

THE EFFECTS OF PRE-WRITING ON GRADE SIX STUDENTS' WRITING
ABILITY



PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
MASTER OF ARTS DEGREE IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
AT SRINAKHARINWIROT UNIVERSITY

JUNE 2012

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ABILITY

AN ABSTRACT

BY

ARUNEE JIWPRASAT



Presented in Partial Fulfillment of the Requirements for the
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The purpose of this study was to investigate the effects of pre-writing activities on the sixth grade students' writing ability. It is a quasi-experimental study with One Group Pretest – Posttest Design. The participants of the study consisted of 37 students taking English XI (Eng 611101), the basic subject for all sixth grade students in the second semester of academic year 2011, and they were selected by convenience sampling. The participants were randomly assigned in the experimental group, taught to write through the pre-writing activities, and the control group, receiving the traditional practice of teaching writing. The participants in both groups were taught to write three types of writing: descriptive, narrative and comparison and contrast for 7 weeks, 3 periods a week, totally 27 periods. The instruments used for data collection were The English Writing Pretest, English Writing Posttest, the Learner's Attitude Questionnaire, and the interview questions, and the first draft of students' writing tasks. The data, the scores from the pretest and posttest before and after the experiment, were statistically analyzed using the pair t-test and independent t-test to determine the significant difference between the mean scores of the pretest and posttest within the same group and different groups. The data from the questionnaire were also analyzed by descriptive statistics for means and standard deviation. The results revealed that 1) the statistical difference between the mean scores on English writing ability of the sixth grade students in the experimental group before and after

using pre-writing activities at the .05 level. After experiment, the mean scores on English writing ability of the students were significantly higher than before the experiment. 2) After the experiment, the mean scores of students in experimental group were higher than the mean score of students in the control group. 3) The students showed the positive attitude toward the use of prewriting activities in writing class. They reported the very high level of attitude ($M=4.23$). The results indicated that grade six students who were taught to use pre-writing activities in their writing class have improved their writing ability after the experiment.



ผลของการใช้กิจกรรมก่อนการเขียนต่อความสามารถในการเขียนของนักเรียนประถมศึกษาปีที่ 6



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งานวิจัยครั้งนี้มีจุดมุ่งหมายมาเพื่อศึกษาผลของการใช้กิจกรรมก่อนการเขียนต่อความสามารถในการเขียนของนักเรียนชั้นประถมศึกษาปีที่ 6 กลุ่มตัวอย่างคือนักเรียนชั้นประถมศึกษาปีที่ 6 ซึ่งกำลังเรียนวิชาภาษาอังกฤษพื้นฐานอยู่ในภาคเรียนที่ 2 ปีการศึกษา 2554 จำนวน 37 คน ซึ่งได้เป็นการวิจัยเชิงทดลอง แบบแผนการทดลองที่ใช้เป็นแบบทดสอบก่อนและหลังการทดลอง เครื่องมือที่ใช้ในการวิจัยคือแบบทดสอบวัดความสามารถทางการเขียนภาษาอังกฤษก่อนและหลังการทดลอง แบบสอบถามความคิดเห็นเกี่ยวกับกิจกรรมก่อนการเขียนคำถามในการสัมภาษณ์ และ ผลงานเขียนฉบับร่างของการเขียนเชิงบรรยาย การเขียนเชิงพรรณนา และการเขียนเชิงเปรียบเทียบ ระยะเวลาในการทดลอง 7 สัปดาห์ สัปดาห์ละ 3 คาบ รวมเวลาทั้งสิ้น 27 คาบ นักเรียนในกลุ่มทดลองได้รับการสอนเขียนโดยใช้กิจกรรมก่อนการเขียน กลุ่มทดลองได้รับการสอนด้วยวิธีการสอนเขียนแบบดั้งเดิม การวิเคราะห์ข้อมูลมีดังนี้คือคะแนนการเขียนจากการทดสอบก่อนและหลังการทดลอง ของนักเรียนในกลุ่มเดียวกันใช้ paired t-test และใช้ independent t-test เพื่อวิเคราะห์ค่าความแตกต่างระหว่างคะแนนเฉลี่ยของคะแนนจากการเขียนจากการทดสอบก่อนและหลังการทดลอง ของนักเรียนกลุ่มทดลองและกลุ่มควบคุม ส่วนข้อมูลจากแบบสอบถามความคิดเห็นของนักเรียนวิเคราะห์เพื่อใช้ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานและค่าระดับความคิดเห็น ผลการวิจัยพบว่า 1) คะแนนเฉลี่ยจากการทดสอบความสามารถทางการเขียนภาษาอังกฤษของนักเรียนกลุ่มทดลองก่อนและหลังการใช้กิจกรรมก่อนการเขียน แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 หลังการทดลอง โดยคะแนนความสามารถด้านการเขียนหลังเรียนของนักเรียนมีค่าสูงกว่าคะแนนก่อนทดลอง 2) หลังการทดลองพบว่า คะแนนเฉลี่ยความสามารถด้านการเขียนภาษาอังกฤษของนักเรียนกลุ่มทดลองสูงกว่าคะแนนเฉลี่ยความสามารถด้านการเขียนภาษาอังกฤษกลุ่มควบคุม 3) หลังการสอนพบว่านักเรียนมีทัศนคติที่ดีต่อผลการใช้กิจกรรมก่อนการเขียนภาษาอังกฤษในห้องเรียน มีค่าเฉลี่ยเท่ากับ 4.23 สรุปว่า นักเรียนชั้นประถมศึกษาปีที่ 6 ที่ได้รับการสอนเขียนภาษาอังกฤษโดยใช้กิจกรรมก่อนการเขียน มีความสามารถด้านการเขียนภาษาอังกฤษหลังการทดลองสูงขึ้น

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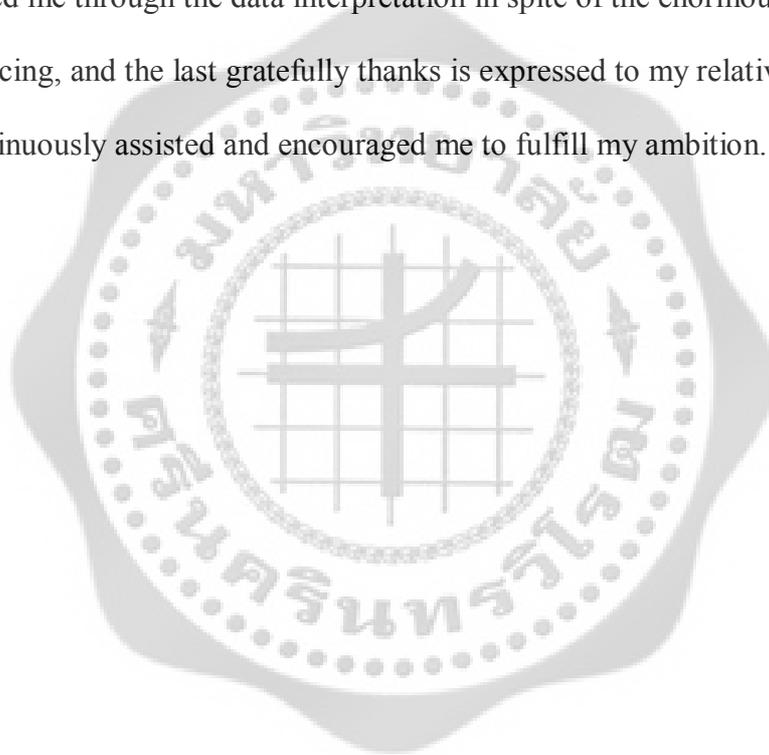
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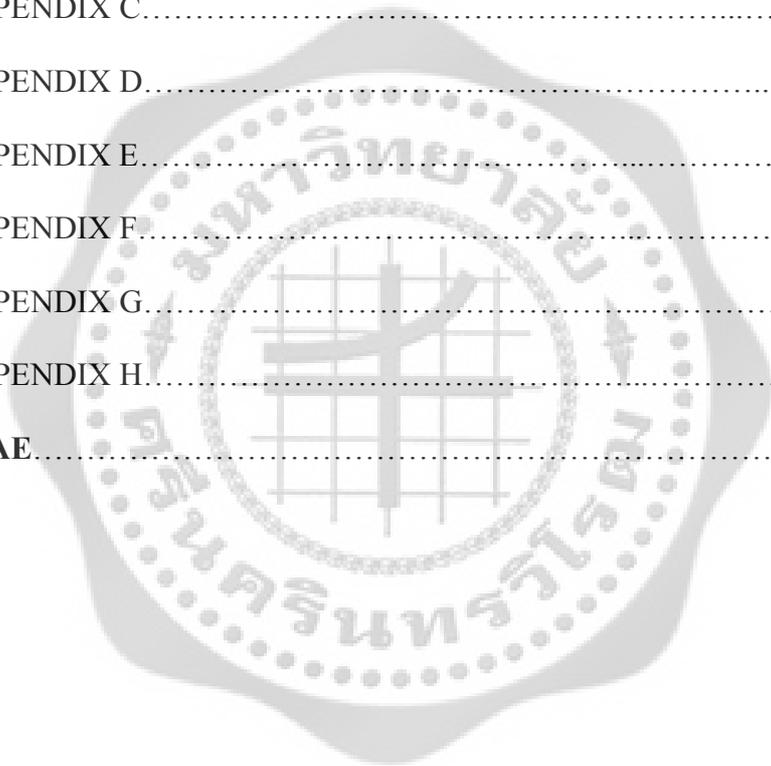
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CHAPTER ONE

INTRODUCTION

Background of the Study

In the 21st century, as commonly known as the age of information technology, communication is extremely important to all aspects of life. It seems that people communicate more, particularly in English because of its prevalence; English is considered as the most universal language in the world. Ones who are able to communicate in English are more likely to communicate with a larger number of people in the world. Therefore, communication is an important skill to the fast moving life. While non-native speaking countries place emphasis on oral communication, there is also the demand for written communication skills because people need to write in various situations and for different purposes. In the work place, people need to write writing business letters, texting, writing emails, and correspondence both on computer and paper. In academic area, starting from young learners to adults are required to write for English tests, English proficiency exams, purpose statement for pursuing advanced academic degrees or participating in exchange programs abroad. Thus, the ability to write in English is essential.

