

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

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ตรวจสอบผลของการเขียนเชิงกลยุทธ์ต่อการส่งเสริมทักษะการเขียนเล่าเรื่องของนักเรียนไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ และ 2) สำรวจเจตคติของนักเรียนที่มีต่อการสอนเทคนิคการเขียนเชิงกลยุทธ์ ผู้เข้าร่วมในการวิจัยก็งหดลองในครั้งนี้ ประกอบด้วยนักเรียนไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ ระดับชั้นมัธยมศึกษาปีที่ 4 ในภาคตะวันออกเฉียงเหนือของประเทศไทย จำนวน 80 คน ผู้เข้าร่วมได้ถูกแบ่งออกเป็น 2 กลุ่ม ได้แก่ นักเรียนกลุ่มทดลองถูกสอนโดยใช้เทคนิคการเขียนเชิงกลยุทธ์โดยผสมผสานระหว่าง 2 กลยุทธ์คือ STOP และ POWER ขณะที่นักเรียนกลุ่มควบคุมถูกสอนโดยใช้วิธีการแบบดั้งเดิม เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบทดสอบการเขียนก่อนเรียนและหลังเรียน แบบสอบถาม และแบบสัมภาษณ์ก็งโครงสร้าง ผลการศึกษาในครั้งนี้แสดงให้เห็นว่าทักษะการเขียนของนักเรียนกลุ่มทดลองโดยใช้การสอนแบบเดิม ค่าเฉลี่ยของการทดสอบหลังเรียนของนักเรียนกลุ่มทดลองมีค่าเท่ากับ 20.26 และค่าเฉลี่ยของการทดสอบหลังเรียนของกลุ่มควบคุมมีค่าเท่ากับ 12.67 มีความแตกต่างทางสถิติอย่างมีนัยสำคัญที่ 0.01** สรุปได้ว่า การสอนด้วยเทคนิคการเขียนเชิงกลยุทธ์โดยใช้การผสมผสานระหว่าง STOP และ POWER ได้รับการพิสูจน์แล้วว่ามีประสิทธิภาพในการส่งเสริมทักษะการเขียนเล่าเรื่องของนักเรียนเมื่อเปรียบเทียบกับการสอนโดยวิธีการแบบดั้งเดิม ยิ่งไปกว่านั้น นักเรียนได้แสดงเจตคติเชิงบวกต่อการสอนเทคนิคการเขียนเชิงกลยุทธ์ในระดับที่สูง

คำสำคัญ: เทคนิคการเขียนเชิงกลยุทธ์ กลยุทธ์ STOP และ POWER การเขียนเล่าเรื่อง

Abstract

The objective of this study were 1) to investigate the effect of strategic writing techniques on promoting Thai EFL (English as a Foreign Language) students' narrative writing skills; and 2) to explore the students' attitudes toward teaching strategic writing techniques. The participants in this quasi-experimental research comprised 80 Thai EFL high school students at the tenth grade or Mattayomsuksa 4 in the Northeast of Thailand. The

participants were divided into 2 groups: 40 in an experimental group and 40 in a control group. The students in the experimental group were taught by using the strategic writing techniques via the combination of STOP strategy and POWER strategy while the students in the control group were taught by using the traditional instruction. The research instruments included a writing pre-test and post-test, a questionnaire, and a semi-structured interview. The results of the study revealed that the students' writing skills in the experimental group with teaching strategic writing techniques outperformed the students' writing skills in the control group with traditional instruction. The mean score of the post-test of the experimental group was 20.26, and the mean score of the post-test of the control group was 12.67. There is a statistically significant difference at 0.01**. To conclude, the implementation of the strategic writing techniques with the combination of STOP strategy and POWER strategy was proved to be more effective in promoting students' narrative writing skills when compared to the traditional instruction. Moreover, the students demonstrated positive attitude towards teaching strategic writing techniques at high level..

Keywords: Strategic writing techniques, STOP and POWER strategy, Narrative writing

Introduction

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 the students lack sufficient vocabulary knowledge, inaccurate use of grammar, organization of ideas, linguistic feature, insufficient understanding of the grammatical structure, inability to generate ideas, and put together organized ideas about their writing tasks (Ka-kan-dee & Kaur, 2015). These aspects can influence the students' writing skills, especially for EFL students at a high school level of Thailand. Moreover, several students encounter various writing problems; for example, students do not know what they will write, how they will start to write and how to write the paragraph. Moreover, Okasha & Hamdi (2014) also pointed out that the students' papers are 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 to obstruct the students' effective writing performance, which are required to be solved and developed immediately.

Besides, 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. Similar to Mastan, Maarof, & Embi (2017) stated that a critical problem of students' writing skills is the lack of writing strategies. Similarly, Okasha & Hamdi (2014) said that the students

encounter 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, produce well-organized production, crystallized, and construct writing by high quality. However, these strategies are critical problems faced by students globally, including Thai EFL students. The instruction of effective writing strategies is needed.

