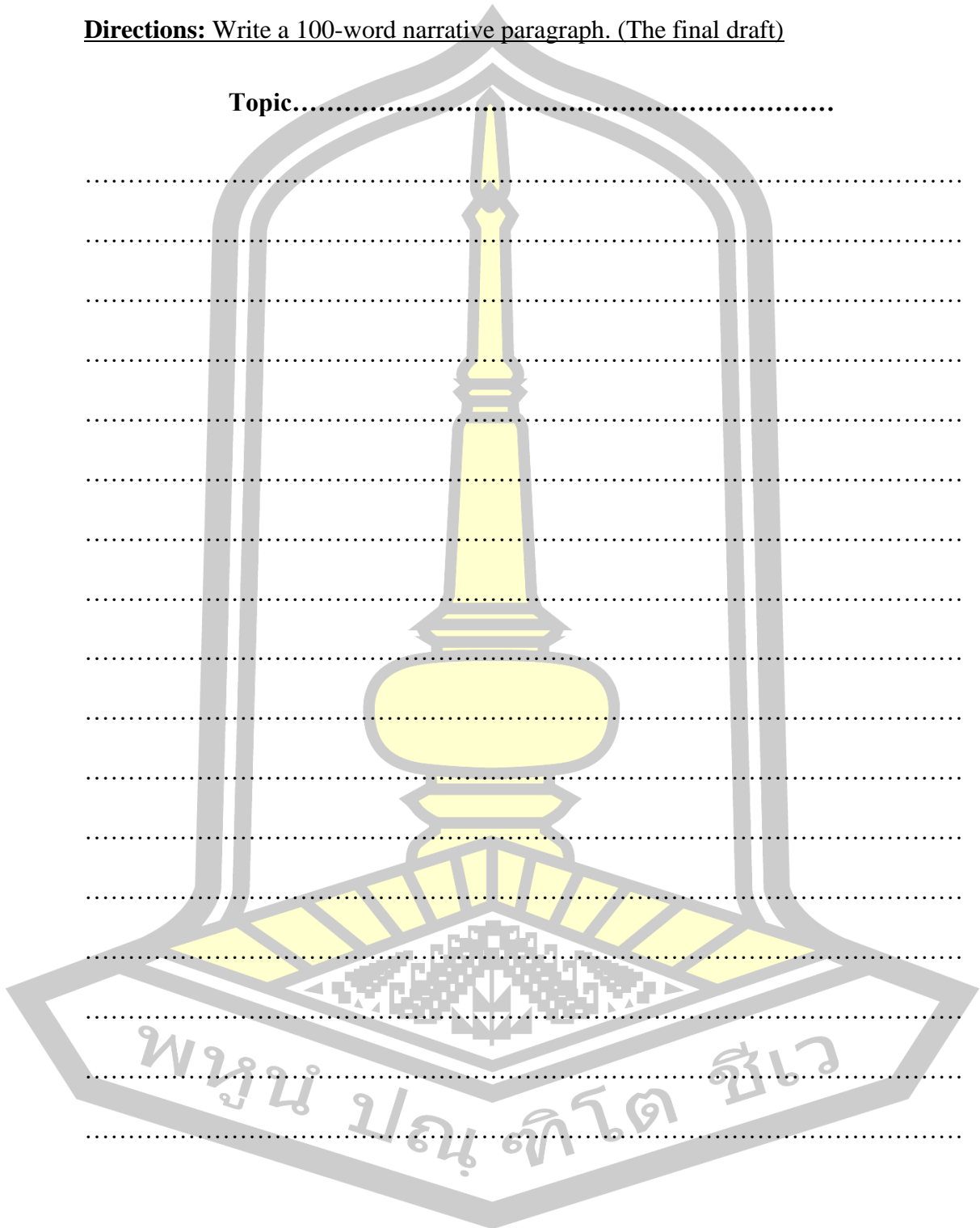


**NAME** \_\_\_\_\_ **No.** \_\_\_\_\_

**Worksheet 5**

**Directions:** Write a 100-word narrative paragraph. (The final draft)

**Topic**.....



**NAME** \_\_\_\_\_ **No.** \_\_\_\_\_

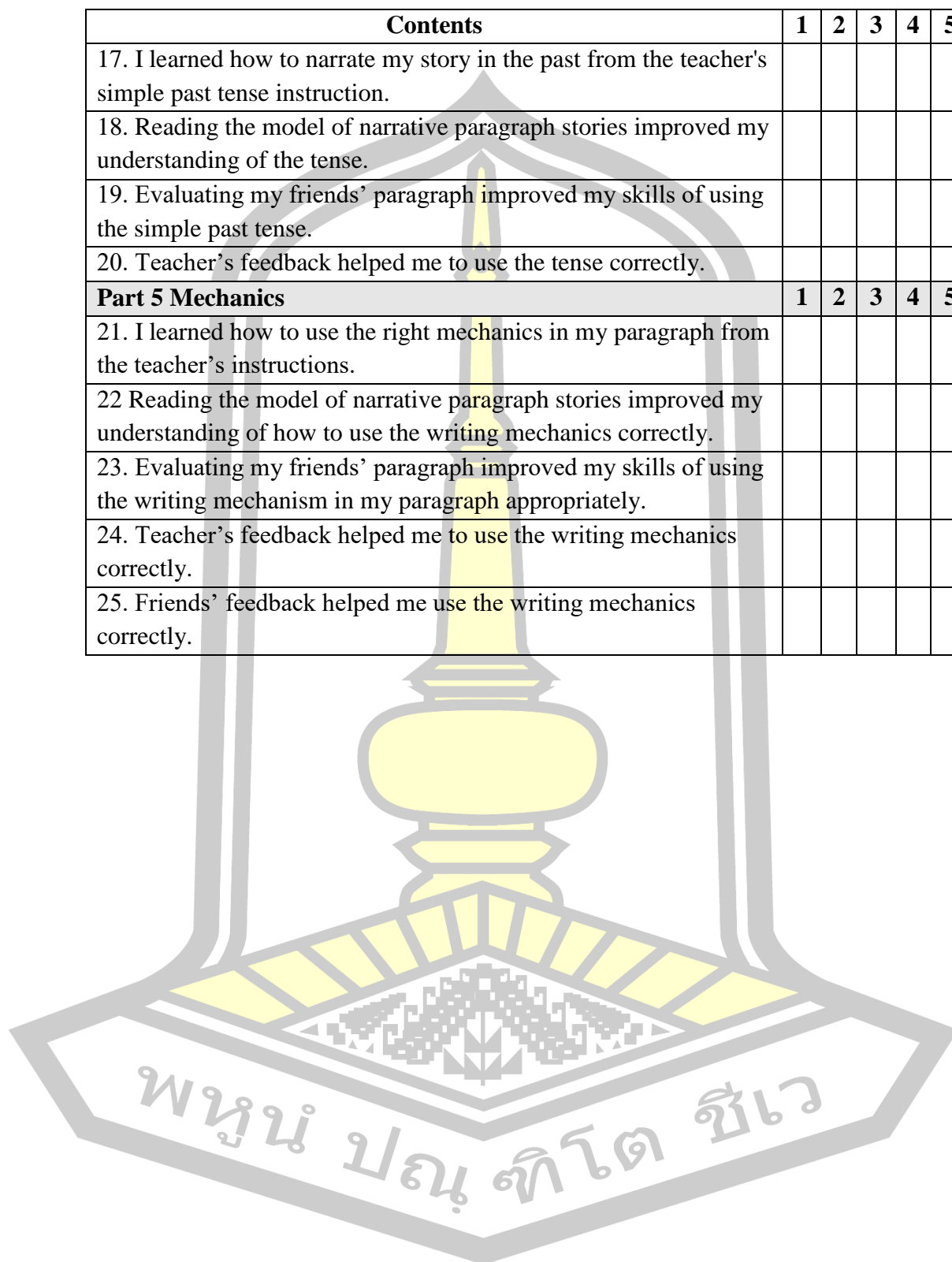
### Appendix D: Questionnaire

**Directions:** Please answer each question by placing a check mark (✓) over the number that best represents your level of agreement. The key below indicates what each number means.