The ability to write in English is considered essential because it is a means of developing overall English ability, specifically by increasing the vocabulary and grammar knowledge faced in listening and reading (Reichelt, 2005). In addition, the abilities to write well are increasingly required as learners further their study in the higher level of education.

As writing is an important tool for communication in the globalized world, especially writing through the advanced technology, Lo and Hyland (2007) suggest that writing should be incorporated in the English curriculum as the primary part of the English learning process and started at an early age at school, as in young ESL or EFL learners. Writing is also recognized as a vital skill in the teaching and learning English as a foreign language (EFL) because it is a thinking process that encourages students to think, concentrate and organize their ideas and cultivate the ability to summarize, analyze and criticize (Rao, 2007). These critical thinking skills are required in the modern world and they can be acquired through writing. The importance of writing leads to the question about how to teach the young EFL learners to write in English effectively because it is regarded as the most difficult skill of all four English language skills.

Writing is regarded as a very complex process in which cognitive in brainstorming, planning, outlining, organizing, drafting, revising and so forth (Flower & Hayes, 1981), so learning to write is viewed as the difficult skill and problematic for both native and non-native speaker of English. It is especially difficult for ESL or EFL learners in academic settings (Talebinezhad & Negari, 2009, p.85). In addition, writing consists of numerous elements which writers need to take into considerations when learning to write including content and ideas, organization, vocabulary, linguistic knowledge, and mechanics. Therefore, for non-native speakers of English like Thai EFL learners, writing is more difficult due to the complexity of the writing process and the typical characteristics of written language (Nunan, 1991). The second issue is that there is a need to help those EFL learners to start learning to write in English in the early age, as mentioned above and to overcome their deficiencies.

In Thailand, English has been also taught as a foreign language and the approach of teaching is a communicative approach with integrative language skills: listening, reading, speaking and writing. Among the four skills, listening and reading are considered receptive skills; whereas, speaking and writing are productive skills. As a productive skill, writing plays an essential role in the context of EFL teaching in many countries because writing is one way for communicating ideas, thoughts, and messages to the readers for a variety of purposes whether formally or informally. Hyland (2003) maintains that writing is one way to share personal meanings and it focuses on personal construction of the communicator's ideas and views on a certain topic. It is therefore important for Thai students to start developing their English writing skill at an early age.

In EFL setting, the EFL students have confronted similar problems writing in English. Rao (2007), a writing instructor in a Chinese university states that many EFL writing teachers complain about their students' writing deficiencies including a lack of ideas and their inability to think of anything interesting or significant to write. Rao further explains that those teachers are confused about their writing classes because they could not find an effective way to elicit the students' imagination and set their minds working (p.100). Similarly, Benjarano; et. al. (1997) describe that most teachers adopt a product-based approach, concentrating on exemplifying contrast and comparison, description, classification and so forth. They did not teach their students brainstorming strategy or the value of strategy training to enhance the learning skills. For Thai teachers, English writing seems to be the most difficult area to learn and develop compared with the remaining three skills: reading, listening and speaking. In the English writing classes, Thai students usually struggle to transform their thoughts

into words and put them logically on paper. In other words, when students write in English, they do not create the text themselves. Simply put, they only translate their thoughts word for word from Thai into English, often without the logical development of ideas and appropriate patterns. The teaching of writing in Thai classes also focuses on the traditional teaching practice focusing on the products. It is clear that the proposed solution is to find effective teaching techniques for EFL writing class to help students to write well.

As a teacher who has taught Thai primary level students in grades 5 to 6, and six, aged 9 to 12, for years the researcher has observed the teaching in other classes and reflected my own class, and found that the students write well when they were assigned to perform the writing tasks. To be more specific, they did not have any ideas about what to write. Hence, they usually could not complete the writing task, and they were unmotivated to learn to write. In addition, they have an insufficient repertoire of English vocabulary, making it difficult or impossible to generate ideas or content to achieve their writing goal. When they start writing on a given topic, even one that they select themselves, they fail to produce a composition. As a result, their writing performance falls short of meeting the minimum passing standard. The minimum passing standard is a score of 50. Unfortunately, the majority of students, particularly in grade six, got below 50 on the average. This showed that the students' writing ability was not good and they need of improvement.

The less successful writing outcome may be due to many factors, particularly the teaching strategies used in writing classes may be ineffective or uninteresting. To my observation, some teachers taught based on the traditional product-based approach of writing. They only assigned their students to write a paragraph on a given topic,

allowing time for in-class writing, without any writing strategies or examples of a good model paragraph. Another factor causing the low writing ability in students is that a writing task was not presented to the students step-by-step in accordance with the process of learning to write, or the writing process in pre-writing/planning to write, translating and writing. However, when grading descriptive paragraphs written by the students in grade six in the first semester of 2011 academic year, the researcher found out that most students lacked ideas of what to describe on a given topic. Their English writing problems include limited linguistic knowledge, particularly vocabulary, grammar and content and ideas.

In general, the most common problems that Thai students had confronted are similar to those students in other EFL contexts. Mostly, the problems found in EFL students occurred in the pre-writing phase. Taking the problems and the theoretical concepts of teaching writing in consideration, the researcher has attempted to find the way to help the students improve their writing performance and motivate them to actively engage in the writing class.

During the past decades, the tendency to use the process approach of writing has become popular among the researchers. In the process-based approach of writing, the basic process include planning what to write and how to write it; translating plans into written texts, and reviewing to improve existing texts. Planning was composed of three components: setting goals, generating ideas, and organizing ideas into a writing plan; whereas, reviewing includes reading and editing text (Hayes & Flower, 1980). The prewriting is the initial stage of the writing process and the point at which the writer discover, explore the ideas about the topic. Broadney; et.al.(1999) state that pre-writing has been shown to facilitate the writing process for all types of writing and

it is also considered as an important stage of the writing process and supports writers in setting goal, brainstorming, organizing ideas, and deciding text structure.

Research has revealed that skilled writers place an emphasis on pre-writing, view it as rehearsal, and spend a longer time planning during the pre-writing stage (Richards and Lockhart, 1996; Sasaki, 2000); writing without planning may result in dissatisfying writing performance. To emphasize on the importance of pre-writing activities in process writing recently, Richard and Lockhart (1996) assert that skilled writer tend to spend time thinking about tasks and planning. They also gather and organize information; and they use note taking, lists, and brainstorming to help generate ideas. On the other hand, unskilled writers tend to spend little time on planning (p. 65). Similarly, Sasaki (2000) states that non-native speakers (NNS) expert writers may devote more time in detailed planning and organization than novice writers do. On the contrary, NNS novice writers may be more concerned with mechanical aspects and may overlook practices that generate and organize ideas (Uzawa 1996 as cited in Camps, 2005, p.17). It then appeared that the NNS novice writers not only need to learn the types of writing practices beneficial for helping them to explore ideas and to select a topic for a paper, but they must also be aware that their low proficiency fluency can be an adverse factor that may hamper the generation of ideas in English (Zamel, 1982; Boshier, 1998).

As discusses above, since the problems of EFL students addressed in the literature mostly occurred in the pre-writing phase which plays an important role in the construction of writing (Brodney; et.al., 1999), the researcher sees the essential need for developing students in the pre-writing stage to encourage them to generate

ideas and to find words to express ideas and concepts for organizing the text. It is then necessary to clarify the concept of pre-writing.

Prewriting is the first stage of the writing process, prior to beginning writing the first draft; it is the stage at which the writer uses to enhance discover and explore initial ideas. According to Bereiter & Scardamalia (1987), pre-writing is the planning phase of the writing process during which the writers set goals, collect and organize ideas, and consider alternatives. Pre-writing has been shown to facilitate the writing process for all type of writing. It is also consider an important part of the writing process as it plays an important role in the construction of writing and supports writers in setting goals, brainstorming, organizing ideas, and deciding text structure. (Broadney; et.al.,1999; Flower & Hayes, 1981). Skilled writers see the importance of pre-writing, view it as rehearsal, and spend a longer time in planning during the prewriting stage. A lack of planning in the pre-writing stage may result in poor writing performance (Yuan Lin; et.al, 2004).

According to Lindstromberg (2004), prewriting, which is typically characterized as a planning activity is very fundamental in determining the students' success in drafting the entire text. This stage consists of three stages called generating ideas, focusing, and structuring (White & Arndt, 1991 cited in Widiati & Cahyono, 2006). This stage enables the students to identify any materials related to the topic they are going to write about. Likewise, the teaching of writing in Junior High School must be viewed as an ongoing process. It means that teaching writing involves pre-writing, drafting, revising, and editing.

There have been some empirical studies that have investigated the effects of the pre-writing strategy instruction on students' writing ability. Those studies

employed various strategies and techniques in engaging students in the pre-writing activities such as concept mapping, brainstorming, listing, and free writing. The studies revealed the positive effect of prewriting strategy instruction on students' writing performance and the results indicated the improvement of students' writing ability, particularly in generating ideas, organizing information logically and associating ideas. (Wu Jin & Zhang Zai-xin, 2000; Sundeen, 2003; Ojima, 2006; Pishghadam & Ghanizadeh, 2006; Rao, 2007; Yu-wen, 2007; Hyland, 2007; T. Siriwanich, 2007; Dujsik, 2008; and Talebinenad & Negari, 2009; Saleh Khalaf Ibnian, 2011).

In one study with Chinese university students by Wu Jin and Zhang Zai-xin (2000), the researchers conducted a one-semester-long experiment aiming at improving Chinese university students in English composition writing. The researcher used the pre-writing and revising strategies to examine the effects of instruction on the participants' writing performance. The results revealed that the students felt more confident in their own writing ability and in the use of English.