Several researchers have tried to use various strategies in teaching to develop and promote students' writing skills in global contexts (e.g., Negari, 2011; Okasha & Hamdi, 2014; De Silva & Graham, 2015; Grünke & Hatton, 2017; Muhari, Widiati, & Furaidah, 2017; Grunke, Nobel, & Bracht, 2019). They studied the effects of writing strategies instruction on EFL and ESL students' writing abilities and explored the students' attitudes toward teaching strategies consisting of concept mapping, POWER strategy, stimulated recall, POWER strategy combined with the animated film, STOP and LIST strategy to develop students' writing skills. The results of the studies showed that writing strategies can improve students' writing skills effectively.

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 and POWER strategies. 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 and POWER strategies as seven abbreviated stages instruction (S, T, O, W, P, E, R). Therefore, the researcher would conduct to investigate the effect of strategic writing techniques on promoting Thai EFL students' writing skills in the secondary school.

The implementation of STOP and POWER strategy.

The combination of STOP and POWER strategy models 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 as S, T, O, W, P, E, R in promoting the students' narrative writing skills. 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; Sari, & Rifqoh, 2018) accordingly.

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.

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.

O: Organizing 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?

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.

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.

E: Evaluating. In this stage, students are asked to evaluate the draft by using peer reading or pair working activity to prove 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.

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.

Purpose of the research

This study aims 1) to investigate the effect of strategic writing techniques on promoting Thai EFL students' writing skills, and 2) to explore the students' attitudes toward teaching strategic writing techniques on narrative writing.

Research Methodology

Participants and setting

The participants of this study comprised 80 sixteen-year-old students of the tenth grade or Mattayomsuksa 4 at a high school in the northeast of Thailand. They attended the basic English language course 1 in the first semester of academic year 2020.

Research Instruments

A writing test was a 100-words narrative paragraph writing. It was designed to investigate the effect of strategic writing techniques instruction via the combination of STOP strategy and POWER strategy on the students' writing skills. It is one kind of paragraph writing in which the students narrate a story about their experiences in the past. The topics of the writing test was 'My unforgettable experience'. Also, the topic was used as a pre-test and a post-test.

A questionnaire was designed to explore the students' attitudes toward teaching strategic writing techniques. A five-points Likert rating scale consisted of 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree. It was used to examine the students' attitudes toward teaching the strategic writing techniques via the combination of STOP strategy and POWER strategy after the writing post-test.

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 questions.

Data Collection Procedure

Before the data collection began, the tasks were explained to the students. Then, the researcher gave more information about the writing tasks and the strategic writing techniques used in the process of writing based on the combination of STOP and POWER strategies instruction as seven abbreviated stages (S, T, O, W, P, E, R). After that, the 80 participants were divided into 2 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 students were taught using strategic writing techniques, and the traditional instruction was conducted for the control group. The strategic writing techniques instruction lasted for seven weeks. After seven-week 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.

Data Analysis

The researcher used 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 scores and S.D. scores. Content analysis was used to analyze data from the semi-structured interview.

Results

The effects of strategic writing techniques on students' writing skills

This part aims to answer research question 1: Does teaching strategic writing techniques affect Thai EFL students' writing skills? The analysis of the pre-test and post-test scores regarding students' writing skills was presented.

Table 1 A summary of the writing skills of the students

Groups	Test	N	Mean	S.D.	t	Sig.
Experimental	Pre-test	40	11.40	2.912	18.808	.000**
	Post-test	40	20.26	2.621		
Controlled	Pre-test	40	9.50	2.552	14.455	.000**
	Post-test	40	12.68	2.754		

Note: p<0.01 for t-value

Table 1 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 pre-test, meanwhile they had an average of 20.26 (S.D. = 2.621), (t=18.808) 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), (t=14.455) 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<0.01).

Table 2 A comparison of the students' writing skills in post-test between the experimental and control groups

Test	Experimental group			Control group			t	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<0.01 for t-value

Table 2 indicated that 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 ($t = 12.610$, $p < 0.01$).

The students' attitudes toward teaching strategic writing techniques

This part aims to answer research question 2: What are the students' attitudes toward teaching strategic writing techniques in a narrative paragraph writing? The analysis of quantitative data of the students' attitudes was presented.

Table 3 Students' attitudes toward teaching strategic writing techniques

Content	Mean	S.D.	Results
1. Students' attitudes toward the content of writing	4.08	0.567	High
2. Students' attitudes toward the organization of writing	3.96	0.741	High
3. Students' attitudes toward the vocabulary of writing	4.01	0.646	High
4. Students' attitudes toward the grammar use of writing	4.01	0.639	High
5. Students' attitudes toward the mechanics of writing	4.01	0.688	High

Table 3 shows the overall mean scores of students' attitudes toward teaching strategic writing techniques consisted of content, organization, vocabulary, grammar use, and mechanics. The mean score of students' attitudes toward the content of writing was 4.08 (S.D.=0.567), the vocabulary of writing was 4.01 (S.D.= 0.646), the grammar use of writing was 4.01 (S.D.= 0.639), the mechanics of writing was 4.01 (S.D.=0.688), and the organization of writing was 3.96 (S.D.= 0.741), respectively. The findings indicated that the students showed a positive attitude toward teaching strategic writing techniques regard to content, organization, vocabulary, grammar use, and mechanics at high level.