**5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree**

Contents	1	2	3	4	5
<b>Part 1 Content</b>					
1. Choosing the topic by myself allowed me to write more effectively.					
2. The models of narrative paragraph story showed me how I am going to write.					
3. Teacher' encouragement led me to use my own background experience to generate content freely.					
4. Using my own background experience encouraged me to express more ideas freely.					
5. Using mind mapping affected me to generate the ideas and content effectively.					
<b>Part 2 Organization</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6. Using mind mapping helped me manage and pick up the important ideas in my paper.					
7. I learned the process of organization ideas through a mind mapping model.					
8. Using a mind mapping model improved the organization of ideas in my draft effectively.					
9. Jigsaw game improved the skill of organization effectively.					
10. Pattern guides helped me to organize the right ideas in a paragraph effectively.					
<b>Part 3 Vocabulary</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11. I learned how to use words about the past and to put them into narrative paragraphs by the teacher's instruction.					
12. Reading my friends' paragraph showed me how to use words about past events carefully.					
13. Practicing writing the paragraphs for many times made me use various words correctly.					
14. Evaluating my friends' paragraph improved my skills of using vocabulary.					
15. Teacher's feedback helped me use the words correctly.					
<b>Part 4 Grammar use</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16. Simple past tense course provided the necessary grammar in my paragraph appropriately.					

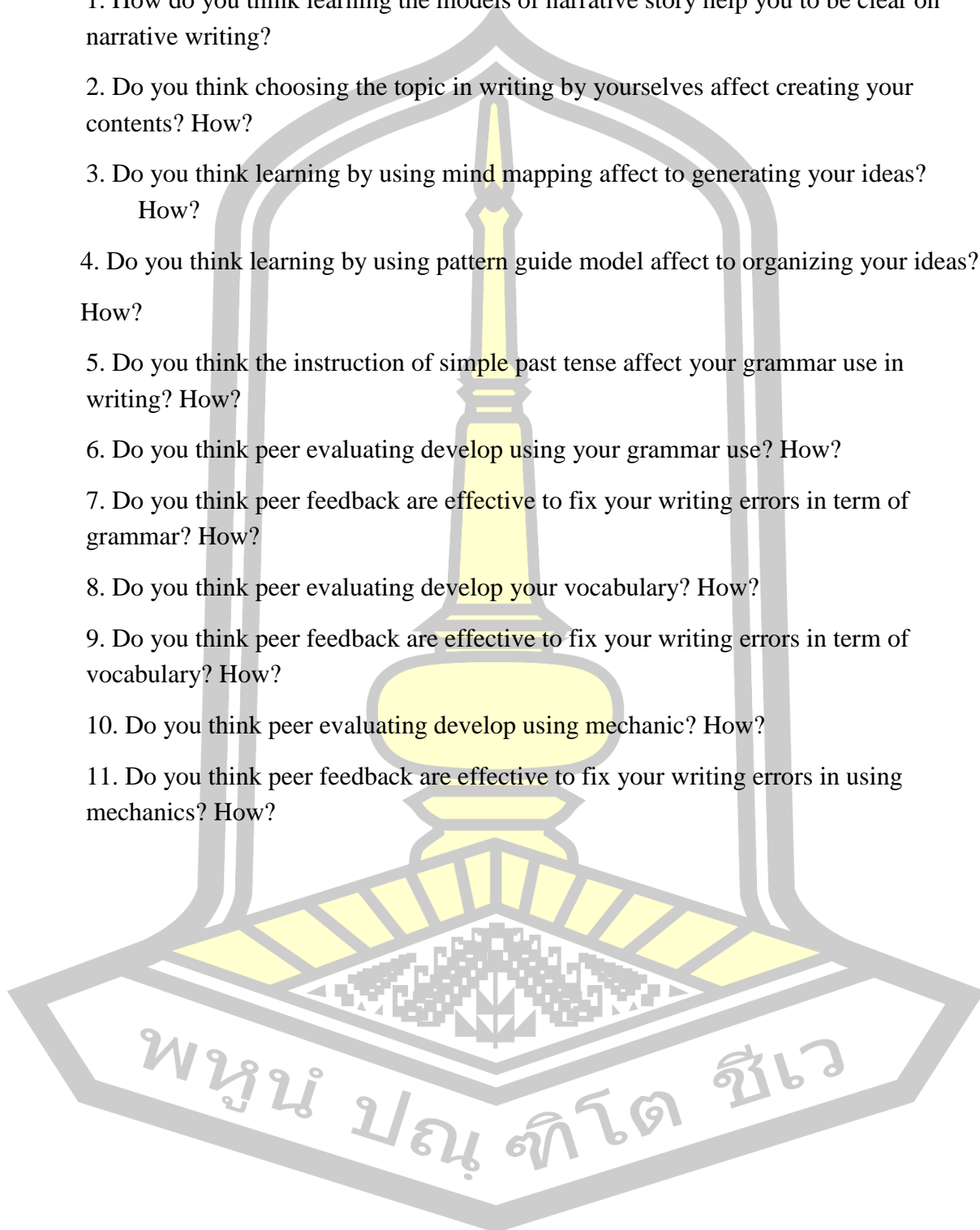
<b>Contents</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
17. I learned how to narrate my story in the past from the teacher's simple past tense instruction.					
18. Reading the model of narrative paragraph stories improved my understanding of the tense.					
19. Evaluating my friends' paragraph improved my skills of using the simple past tense.					
20. Teacher's feedback helped me to use the tense correctly.					
<b>Part 5 Mechanics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
21. I learned how to use the right mechanics in my paragraph from the teacher's instructions.					
22. Reading the model of narrative paragraph stories improved my understanding of how to use the writing mechanics correctly.					
23. Evaluating my friends' paragraph improved my skills of using the writing mechanism in my paragraph appropriately.					
24. Teacher's feedback helped me to use the writing mechanics correctly.					
25. Friends' feedback helped me use the writing mechanics correctly.					