Another study by Yu-wen (2007), four pre-writing strategies, namely, mapping, brainstorming, outlining and organizational planning was instructed to Chinese university students in their composition class for eight weeks. The students' papers were scored on four criteria: content, organization, vocabulary and language use. The pre-test and post test were scored by three raters and then averaged. The research proved the possibility of pre-writing strategy instruction in EFL university context; the majority of the participants learned the importance of pre-writing strategies in their writing. The results also showed the significant differences in the content, ideas and organization of the students' papers in the experimental and control

groups. The study suggested that pre-writing strategy instruction helps learners generate richer ideas and organize information logically. The findings from the questionnaire showed that the students had no problems in generating ideas and could organize information more effectively.

Schultz's study (1991) suggested the potential of mapping strategies can be used as an effective pre-writing activity to enhance students' writing performance. In the second-year French programme, semantic mapping was combined with group or general class discussion, in which students tried out and refined their ideas with their peers for writing.

In secondary sources Yuan Lin; et.al, (2004), studied the use of computer-based concept mapping as a pre-writing strategy for eighth-grade language are students was compared to paper-and-pencil concept mapping. Computer-based concept mapping was shown to enhance idea generation and the total quality of the students' pre-writing concept map in preparation for a persuasive writing task. Contrary to expectation, the students who generated paper-and-pencil concept scored better in persuasive writing according to the criteria contained in the state-authorized writing rubric than the students who generated computer-based concept map. According, Khoprasert (2008) studied to find out whether the process of writing can enhance students' ability in writing among those studying in Mathyom 4 at the Demonstration School of Ramkhamhaeng University. The research was done by teaching writing to the students through the concept of writing process. The findings of the study revealed that many students taught how to write by using the writing process could improve their writing fluency.

Moreover, T. Siriwanich (2007) was also study the effects of using mind mapping on developing Matthayom 5 students' writing ability. The results showed that Matthayom 5 students who were taught to use mind mapping in their writing have improved their writing ability.

As discussed above, it appears that in many ways, the researchers have tried to find out the appropriate activity to help the students improve their writing ability and motivate them to participate actively in the writing class. The previous studies reported the effects of using techniques and strategies as a teaching tool to develop students writing performance, and the positive effects of pre-writing strategy instruction were consistently found. The studies also suggested that pre-writing activities that taught students to plan for the content and ideas and organization in the first stage of the writing process can increase learners' writing ability. The question is whether English language teacher can help Thai EFL students improve their writing performance by the pre-writing activities using different types of concept mapping. Since the studies in Thai EFL contexts applied the instruction of pre-writing activities in writing task at the primary level are very scant. As mentioned in the preceding section, the researcher has been teaching English in the primary school at Joseph Upatham in English Programme. The present study then mainly aims to investigate the effectiveness of the pre-writing activities of concept mapping in writing on grade six students' writing performance.

Objectives of the Study

The objectives of this study are as follows:

1. to investigate the effect of pre-writing activities on the sixth grade students writing ability.
2. to compare students' writing ability using pre – writing activities and traditional writing teaching.
3. to examine whether sixth grade students improve the writing tasks: descriptive, narrative, comparison and contrastive writing after the use of pre-writing activities?
4. to examine students' attitudes toward the pre-writing activities.

Research Questions

This study intends to find out the answers for three main research questions as follows:

1. Does the pre-writing strategy training have an effect on the sixth grade students' writing ability?
2. Do the students improve their writing ability after learning through the pre-writing activities and the traditional teaching practice?
3. Do the sixth grade students improve the writing tasks: descriptive, narrative, comparison and contrastive writing after the use of pre-writing activities?
4. What are the sixth grade students' attitudes toward the pre-writing activities?

Significance of the Study

This study intended to investigate the effectiveness of the pre-writing activities on students' writing performance. The pre-writing activities employed different types of concept mappings. It also examined how the students used the pre-writing activities in their writing tasks that include narrative, descriptive and comparison/contrast paragraph writing. Moreover, the study aimed to examine the students' attitudes toward the pre-writing activities.

The findings of this study would be beneficial to writing teachers at the primary level in particular, researchers and the writing experts who were looking for effective ways to develop writing activities among EFL students.

Firstly, for teachers, the outcome provided a clear understanding of using pre-writing strategies as the first stage in the writing process in relation to writing performance of the participants.

Secondly, the goal of EFL writing teachers was to enhance the students' writing achievement; whereas, the goal of EFL students was able to write well. The findings would be an alternative way to teach writing skills by engaging them in the pre-writing activities so that they would be able to generate ideas and knowledge about the topic to write, which was the first and most important step in the beginning of writing.

Thirdly, the research results served as a guideline for EFL teachers in the making of appropriate lesson plans for future EFL writing students, development of plans to enhance students' descriptive, narrative and comparison/contrast writing skills. If experience of pre – writing activities transferred positively to later writing

skill, implementation of the pre- writing activities would be encouraged in the classroom.

Scope of the Study

The present study confined itself to the following:

1. This study focused on pre-writing strategies in writing three types of paragraphs: narrative, descriptive and comparison.
2. The participants of the study were 37 sixth grade students, selected by convenience sampling procedure from the intact class to participate in the quasi-experimental research in the second semester of academic year 2011.
3. The research study was implemented in the second semester of 2011 and last for 12 weeks, during which the participants met two periods a week, for a total of 24 hours.

Definition of Terms

The following terms are defined because they used frequently and specifically in the present study.

Pre- writing activities.

Pre- writing activities are activities in the pre-writing stage of the writing process before starting writing. In this study the three types of concept mapping strategy was used as the pre-writing activities in which the students prepare for content and ideas to write about related to their topic. Three types of concept mappings used in the pre-writing activities consisted of a spider map for descriptive writing, a narrative sequential organization or sequential episodic map for narrative

writing and comparative and contrastive map for writing a comparison and contrast paragraph.

Writing performance.

Writing performance is participants' writing ability after having participated in writing classes of both the experimental and control groups. In this research, writing performance refers to the participants' writing of the three kinds of writing tasks: descriptive, narrative and comparison and contrast.

Descriptive writing.

Descriptive writing is a kind of writing for describing a person, place or thing in such a way that a picture is formed in the reader's mind. It does not tell the reader that the flower is beautiful, but it shows them to sense how the flower is beautiful through its natural beauty and feeling. The reader feels like he/she is a part of the writer's experience of the subject.

Narrative writing.

Narrative writing is a way of telling a story. However, it is different from telling a story aloud. Narrative writing depends on the personal or imaginative experience of a person. A narrative writing should contain an entire story - beginning, middle and end. It should cover all the necessary details that explain the story.

Comparison and contrast.

Comparison and contrast is a kind of writing that aims to make a comparison and contrast for two or three things in two aspects: similarities and differences.

Students.

Students refer to the participants who studies in the sixth grade of Joseph Upatham School in English Programme held on the second semester of 2011. In this

study, students have learnt English since they were in Grade one. Their English is pretty good in speaking; they can communicate well with native speakers.

Summary of the Chapter

This chapter presented the rationale of the study. It also discussed the writing problems that Thai EFL students encountered when writing. This chapter proposed the pre-writing activities and explained how this technique helped students improve their writing ability.

Organization of the Chapter

The rest of the research is organized as in the following;

Chapter 2 reviews the literature as the theoretical framework for the study: the writing process and approach of teaching writing, concept mapping as the pre-writing activities employed in this study and discusses the previous studies related to the use of pre-writing activities in writing instruction at different levels from primary level to university level in ESL and EFL contexts.

Chapter 3 describes the research methodology consisting of research design, participants, research instruments, the data collection and data analysis procedure.

Chapter 4 presents the results of the study in according the quantitative data: the students' pre-writing and post-writing scores, the data from the questionnaire and qualitative data from the interview.

Chapter 5 provides the conclusion and discussion of the study, the implications and recommendation of the study. At the end of the chapter the concluding is provided.

The next chapter presents the review of literature.

CHAPTER TWO

LITERATURE REVIEW

This study investigated the effect of pre-writing strategy training on students' writing performance. It also aimed to investigate whether grade six students improved their writing tasks: descriptive, narrative, comparison and contrastive writing after the use of pre-writing activities. In addition, the study examined the students' attitudes toward the pre-writing strategies. The purpose of this chapter is then to review the literature relevant to this study. This chapter is divided into three main sections. The first section concerns the concept of writing, which includes the definition of writing, the writing process as well as the stages of writing, with particular attention paid to the pre-writing stage. The second section deals with the process-based and product-based approach to teaching writing, using the pre-writing strategies of brainstorming, critical thinking, concept mapping and the assessment of writing ability. The last section discusses the previous studies related to writing in an EFL classroom as well as the studies conducted on pre-writing writing instruction.

The Concept of Writing

Definition of Writing

Writing has been defined using different definitions by different groups of people in order to suit their needs and purposes for writing. Even for professionals involved in the field of English Language Teaching, no one definition of writing has been able to satisfy everyone. For process-oriented professionals and researchers, writing is a product of a person's search for meaning. Zamel (1982) points out that

writers go through a process where meaning is created because writers seem to start off the process not knowing what they are going to say at all. In addition, Arapoff (1975) states that “writing is a thinking process” which is characterized by a purposeful selection and organization of experience. She points out that when a learner goes through a writing experience or activity, he does not merely apply grammatical rules. Grabe and Kaplan (1996), in their book “Theory and Practice of Writing,” explore the meaning of writing in terms of the “rhetorical triangle” in writing. Said triangle consists of the reader (recipient of the final product of the writing process), the writer (originator of the message), and the subject matter and text itself. Both the writer and the reader have to consider all of these aspects when writing and reading, respectively, for each aspect plays a significant role in the journey towards meaning. According to Kleinmann (1980), writing is the ability to put pen and paper together to express ideas through symbols. In this way, representations on the paper will have meaning and content that can be communicated to other people by the writer.