The results from the semi-structured interview

This part presents additional findings from the qualitative data from the focus-group interview regarding strategic writing techniques instruction. The findings highlighted the students' reflection that strategic writing techniques instruction helped and improved their writing skills in terms of content, organization, grammar use, vocabulary, and mechanics effectively. Insightly, the students had positive attitudes toward teaching strategic writing techniques by using the combination of STOP and POWER strategies.

Discussions

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 statistic difference at 0.01, and the value of t-test dependent was 18.912. Moreover, there were 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 instruction in helping the students clearly understand and be confident to write. This is similar to the student's expression in the interview 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. This is similar to the student's expression in the interview 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 paragraph; model of narrative paragraph story, mind mapping model, jigsaw game, pattern guideline, and worksheets. This is similar to the student's expression in the interview 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 suggestions friendly when the students got stuck. This is similar to the student's expression in the interview as below:

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

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

The implementation of STOP strategy combined with POWER strategy

Selecting ideas stage

This stage is one of the plans that should be done by the writers before they start to write something. This stage was an activity of pre-writing with the purposes to help the students to get the topic and produce the ideas based on their background experiences freely at the beginning of the writing process. This is following Christenson (2002) who 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 selecting ideas 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. To support the students in making composition correctly and clearly in English, the teacher used guideline questions and taught the grammar in simple past tense structure using in the narrative paragraph. The guideline questions purposed to increase students' critical thinking and to know their understanding of the model of narrative paragraph story. Wulandari, Raja, & Hasan (2015) asserted that guiding question is used to allow the learners a little freedom in structuring sentences in their writing tasks. After the students learned the knowledge in a narrative paragraph and grammar use, the teacher let the whole class students select the most popular topic out of five prepared issues freely to use in their writing tasks. Selecting the topic by oneself affected the students easily in expression, generating ideas, and content freely. To support this claim, the qualitative data from the 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 3)

Regarding allowing the students to vote to their topic freely, it affected the students significantly to generate and create their contents based on what they want. Therefore, this strategy was used to support 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.

Taking aside stage

This stage was 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 selected. Boonpattanaporn (2007) reported that using mind mapping and listing ideas is one way of gathering information before writing an English essay. After that, the students used mind mapping to distinguish the issues and ideas that they should write

in their drafts. Apparently in the current study, mind mapping could enhance the effectiveness in generating their content and taking aside of 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 showed a high level significantly at 4.00 of the mean score in the questionnaire that “*Using mind mapping affected me to generate the ideas and content effectively.*”

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 appropriated topic.

Organizing stage

This stage was the third stage of the seven stages instruction. It was focused on outlining what the students would write based on the topic. The purpose of organizing was to provide the students with the structures of the narrative paragraph. According to Gregg & Steinberg (2016) stated that the purpose of 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. At the end of stage, the students rearranged the right of the sequence of the event in their story by a pattern guideline. The results 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 responded in the interview. The qualitative data from the interview are excerpted as below.

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

Similar to Boumediane, Berrahal, & Harji (2017) states that the worksheet is given to make students organize their ideas easily. This research concerning the importance of organizing in writing activity had been highlighted that organizing in narrative paragraph writing could enhance and strengthen the students’ knowledge and understanding in the organization their ideas and information in the narrative paragraph structure effectively.

Writing stage

This stage was considered as the most challenging task for the writers because it involves many aspects of writing consisted of content, organization, grammar use, vocabulary, mechanic (Widiati & Cahyono, 2016). This stage, the students learnt the model of narrative paragraph prepared by the teacher and wrote the first draft by model 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, Widiati & Furaidah. (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 the kind of this genre.

Planning more stage

This stage was the process of emphasizing in which the students had written on the first draft. The implementation of this stage, the students were asked to review their rough draft to be repeating in some errors or lacking the content, ideas, grammar, vocabulary, and mechanics. Then, the students worked in a small group 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 gave some feedbacks to their friends on the error details. Brown (2001) stated that peer evaluation is an accurate sharing process. Not only they get feedback from their classmates, but they also give 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 feedbacks 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 was less positive attitudes significantly than other aspects. The results of the mean score of the questionnaire in this study revealed that peer feedback or peer evaluation was less statistic 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, the 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 was 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 they get feedback from their classmates, but they also give feedback to them. Since the focus of this stage was some aspects of writing: grammar use, vocabulary, and mechanics. The students 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, Biria. (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 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/ 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 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.

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 findings of the current study showed that the improvement of the students' writing skills in narrative paragraph writing toward teaching strategic writing techniques. The mean score was 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 illustrated that the implementation of using the combination of STOP strategy and POWER strategy in teaching was successful in promoting the students' writing skills and increased the students' positive attitude toward writing instruction effectively.

Suggestions for Further Studies

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. Moreover, strategic writing techniques should be taught based on multiple genres of writing to improve the students' writing performances

appropriately and to enhance the students' writing performances in the different contexts effectively.

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