### Appendix E: Semi-structured Interview Questions

1. How do you think learning the models of narrative story help you to be clear on narrative writing?
2. Do you think choosing the topic in writing by yourselves affect creating your contents? How?
3. Do you think learning by using mind mapping affect to generating your ideas? How?
4. Do you think learning by using pattern guide model affect to organizing your ideas? How?
5. Do you think the instruction of simple past tense affect your grammar use in writing? How?
6. Do you think peer evaluating develop using your grammar use? How?
7. Do you think peer feedback are effective to fix your writing errors in term of grammar? How?
8. Do you think peer evaluating develop your vocabulary? How?
9. Do you think peer feedback are effective to fix your writing errors in term of vocabulary? How?
10. Do you think peer evaluating develop using mechanic? How?
11. Do you think peer feedback are effective to fix your writing errors in using mechanics? How?



### Appendix F: Scoring Rubric

The scoring rubric developed from Hyland (2003)

Criteria	Score	Description
<b>Content</b>	5	Ideas clearly stated
	4	Ideas fairly clear
	3	Ideas indicated, but not clearly
	2	Ideas hard to identify or unrelated
	1	Ideas missing
<b>Organization</b>	5	Well organized and coherent
	4	Moderately well organized and relatively coherent
	3	Not very well organized and somewhat lacking coherence
	2	Poorly organized and relatively incoherent
	1	Poorly organized and generally incoherent
<b>Grammar use</b>	5	Very few grammatical errors
	4	Only minor grammatical errors
	3	Major and minor grammatical errors
	2	Frequent grammatical errors
	1	Very frequent grammatical errors
<b>Vocabulary</b>	5	Excellent choice of vocabulary
	4	Good vocabulary
	3	Average vocabulary
	2	Weak vocabulary
	1	Very weak vocabulary
<b>Mechanics</b>	5	Accurate spelling and punctuation
	4	A few spelling and punctuation errors
	3	Some spelling and punctuation errors
	2	Frequent spelling and punctuation errors
	1	Many spelling and punctuation errors

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### Appendix G: Validation of the Questionnaire Items

Items	Experts			Total	IOC	Remarks
	1	2	3			
1	1	1	1	3	1	
2	1	1	1	3	1	
3	1	0	-1	0	0	Revised
4	1	1	1	3	1	
5	1	1	1	3	1	
6	1	1	1	3	1	
7	1	0	0	1	0.33	Revised
8	1	1	0	2	0.66	
9	1	1	1	3	1	
10	1	1	1	3	1	
11	1	1	1	3	1	
12	1	1	1	3	1	
13	1	1	1	3	1	
14	1	1	1	3	1	
15	1	1	1	3	1	
16	1	1	1	3	1	
17	1	1	1	3	1	
18	1	0	0	1	0.33	Revised
19	1	1	1	3	1	
20	1	1	1	3	1	
21	1	1	1	3	1	
22	1	0	0	1	0.33	Revised
23	1	1	1	3	1	
24	1	1	1	3	1	
25	1	1	1	3	1	