As discussed above, writing is defined based on both the product and the process; it depends on the purposes of writing. However, the definition used in this study focuses on the creative writing process which emphasizes the important role of the discovery of self, in some ways akin to the discovery of meaning, in process writing. It is quite different from that which emphasizes audience, writer and text because it is focused more on getting ideas written down on paper, without burdening oneself especially with the thought of who is going to read the final product of one’s writing. This definition is also closest in meaning to the writing done by children,

which is focused more towards the expression of oneself, without much regard to how the reader would view the final written product.

The Writing Process

Writing is one of the four essential language skills that must be learned.

Writing as a productive process is influenced by certain elements, such as vocabulary, grammar, organization, spelling, and punctuation. Walters (1983) considers writing a process of construction, with the simple sentence being the basic element. By this he means that writing is a step-by-step process in which mastery of one level is required before the learner may advance to the next. In addition, Reid (1993) states that writing is usually easier, better, and more successful when talking, drafting, revising, and editing together in groups forms a core part of the writing process.

In Bello's concept (1997), writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. This holistic writing process is one of the most commonplace writing approaches currently used in ESL/EFL learning. It helps learners develop their own writing through several steps in order to make their compositions effective and productive. This process involves at least four distinct steps: prewriting, drafting, revising, and editing, as explained by Oshima & Hogue (2006) below.

Prewriting.

The first process of writing, prewriting, is described as anything done before writing a draft of a document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information. Although prewriting is the first activity that learners engage in, generating ideas is an activity that occurs throughout

the writing process.

Drafting.

In the second stage, drafting occurs when learners put ideas into sentences and paragraphs. Here they concentrate upon explaining and supporting their ideas fully. They also begin to connect their ideas. Regardless of how much thinking and planning they do, the process of putting ideas into words changes the ideas themselves; often the words they select evoke additional ideas or implications. Learners need not pay particular attention to spelling at this stage. This draft tends to be writer-centered. That is to say that learners tell themselves what they know and think about the topic.

Revising.

Revising is the stage in the writing process where the author reviews, alters, and amends her or his message, according to what has been written in the draft. Revision follows drafting and precedes editing. Drafting and revising often form a loop as a work moves back and forth between the two stages. It is not uncommon for professional writers to go through many drafts and revisions before successfully creating an essay that is ready for the next stage: editing.

Editing.

In this stage, learners check grammar, mechanics, and spelling. The last thing they should do before printing their document is to run their computer's spell check feature. Learners do not edit their writing until the other steps in the writing process are complete.

The four main steps of the writing process, as presented by Oshima & Hogue (2006), are discussed in terms of the steps of teaching students' writing. Figure 1 below illustrates this notion.



Figure 1. The Writing Process

Source: Oshima & Hogue (2006, p. 39)

Moreover, Cooper J. D., (2000) has also presented a process for developing students' writing using a variety of techniques. Each step of the process is shown in the figure below:

<p style="text-align: center;">Pre-Writing</p> <ul style="list-style-type: none"> - Brainstorming - Graphic Organizers - Analyze Text Structure - Advanced Organizers - Outlining - Note Taking - Unlocking Key Elements of Assigned Writing Tasks - Considering Audience Needs 	<p style="text-align: center;">Drafting</p> <ul style="list-style-type: none"> - Use of Transitions: Ensuring Coherent Organization with a Clear Beginning, Middle, and End - Teacher and Student Modeling to Reinforce the Writing Process and Skills Development - Use of Framed Paragraphs/Organizational Patterns
<p style="text-align: center;">Revising</p> <ul style="list-style-type: none"> - Use of Concrete, Specific Words - Making Ideas Clear and Accessible to the Reader - Sentence Combining - Peer Response Groups - Modeling of Techniques - Adding, Deleting, Moving and Changing Ideas to Ensure Clarity, Coherence, and Completeness 	<p style="text-align: center;">Proofreading</p> <p>Use checklists for:</p> <ul style="list-style-type: none"> - Capitalization - Punctuation - Spelling - Usage - Use of Complete Sentences Publishing - Use a variety of strategies to share final products

Figure 2. Effective Writing Strategies.

Source: Cooper, J. D. (2000, p.25)

In brief, writing is a process of creating, organizing, writing, and polishing. In the first step of the process, learners simply create ideas. In the second step, learners organize the ideas into an outline. In the third step, learners write a rough draft. In the final step, learners polish their rough draft by editing and making revisions. Therefore, it is very beneficial to the learners of writing to follow and use these steps so that they may improve their writing and eventually write effectively.

Currently, the writing process has been used to help students become proficient writers of text. There are several steps to writing. They range from a first idea to the final creation of a formal product.

Raimes (1983) states, “Recently, the teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process of writing.” Writers should approach their writing tasks as a process, an activity that moves in stages and that takes time to complete.

These steps of writing should be taught and demonstrated or advised to students so that they can write correctly. Each of the stages is explained as follows:

1) Selecting Topics: this step helps a writer in deciding suitable topics to write about because the topic is a key element to good writing. It also makes a writer think about the audience who will read his or her piece of writing.

2) Writing Drafts: during this stage, a writer does not need to concentrate on accuracy or other mechanical aspects of writing, but rather on the content. A writer just writes what comes to mind about the topic selected.

3) Making revisions: at this stage, a writer re-reads a piece of writing to check whether it conveys what he or she wants to convey to readers. A writer might remove, re-write, or add information to clarify some information that is unclear.

4) Editing: after revising, the editing stage needs to be done. A writer goes through, line by line, checking words and sentences in order to make sure that the piece of writing is as strong as possible. It deals with grammatical correction, word usage, and spelling.

5) Publishing: there are several ways to publish the piece of writing, depending on what work a writer is doing. The publishing stage may consist of a bulletin board presentation, for example, or even a brochure.

The stages of writing can be classified in to pre-writing, drafting, revising (editing and proofreading) and publishing. Figure 3 demonstrates this.

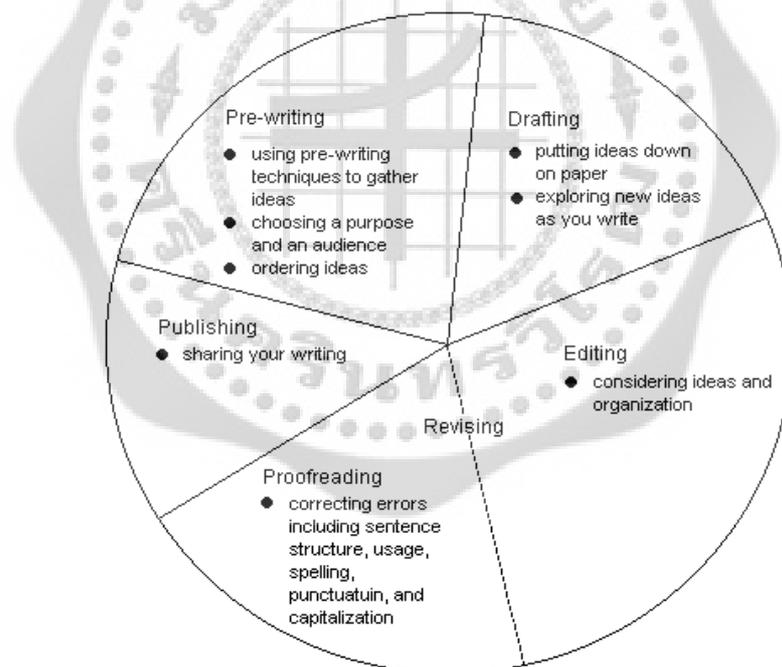


Figure 3. Writing Process

Source: www.saked.gov.sk.ca/docs/xla/ela15c1.html.

It can, therefore, be concluded that the writing process can be applied according to the purpose intended by the writing. A writer might follow the process step-by-step, or he or she might choose to omit any step of the writing process.

Pre-writing is the first stage of the writing process. It is a time of discovery or unearthing ideas. Pre-writing can condense unorganized thoughts into words on paper. There is no need, at the pre-writing stage, to think about order or how to condense. The objectives are to produce as many ideas as possible. Activities that are involved in the prewriting process include collecting ideas through reading, free-writing, brainstorming, mind mapping and listing (Raimes, 1983).

The Stage of Prewriting

Prewriting, the first stage in the writing process, begins long before the writer converts thoughts into writing. Prewriting is the process of generating and recording ideas. The main distinction between this stage and traditional planning is that prewriting is the creative phase, rather than the more critical phase of planning. Prewriting helps us to get our ideas on paper, though not usually in any organized form, and brainstorm thoughts that might eventually make their way into our writing. Listed below are some of the most common types of prewriting techniques.

Free-writing.

Free-writing is a process of generating a lot of information by writing non-stop. It allows one to focus on a specific topic, but forces a writer to write so quickly that he or she is not allotted time to edit any ideas. Here are some sample free-writing directions:

- Free-write on the assignment or general topic for several (five to ten) minutes non-stop. Force yourself to continue writing, even if nothing specific comes to mind. This free-writing will include many ideas; at this point, generating ideas is what is important, not the grammar or the spelling.

- After you've finished free-writing, look back over what you have written and highlight the most prominent and interesting ideas; then you can begin all over again, with a tighter focus. You will narrow your topic and, in the process, you will generate several relevant points about the topic.

Brainstorming.

Brainstorming is a prewriting technique of focusing on a particular subject or topic and freely jotting down any and all ideas which come to mind without limiting or censoring information – if it comes to mind, write it down! Ideas may be single words, phrases, ideas, details, examples, descriptions, feelings, people, situations, etc. Ideas should not be written in complete sentences.

Brainstorming, also called listing, is a process of generating a lot of information within a short time by building on the association of previous terms that have been listed. Here are some sample directions for brainstorming:

- Jot down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you are working in a group. All group members can generate ideas, with one member acting as scribe. Don't worry about editing or throwing out what might not be a good idea. Simply write down a lot of possibilities.
- Group the items that you have listed according to arrangements that make sense to you.

- Give each group a label. Now you have a topic with possible points of development.

- Write a sentence about the label you have given to the group of ideas.

Now you have a topic sentence or possibly a thesis statement.

Clustering.