The list of expert names are as follows:

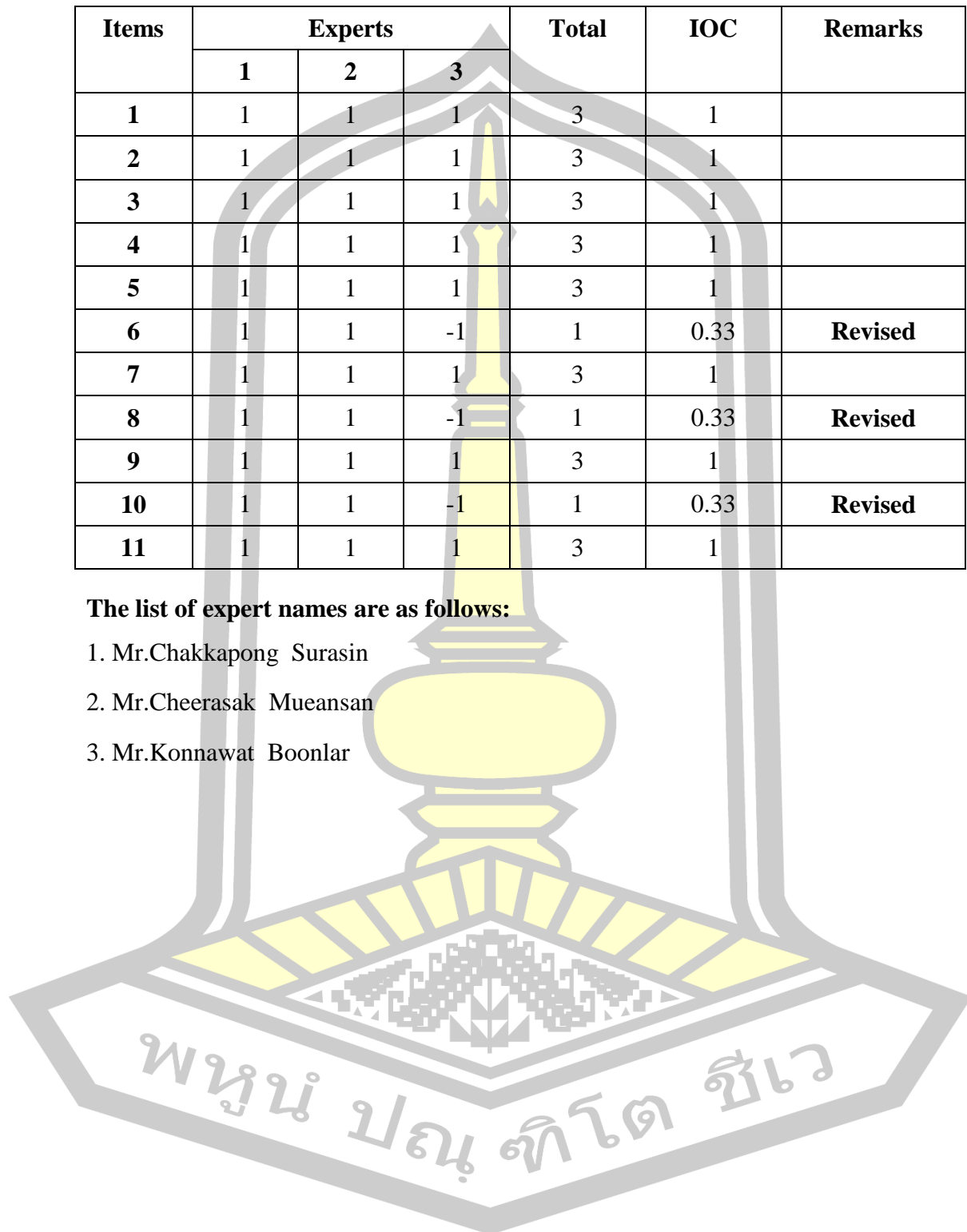
1. Mr.Chakkapong Surasin
2. Mr.Cheerasak Mueansan
3. Mr.Konnawat Boonlar

### Appendix H: Validation of the Semi-structured Interview Questions

Items	Experts			Total	IOC	Remarks
	1	2	3			
1	1	1	1	3	1	
2	1	1	1	3	1	
3	1	1	1	3	1	
4	1	1	1	3	1	
5	1	1	1	3	1	
6	1	1	-1	1	0.33	Revised
7	1	1	1	3	1	
8	1	1	-1	1	0.33	Revised
9	1	1	1	3	1	
10	1	1	-1	1	0.33	Revised
11	1	1	1	3	1	

The list of expert names are as follows:

1. Mr.Chakkapong Surasin
2. Mr.Cheerasak Mueansan
3. Mr.Konnawat Boonlar





**Writing Test (Post-test)**

**Directions:** Write a 100-word narrative paragraph on the topic has given below.

**Topic:** My unforgettable experiences

Last year, I have had the best moment. when I heard the news that I will play music. Let the royal family listen. I'm so glad to have done it. I have waited for that day. I have been very prepared. Finally, that day has arrived. I'm so excited. My heart beats very hard. Everything is very big. Finally she arrived. She walked to my room. We have started the show. she was very impressed with our perform. she walked out of the room. we are very proud. This is something I will neve forget.

NAME \_\_\_\_\_

No. 2

Scores					
Content	Organization	Grammar use	Vocabulary	Mechanics	Total (25)
4 5 5	4 4 4	3 3 3	4 4 5	4 4 4	19 20 21

Notes: \_\_\_\_\_



## (Pre-test)

NAME \_\_\_\_\_

No. 10

**Directions: Write a 100-word narrative paragraph.**

Topic: ..... My unforgettable experience

I ever been go to watch basketball championship at Mono stadium. I go to play basketball in the nationality tournament. I go to play street basketball at surin and I got end. I go to watch football tournament at Buriram stadium. I train to ride a bicycle with my father, at 6 years old.

## Scores

Content	Organization	Grammar use	Vocabulary	Mechanics	Total (25)
22	22	22	33	22	111

**Writing Test (Post-test)**

**Directions:** Write a 100-word narrative paragraph on the topic has given below.

**Topic:** My unforgettable experiences

When I was in M.2 I played<sup>in</sup> basketball tournament at Sirinthon school, and I got the 3rd<sup>rd</sup> then I went to watch national basketball tournament at Bangkok stadium. I saw my idol playing on the basketball court, and I liked him very much. Last year I went to play basketball tournament at Bangkok. It was the biggest competition, and It was my last time to play with my teammates. Because I would stop playing basketball. We got the 3rd. We didn't regret it because we did our best. then I quitted basketball, and turned to study: to be an astronaut.

NAME \_\_\_\_\_ No. 10

Scores					
Content	Organization	Grammar use	Vocabulary	Mechanics	Total (25)
4 3 4	4 3 4	4 4 4	4 5 4	3 3 3	19 18 19

Notes: \_\_\_\_\_

(Pre-test)

NAME \_\_\_\_\_

No. 27

**Directions: Write a 100-word narrative paragraph.**

Topic: ..... My unforgettable experience.....

Hello, My name is Jiratchaya. You can call me Carrot. I have many unforgettable experience, but I don't know how to write it. But there is on story that I am very very shy. At that time I was in grade 7. My friend has recorded video clip. I think that is very funny and shy in the same time. Other friends will share that clip every year and it will be a popular for some time. I don't angry with my friend. But from now on, I'm just being careful not do funny things again because when everyone meets me, They always talk about this hahaha. Thank you Love you! Teacher!

Scores					
Content	Organization	Grammar use	Vocabulary	Mechanics	Total (25)
2	2	1	1	2	8

3 3 3 3 2 2 3 2 3 3 12 13

### Writing Test (Post-test)

**Directions:** Write a 100-word narrative paragraph on the topic has given below.

**Topic:** My unforgettable experiences

My unforgettable experiences happend on December 7<sup>st</sup> 2020, I went to concert NCT DREAM. It's my favorite band, because They're my inspiration for many things, so I was wanted to see them once. It was many problems with concert tickets, but it came through as well because my parents were very helpful. And it was the first time that I had to take a plane to see a concert. I was very happy to see them. They gave me a lot happinese. It's a good memories for me, so I will keep it forever.