Clustering is also called mind mapping or idea mapping. It is a strategy that allows one to explore the relationships between ideas. Here are some sample directions for clustering:

- Put the subject in the center of a page. Circle or underline it.
- As you think of other ideas, link the new ideas to the central circle with lines.
- As you think of ideas that relate to the new ideas, add these in the same way.
- The result will look like a web on the page. Locate clusters of interest to you, and use the terms you attached to the key ideas as departure points for your paper.
- Clustering is especially useful in determining the relationship between ideas. You will be able to distinguish how the ideas fit together, especially where there is an abundance of ideas.
- Clustering your ideas lets you see them visually in a different way, so that you can more readily understand possible directions your paper may take.

When we teach prewriting, we often focus on writing activities, or some sort of verbal process, such as responding to another text or another person's ideas. Dawson (2005) mentions prewriting as the first stage of the writing process and the point at

which we discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing. In addition, DeSpirt (2007) said that the prewriting stage is the time for students to think and develop ideas about a topic. The writing is limited to lists, charts, and short writing pieces. The prewriting stage is not about structure; rather, it is about the gathering of information to assist during the composing stage of writing.

The meaning and definitions above show that many educators agree that the prewriting stage is very important for writing class. Teaching prewriting activities in the classroom will give each student writer a repertoire of techniques for getting started on writing.

The Approach to Teaching Writing

Various studies concerned with the measurement of strategy training for L2/FL learners have been product-oriented (Chen, 2007). Chen also notes that these studies have quantitatively measured improvements in learners' test scores following the completion of a strategy training program. Wenden (1987) mentions that the study of FL strategy training program evaluation is concerned with the question of how the outcome of learner training is measured. For effectiveness of writing in an EFL or ESL classroom, English Language Teaching practitioners suggest three approaches: product, process and genre. The best practice in any situation will depend on the type of student's competence level, the text type being studied, the curriculum and many other factors. In this study, the researcher mentions two approaches toward teaching a writing class. The two may be used to compare students' writing ability after being

trained through difference approaches. In actuality, the writing process is not a highly organized linear process, but rather a continual movement between different steps of the writing model. In EFL/ESL classrooms, product and process approaches have dominated much of the teaching of writing over the last twenty years. In the last ten years, we have seen the growing importance of genre approaches in the EFL/ESL classrooms. As Smith (2000) recommends, approaches to writing instruction have gone through several pendulum swings in recent decades. He advises ideas that vary between process and product-oriented writing approaches. Whereas process writing approaches tend to focus on developing pre-writing skills, product writing emphasizes production outcomes and is based on a belief that successful writers organize their composition strategies when desired outcomes are clear. Moreover, Hyland (2003) also points out that the conflict between process and product can only be damaging to classroom practice, and the two are better used more to supplement and round each other out. The best way to use these approaches is to know what the students need and what motivates them to improve their own abilities.

Product-Based Approach of Teaching

A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually presented and analyzed at an early stage” (Gabrielatos, 2002, p.5). For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text. and they are expected to follow the standard to construct a new piece of writing.

The Product Approach Model is comprised of four stages (Steele, 2004).

Stage one: Students study model texts with the features of the genre highlighted. For example, if studying a formal letter, students’ attention may be drawn

to the importance of paragraph and the language used to make formal requests. If a student reads a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage two: This stage consists of controlled practice of the highlighted features, usually in isolation. So if students are studying a formal letter, they may be asked to practice the language used to make formal requests.

Stage three: This is the most important stage, where the ideas are organized. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and just as important as the control of language.

Stage four: This is the end product of the learning process. Students choose from the choice of comparable writing tasks. To show that they can be fluent and competent users of the language, students individually use the skills, structures and vocabulary they have been taught to produce the product.

Moreover, (Raimes, 1983; Silva, 1990) product-based approaches have served to reinforce L2 writing in terms of grammatical and syntactical forms. There are a variety of activities in product-based writing which can raise students' awareness in second language writing, from the lower levels of language proficiency to advanced. For instance, English majors use model paragraphs, sentence-combining, and rhetorical pattern exercises. Examples of each exercise are provided below:

Model 1

I am Mr. Baroni. My first name is Robert. I am twenty-five years old. I am a student. I am in the classroom now. I am at my desk. Mr. Peter is my teacher. He is in the classroom now. He is at the blackboard. He is busy now. The Classroom is on the tenth floor. It is a small room. The classroom is in an old building. The building is near the river. It is in the busy city of Detroit.

Instructions:

Write one paragraph about yourself and your school. Follow the model 1, but change all information that is not correct for you. For example: you write down your information and take as many structures and words from the model as you can use in your paragraph.

Figure 4. An Example of a Model Paragraph in the Product-based Writing.

Source: Blanton. (1979, p. 7-8)

Instructions:

Combine the following sentences as logically as possible.

1. The writer is young.
2. The writer is developing.
3. The writer works with options.

Possible “transformations” or combinations:

- Options are worked with by the young, developing writer.
- The writer who is young and developing works with options.
- The young, developing writer works with options.
- The young writer who is developing works with options.

Figure 5. An Example of Sentence-Combination in the Product-based Writing

Source: Strong. (1973, p.4)

Instructions:

Using cause-effect development, write a composition in which you describe the effect- negative or positive- that a teacher has had on your personality, your feelings about school, or your approach to life in general. Be specific:

1. Mention at least three real effects
2. Explain each one, using examples, details, or anecdotes

Figure 6. An Example of a Particular Type of Rhetorical Pattern in Product-based Writing.

Source: Arnaudet and Barret. (1984, p.111)

Rhetorical patterns in product-based writing provide a certain amount of freedom for English major students to create their compositions. In this case, learners have the knowledge of appropriate second language use and can apply their knowledge to write using rhetorical patterns, such as comparison/contrast, cause-effect, classification, and definition (Harris, 1996). Writing in the product-based approach is viewed as a simple linear model of the writing process which proceeds systematically from prewriting to composing and to correcting (Tribble, 1990).

Besides, instructors and learners believe that the planning stage of writing in text based approaches begins and finishes in the primary period of composition.

Killingsworth (1993) presented a product-based approach to teaching in which the teacher was concerned with grammatical accuracy in the product. In that classroom, the preoccupation with clarity, organization, and true self-expression in the process lesson meant that the onus was then on the teacher to facilitate, rather than judge student writing. In addition, Flower and Hayes (1980) opined that it was felt that the

product approach, while allowing for a certain amount of revision, seriously underestimated the importance of rewriting generally--effective revision would only result from a proper appreciation of the audience the writer was addressing and a preoccupation with ensuring that the text was reader-friendly and easy to follow. Teachers needed to cultivate a sense of responsibility in their learners for being their own critic (White and Arndt, 1991). Not only did this mean that multiple re-writes might well be needed, but moreover that there would be far-reaching implications for the teacher's role. Regarding the same topic, Nunan (1991) says that in the "product-oriented approach," the teachers focus on the "end result" or the written paper of the students. In the classroom of product-oriented writing, students are engaged in such activities as "imitating, copying and transforming models of correct language." Students are believed to have to start at a small unit of grammar and sentence writing in order to be successful at the paragraph level.

Nevertheless, the pattern-product writing approach is widely accepted among writing teachers because they have found several advantages in it for the writing classroom. First, learners learn how to write an English composition systematically, using pattern-product techniques. These techniques convey the logic of English rhetorical patterns such as narration, description, and persuasion. Student writers also learn how to use appropriate vocabulary and sentence structures for each type of rhetorical pattern. Finally, product based writing helps instructors raise learners' L2 writing awareness, especially of grammatical structures.

However, there are also disadvantages associated with the use of product-based writing. Writing with this approach gives little attention to the audience and purpose since learners and instructors tend to overemphasize the importance of

grammar, syntax, and mechanics. Learners will lack motivation in learning and feel intense pressure when creating their writing tasks, as their instructors mostly focus on the accuracy of the language structures.

In order to teach writing for English major undergraduate students, teachers should keep the strengths of the product-based writing approach for use as a part of the integrated approach because the rhetorical patterns in this approach will help learners, who have a certain amount of L2 background knowledge in writing, to write the organizational conventions appropriately. Besides, learning pattern-product will help to shape students' writing competence and allow them to create their written product in academic settings effectively, in terms of language use. Writing instructors should include not only a sense of audience but also the concept of writing purpose and idea generation techniques in the writing class so as to make learners successful in L2 writing.

Process-Based Approach of Teaching

Kroll (2001) defines process approach as follows:

The “process approach” serves today as an umbrella term for many types of writing courses What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts. (pp. 220-221).

A process approach inclines teachers to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and re-writing.

Stage four (Writing the First Draft): Students write the first draft. This is done during class, frequently in pairs or groups.

Stage five (Peer Feedback): Drafts are exchanged, so that students become the readers of each other's work. By responding as readers, students develop awareness of the fact that a writer is producing something to be read by someone else, and thus they can improve their own drafts.

Stage six (Editing): Drafts are returned, and improvements are made based upon peer feedback.

Stage seven (Final Draft): A final draft is written.

Stage eight (Evaluation and Teachers' Feedback): Students' writings are evaluated and teachers provide feedback. The following diagram shows the cyclical nature and the interrelationship of the stages:

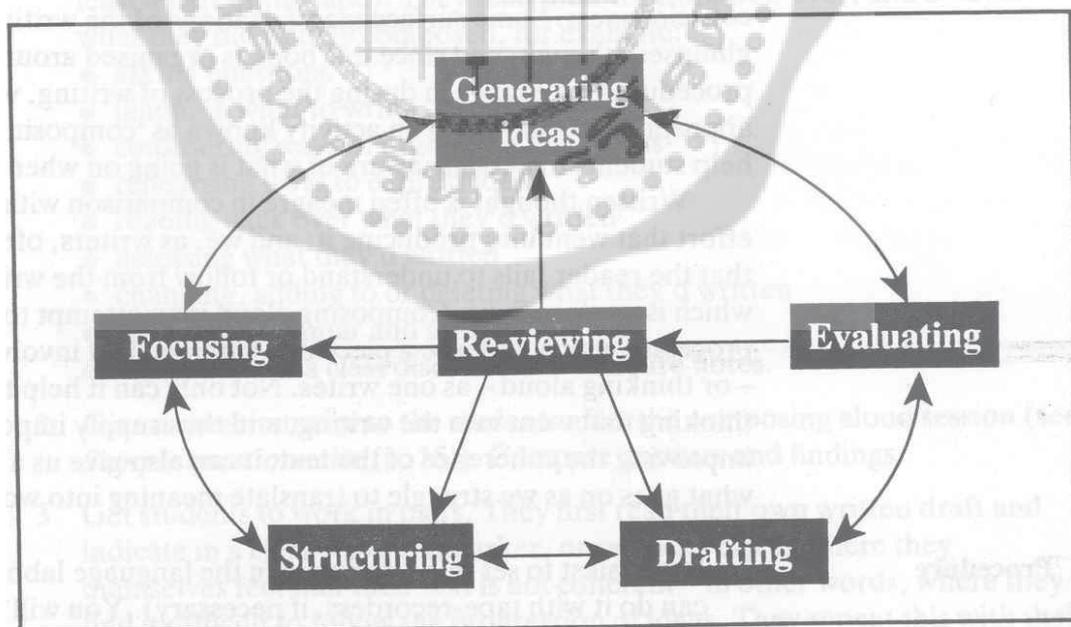


Figure 2: A model of writing.

Source: White and Arndt. (1991, p.43)

White and Arndt's diagram (1991) offers teachers a framework which tries to capture the recursive, not linear, nature of writing. Trupe (2001) mentions that to incorporate process instruction in our classes, we may remember the following points:

- Ask students to do a lot of writing, but don't make every assignment count for a grade. Read some student texts as a "real" reader, responding to content without seeking to correct it.
- Give students some class time to start brainstorming on a writing topic after you've given an assignment. As little as five minutes can be effective.
- Encourage a variety of pre-writing and planning strategies. Students sometimes need to do some writing before they know what their thesis will be. Some students work well from an outline, clustering, or creating a tree diagram. Others may benefit from generating a series of questions they have, or think their readers will have about their topic. Yet others benefit from visualizing a scenario in which they communicate the information (like a television news report or speech in a courtroom). Others can visualize by drawing scenes.
- Assign students to peer groups to give each other focused feedback on drafts. Prepare some guidelines for peer responders, so that they can look for specific textual features, and ask them to provide written feedback to the student authors. Peer group sessions can be held in class, face-to-face out of class, or in a computer-based or digital environment (email, bulletin board, etc.).
- Encourage students to ask you questions about their writing while they are working on their papers.
- Practice formative assessment.

- If at all possible, schedule brief face-to-face conferences for discussion of student writing.

Furthermore, process-based writing is viewed as the way writers actually work on their writing tasks from the beginning stage to the end of the written product.

O'Brien (2004) defines the concept of this approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. During the writing process, teachers can enable learners to explore their thoughts and develop their own writing by using the five-step writing process model of Herwins, seen below.

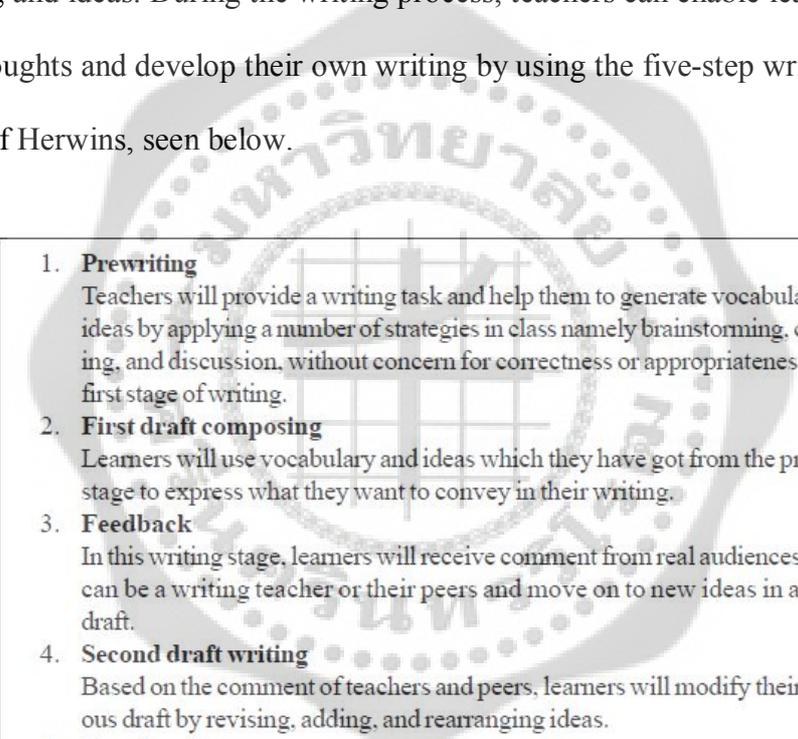
- 
1. **Prewriting**
Teachers will provide a writing task and help them to generate vocabulary and ideas by applying a number of strategies in class namely brainstorming, clustering, and discussion, without concern for correctness or appropriateness in the first stage of writing.
 2. **First draft composing**
Learners will use vocabulary and ideas which they have got from the previous stage to express what they want to convey in their writing.
 3. **Feedback**
In this writing stage, learners will receive comment from real audiences which can be a writing teacher or their peers and move on to new ideas in another draft.
 4. **Second draft writing**
Based on the comment of teachers and peers, learners will modify their previous draft by revising, adding, and rearranging ideas.
 5. **Proofreading**
In the final stage, student writers will not only discover new ideas and language forms to express their ideas in writing but also focus on the appropriate use of vocabulary, layout, grammar, and mechanics.

Figure 8. The Model of Writing Process.

Source: Herwins. (1986, p.223 adapted from Scott, 1996))

The process-based approach to teach writing is based on the idea that writing develops gradually through discussions and multiple drafts (Wennerstrom, 2003). In

addition, it aims to empower and motivate the writing through the gradual discovery and the development of the writer's own voice. Thus, before composing any written texts, the activities such as brainstorming, critical thinking, and concept mapping are involved in order to generate the writer's ideas. Also, the use of multiple revisions is resorted to in order to shape the written text. In short, the major characteristic of this approach is the belief that writing develops gradually through discussions and multiple drafts. At the pre-writing stage, the peer writing groups are invited to brainstorm ideas and provide feedback on the subsequent draft. The use of student-instructor conferences may then be included for discussing each draft with students. Tribble (1996) prefers the process approach to writing initially, due to the fundamental issue of L1 writing, but later he calls for a shift in emphasis from the text to the writer and the cycle of writing activities which are involved in text production.

Process-based approaches are well known tools for writing instructors to teach L2 writing, as they have a number of benefits. Learners are able to learn how to compose writing in L2 with little or no helpful knowledge when using process-based writing, as compared with other writing approaches. Students can improve their writing step-by-step since instructors will guide them through the whole process of their writing tasks by giving them feedback, as well as enough time and opportunity through peer and teacher review to develop a sense of audience (Boughey, 1997). This allows them not only to reflect upon their previous writing, but also to consider the possible existence of other viewpoints.

In spite of being widely used in ESL /EFL composition, process-based writing still has some limitations. Learners have to spend quite a long time to complete one particular piece of writing in the classroom. Badger and White (2000) also point out

that learners have no clear understanding about the characteristics of writing and are provided insufficient linguistic input to write in L2 successfully for certain text types. In order to alleviate the weaknesses in the integrated approach, the typical process writing model should be modified in the following ways. Instructors should provide learners with some examples of the text type that they have to write so as to allow them to have a clear understanding about the aim and the framework of a particular writing type. Teachers should not spend too much time on one piece of writing in the class because this may decrease students' learning motivation and impede them from learning other types of writing. The techniques employed should train English major students to develop a concept of audience by taking turns commenting on their classmates' writing. This particular process-writing activity in the class helps students develop their own critical thinking without depending solely on the teacher's feedback.

Widely accepted models of the process approach have stages that include prewriting, composing, revising, evaluation, and, finally, publishing. As the learner moves from the initial stages of data collection, or brainstorming for ideas, to the final written draft, he or she can choose to review any of the stages, and revise to reformulate ideas via conferencing with the teacher or engaging in peer consultation. The stages also stress the application of cognitive skills to facilitate the effective working of the process approach.

In the 1970s and 80s, however, educators such as Zamel (1982), and Raimes (1987) criticized the heavy emphasis on text production. Focusing more on the process of how writing occurs, they underscored the value of pre-writing activities and in-class discussions to generate ideas.

The Pre-writing Activities

Pre-writing is a process in which there is a rich source of information for the writers. In addition to serving as vehicles for students' reflection, prewriting refines students' thinking. The pre-writing stage is a time for student to explore topics via brainstorming, thinking, remembering, talking, drawing, and reading. Trupe (2001) mentions that pre-writing refers to the range of activities in which the writer engages before setting fingers on the keyboard (or pen to paper). Prewriting is the process of generating and recording ideas. The main distinction between this stage and planning is that pre-writing a creative phase, while planning is a critical phase. During planning, the writer considers and rejects ideas. Prewriting activities such as brainstorming, critical thinking, and concept mapping are good ways to start the process of writing. This present study will focus on brainstorming, critical thinking, and concept mapping.

Brainstorming.

Brainstorming is a prewriting technique of focusing on a particular subject or topic and freely jotting down any and all ideas which come to mind without limiting or censoring information. If it comes to mind, write it down. Ideas may be single words, phrases, ideas, details, examples, descriptions, feelings, people, situations, etc. White and Arndt,(1991) consider a good pre-writing activity the use of brainstorming, especially if we consider the complexity of writing and how generating ideas is an essential stage in the writing process. The objective of brainstorming is to stimulate the imagination to produce ideas on a topic or problem. This is particularly useful for those less imaginative students who do not exercise their creative abilities frequently

and thus find it difficult to generate or recall encyclopedic /world knowledge and link ideas together.