NAME \_\_\_\_\_ No. 27

Scores					
Content	Organization	Grammar use	Vocabulary	Mechanics	Total (25)
5 5 4	5 5 5	4 4 4	5 5 5	5 5 5	24 23

Notes: \_\_\_\_\_

### Appendix J: Transcription of the interview

#### 1. How do you think learning the models of narrative story help you to be clear on narrative writing?

**Student 1:** It is a good model and a good writing technique. Moreover, it could be adopted to develop my writing tasks.

**Student 2:** It helps me clear in using the sequences of the events, and using past simple tense to narrate my story correctly.

**Student 3:** It affected me in creative thinking in writing the story.

#### 2. Do you think choosing the topic in writing by yourselves affect creating your contents? How?

**Student 1:** Yes. Choosing the topic freely helped me increase the effectiveness of writing because it came out of my background experiences. Moreover, I could express the ideas via writing to lead the readers to imagine accordingly.

**Student 2:** Yes. It was a good chance to practice using the language skills and write in my own way.

**Student 3:** Yes. It made me write the story easily and I wrote what I wanted to write.

#### 3. Do you think learning by using mind mapping affect to generating your ideas? How?

**Student 1:** Yes. While working on the writing tasks, I had a hard time managing the writing process. I didn't know about the beginning, the middle and the end of a narrative paragraph. So, when the teacher introduced the mind mapping activity to me, it helped increase my ability to write this type of paragraph.

**Student 2:** Yes. It made me write creatively.

**Student 3:** Yes. Using mind mapping made me understand how to write a narrative paragraph.

#### 4. Do you think learning by using pattern guide model affect to organizing your ideas? How?

**Student 1:** Yes. Because it had to be analyzed what should be as the beginning, the middle, and the end of the story. When I wrote in the real context, it affected me and my paper effectively.

**Student 2:** Yes. The guideline for writing helped me organize my thinking process.

**Student 3:** Yes. It made me write the story correctly.

#### 5. Do you think the instruction of simple past tense affect your grammar use in

**writing? How?**

**Student 1:** Yes. Because Past Simple Tense is the necessary grammar in the narrative writing in my story. So, I have to have some of knowledge about Simple Past Tense before I could write the paragraph.

**Student 2:** The teacher's instruction was affected in more grammatically correct writing.

**Student 3:** Yes. It made me write the story by using past tense correctly.

**6. Do you think peer evaluating develop using your grammar use? How?**

**Student 1:** Yes, some of my friends had some problems in using grammar in their paper and I used these error points to compare with mine.

**Student 2:** Yes. It helped me in using the grammar correctly.

**Student 3:** Yes. Evaluating friends' paper affected me know where the errors of grammar are? and return to find my own mistakes.

**7. Do you think peer feedback are effective to fix your writing errors in term of grammar? How?**

**Student 1:** Yes. During the post writing stage, my classmates and I sometimes made the same errors. We learned from this stage about how to correct the mistakes to prevent them from happening again next time.

**Student 2:** Yes. It helped me understand the past tenses better.

**Student 3:** Yes. It helped me know where the grammatical errors of grammar are and find my own mistakes.

**8. Do you think peer evaluating develop your vocabulary? How?**

**Student 1:** Yes. Because my friends always showed new vocabulary to make me learn. Moreover, I could learn and remember some of the vocabulary, which my friends wrote in their paragraphs to apply and use in my daily life.

**Student 2:** It improved me and made me know more vocabulary.

**Student 3:** Yes. It made me know how to use past tense forms of the vocabulary, in which I didn't know, and it helped me know various meanings of the vocabulary, in which I didn't know.

**9. Do you think peer feedback are effective to fix your writing errors in term of vocabulary? How?**

**Student 1:** Yes. I saw some of my friends made errors in terms of using vocabulary, so I could know how to improve in my own paragraph.

**Student 2:** Yes. Because after I knew some mistakes in the writing, I would apply and edit my paper correctly.

**Student 3:** Yes. It helped enrich my knowledge of vocabulary.

**10. Do you think peer evaluating develop using mechanic? How?**

**Student 1:** Yes. Peer evaluation helped me in terms of using the mechanism correctly, and I could use my friends' errors in the paragraph to improve my own paper.