Critical Thinking.

Critical thinking is also used in this study. Students have the opportunity to discuss and share their ideas with each other. There are many ways of organizing the field of knowledge and the processes of thinking. Although there are lists of several taxonomies, or classification systems, which the reader may want to explore, the Taxonomy of Educational Objectives: Cognitive Domain (Bloom; et al. 1956) also known as "Bloom's Taxonomy," is reviewed as a domain theory in this study.

Bloom's Taxonomy is used in planning instruction in mastery learning programs. Mastery learning has been combined successfully with thinking skills in Maryland and New York (Arredondo & Block 1990).

Bloom's Taxonomy is hierarchical, in that the lower levels are considered inherent in the higher levels. That is, the students can perform activities of the levels under the one with which they are working. For example, if we ask students to apply a formula to solve a mathematics problem (application), we assume they could define the terms (information) and tell us in their own words what the formula means and recognize instances where they might use it (comprehension).

The verbs we use when asking questions or giving instructions will determine at which level of thinking students will function. Sample lists of verbs at each level are presented in each level as follows.

Using verbs at the various levels can assist us in preparing questions which will take students to higher levels of thinking. This is not to imply that we should avoid asking basic who, when, what, how, and where questions. The problem is that

many times those are all we ask and all we test. Questions such as “Why do you think so?” and “What would happen if...?” will engage students in processing the material in more meaningful ways. Some teachers post the levels and several verbs from each category in their classroom to serve as prompts when they are asking oral questions.

The six levels of Bloom's taxonomy, starting with the lowest level and moving up, are knowledge or information, comprehension, application, analysis, synthesis, and evaluation.

Remembering.

This category refers to what one can remember from previous learning or experience. It involves simple recall and recognition. The learner may have acquired the information by rote learning. This is the lowest level of understanding, for example, naming and defining three parts of a cell.

Verbs which describe what we ask students to do at this level include *list, describe, identify, state, define, know, label, match, name, etc.*

Understanding.

This category indicates some understanding of the knowledge the learner has acquired. If one can paraphrase or translate knowledge, put it into his or her own words, he or she comprehends it. It may involve recognizing or giving examples of a category. When one translates from words to numbers, comprehension is being demonstrated. Changing a word problem in mathematics to a number sentence is one example of translation; reading a graph or chart is another.

Verbs which refer to this level include *paraphrase, translate, extend, give an example, comprehend, convert, defend, distinguish, estimate, explain, extend, generalize, etc.*

Applying.

This is the ability to use previously learned material in new situations. The material may be facts, rules, methods, concepts, or generalizations. The person understands the material and recognizes the appropriateness of using it in a new and concrete situation. This is considered the beginning level of higher order thinking.

Verbs which indicate the activities at this level include *operate, use, compute, solve, apply, change, construct, demonstrate, discover, manipulate, modify, etc.*

Analyzing.

As the name of the category implies, analysis is the process of breaking into parts, making comparisons, finding similarities and differences between parts of whole or separate sets, and seeing organizational patterns and structures. Many of the most interesting activities in which we ask students to participate fall into this category. Even kindergarteners can observe objects, events, or persons and discern differences and similarities. In fact, this ability to discriminate differences is a forerunner of being ready to read. Ability to recognize organizational patterns and break large amounts of material into smaller segments would seem a necessary precursor to being able to put elements or components together in meaningful new ways (synthesis).

Verbs which illustrate the activities at this level include *analyze, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, relate, select, separate, etc.*

Evaluating.

Some educators think of synthesis as the other side of the analysis coin since in synthesis we put things together in new and different ways, and in analysis we take

them apart. Some analysis is necessary, however, in order to synthesize. Synthesis is a critical skill in academic settings and in the world beyond. It includes the ability to organize, to arrange elements in meaningful relationships, and to make inferences about those relationships. Another important activity of synthesis is composing. When students write compositions, regardless of the type, they are creating something new based on what they know. Constructing an organizational pattern for a body of material or developing plans and sequences of events are other synthesis activities.

Verbs for this category include *compose, appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, etc.*

Creating.

The top level in terms of complexity, difficulty, and abstractness is evaluation. The processes here involve making judgments based on some type of criteria. The major difference between evaluating and creating is the necessity to have an *a priori* standard against which one makes the evaluation. Because evaluation implies valuing in the decision making, some characteristics of the affective domain may be included. Judgments based on personal likes and dislikes cannot be ruled out, as those are still standards, albeit personal ones. If justification of a decision can be explained, then evaluation is present. This is the level where many of the "Why" questions we ask fit. "Why do you believe that? What is the reason you have for that choice? How do you know that is so?"

Verbs which are used to ask for processes at this level include *rate, judge, decide, defend, debate, appraise, justify, evaluate, etc.*

However, as there is more than one way to teach writing, critical thinking is a beneficial stage to encourage students to prepare their ideas before doing a writing task.

Concept Mapping.

Mapping (or clustering) is also a popular pre-writing activity. Concept mapping, as a way of creating visual representation of text structure, can be used during early stages of writing. Buzan (1995) noted that using mapping technique, students were able to complete essays in one third of their previous time, while still receiving high marks. As a pre-writing activity, concept mapping encourages students to map out their ideas prior to composing, and it allows students to translate ideas and concepts into visual or graphical representation for a writing assignment. In addition, concept mapping can be used to activate prior knowledge and scaffold cognitive processing by assisting students to see relations among words, ideas, and categories. Sinatra (2000) has advocated the use of scaffolding design or map templates for the writing task.

The Concept Mapping

A concept map is a way of representing relationships between ideas, images, or words in the same way that a sentence diagram represents the grammar of a sentence, a road map represents the locations of highways and towns, and a circuit diagram represents the workings of an electrical appliance. In a concept map, each word or phrase is connected to another and linked back to the original idea, word, or phrase. Concept maps are a way to develop logical thinking and study skills by

revealing connections and helping students see how individual ideas form a larger whole.

The technique of concept mapping was developed by Joseph D. Novak and his research team at Cornell University in the 1970s as a means of representing the emerging knowledge of science held by students. It has subsequently been used as a tool to increase meaningful learning in the sciences and other subjects, as well as to represent the expert knowledge of individuals and teams in education, government, and business. Concept maps have their origin in the learning movement called constructivism. In particular, constructivists hold that learners actively construct knowledge.

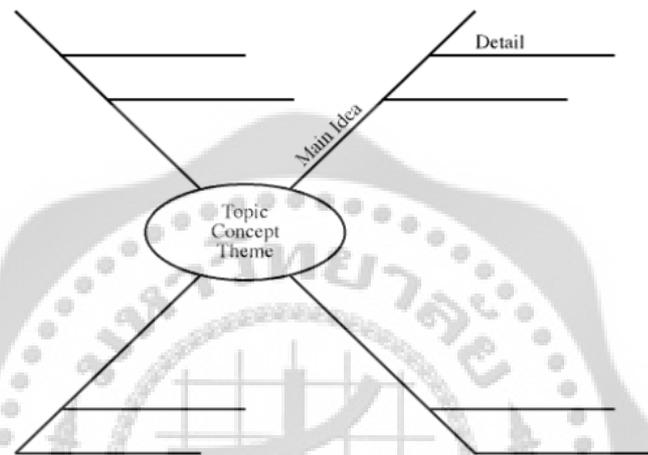
Types of Concept Maps.

Concept maps are used to help students organize ideas and to get acclimated to different learning styles. They are a brief way to classify and compare thoughts. Concept maps come in different shapes and sizes to suit different types of writing. There are four main types of concept maps: the spider concept map, hierarchy, flowchart, and systems.

Spider concept maps are best used in the pre-writing stage when a person wants to brainstorm details about a specific topic. Hierarchy concept maps can help students to point out the main idea and details of text or a concept. Flowchart and systems concept maps are great visuals for ordering the sequence of events and presenting information. Novak & Gowin (1984) presented the maps and their many uses, as elaborated upon below.

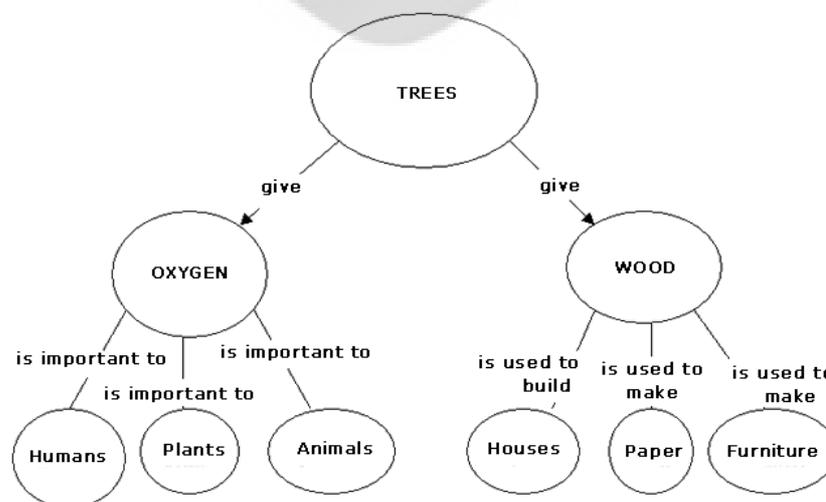
Spider Maps.

A spider map is used to describe a central idea--a thing, a process, a concept, or a proposition. The map may be used to organize ideas or brainstorm ideas for a writing project. See the diagram below.