**Student 2:** Yes. Because it affected me in using the mechanics in my paragraph correctly.

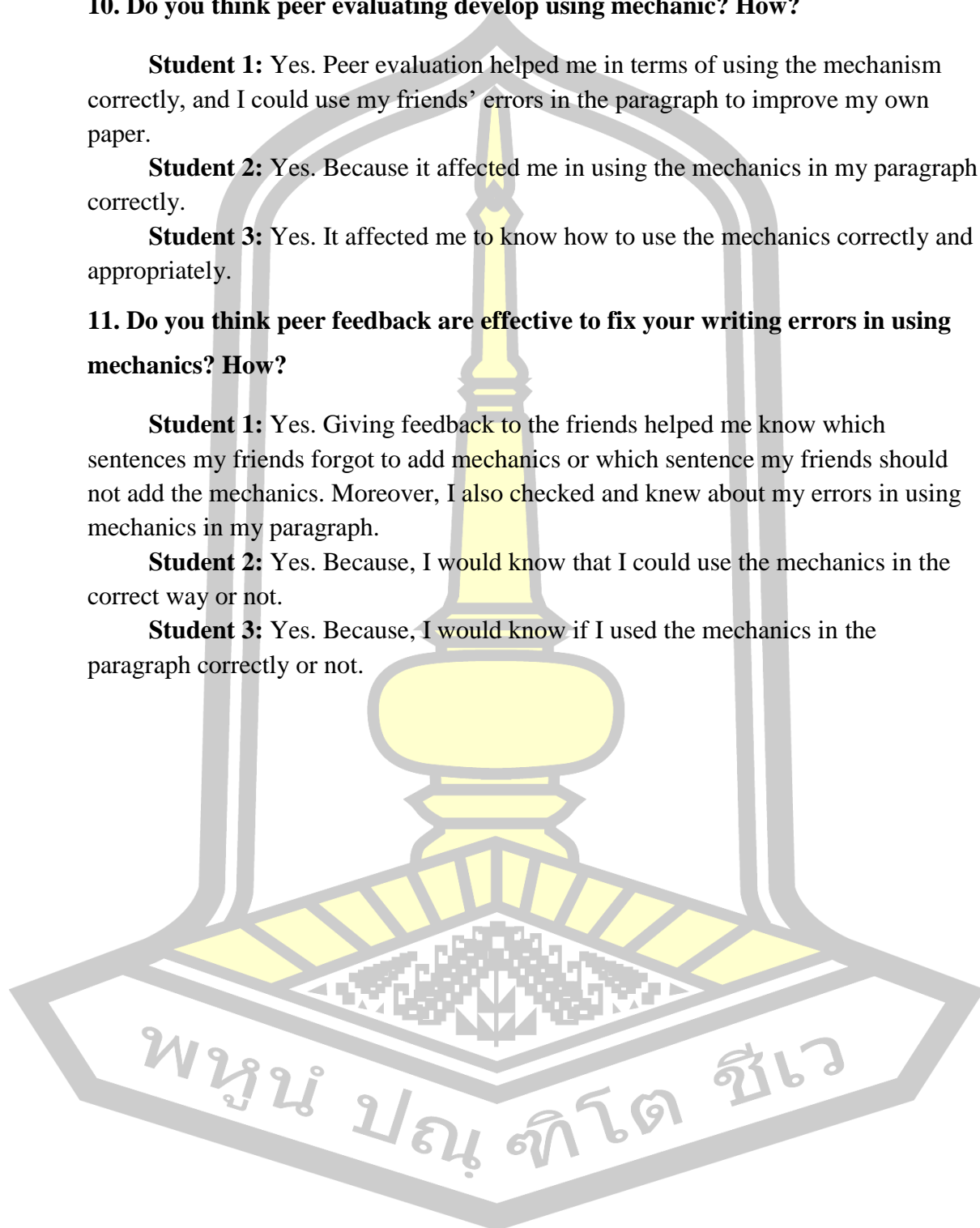
**Student 3:** Yes. It affected me to know how to use the mechanics correctly and appropriately.

**11. Do you think peer feedback are effective to fix your writing errors in using mechanics? How?**

**Student 1:** Yes. Giving feedback to the friends helped me know which sentences my friends forgot to add mechanics or which sentence my friends should not add the mechanics. Moreover, I also checked and knew about my errors in using mechanics in my paragraph.

**Student 2:** Yes. Because, I would know that I could use the mechanics in the correct way or not.

**Student 3:** Yes. Because, I would know if I used the mechanics in the paragraph correctly or not.





## BIOGRAPHY

<b>NAME</b>	Pasin Pijarn
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