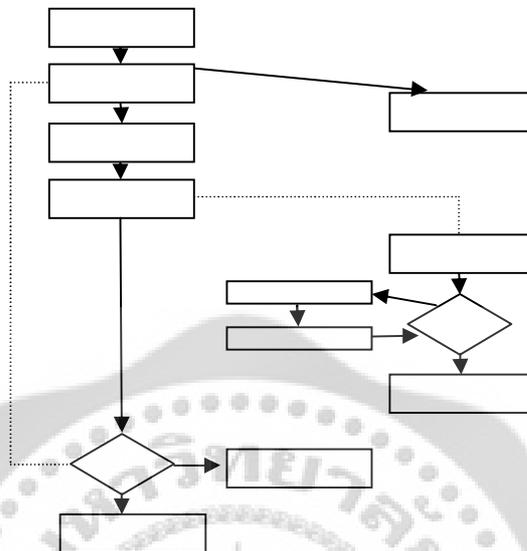
Hierarchy Concept Maps.

The hierarchy concept map presents information in a descending order of importance. The most important information is placed at the top. Distinguishing factors determine the placement of the information.



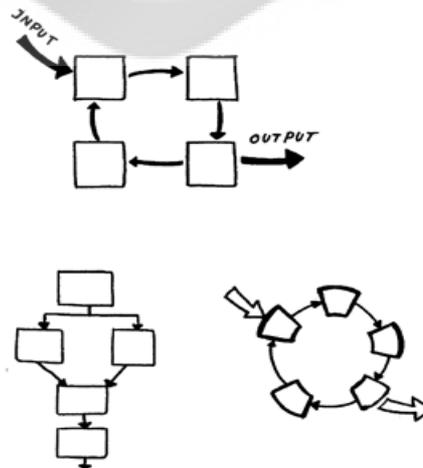
Flowchart.

The flowchart concept map organizes information in a linear format.



Systems Concept Map.

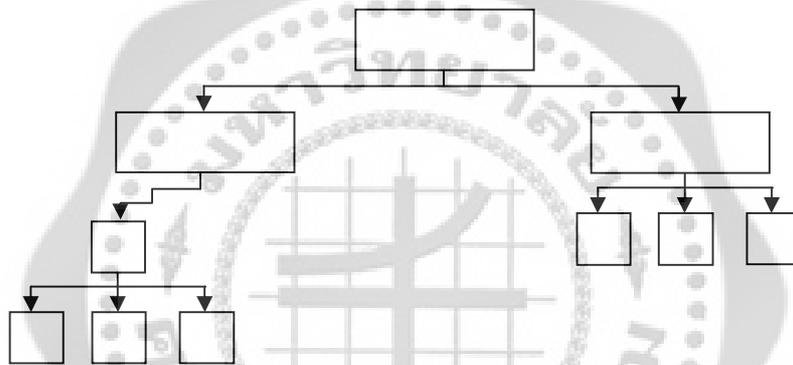
The systems concept map organizes information in a format which is similar to a flowchart, but with the addition of input and output. It is also known as a data flow diagram.



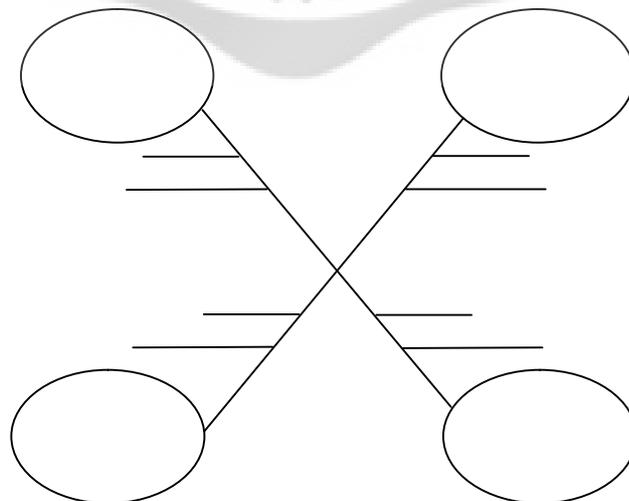
Concept maps offer a method to represent information visually. Concept maps are a form of advanced graphic organizer.

The U.S. Department of Education (2001) has presented the seven following types of mind mapping:

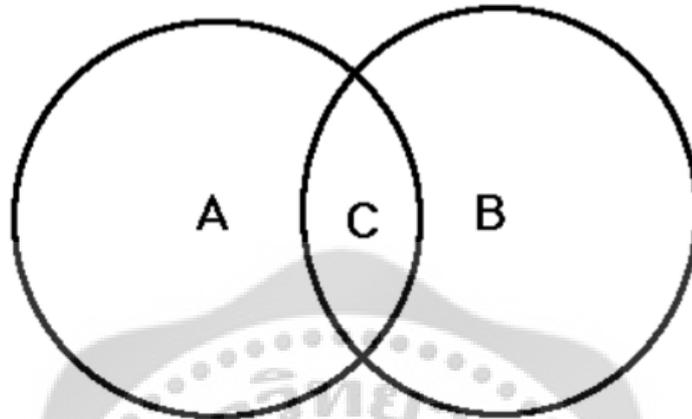
1. A concept map is drawn by writing the topic on top, followed by sub-topics that relate to the main topic. After the sub-topics, details are written to support each idea.



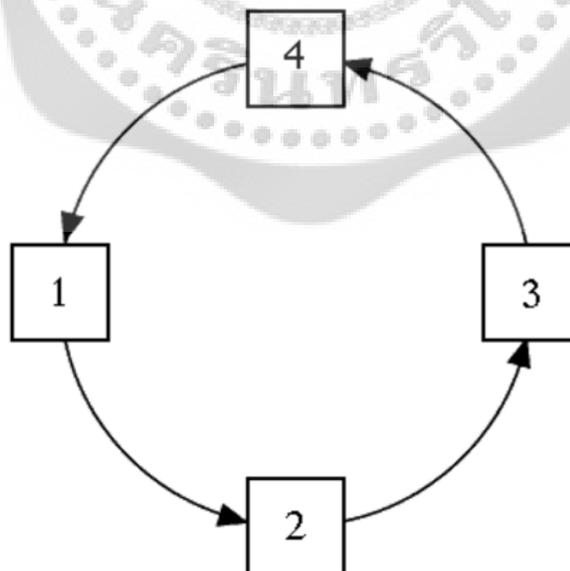
2. A spider map is written by putting a key concept in the middle and then writing out a description of other ideas.



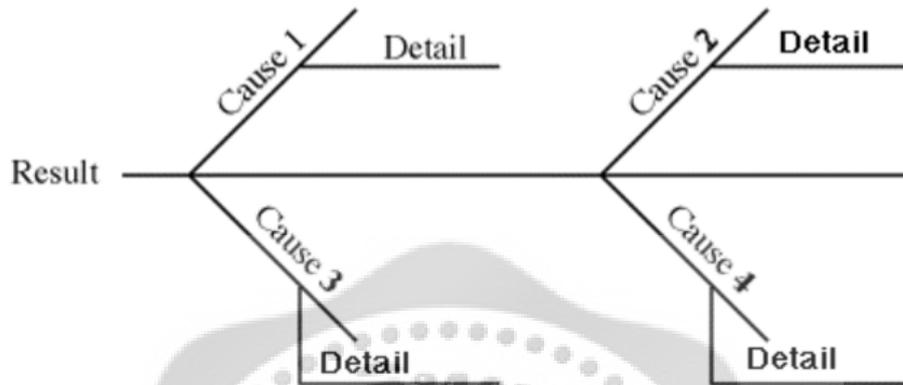
3. An overlapping circles map is used show what is included in both groups and what is excluded in either group.



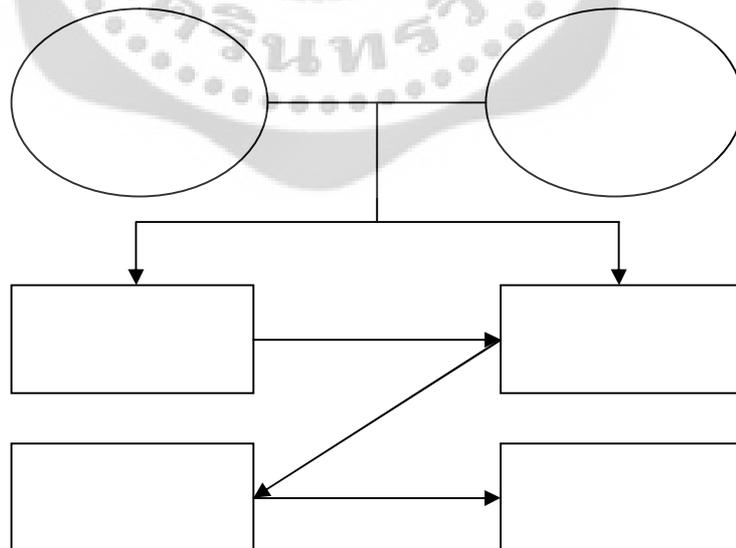
4. A circle map shows how a series of events interact to produce a set of results again and again, such as a life cycle or a cycle of poor decisions.



5. A fishbone map is used to show the causal interaction of a complex event or phenomenon.



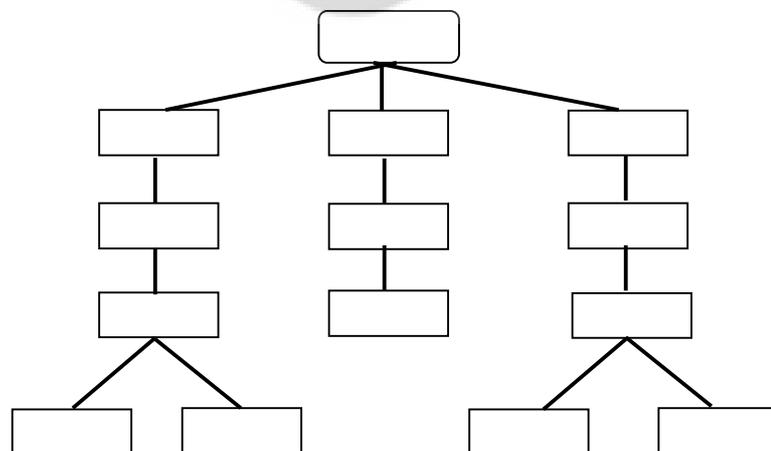
6. A two-group interaction map demonstrates in writing some proposed action and two different responses to such action.



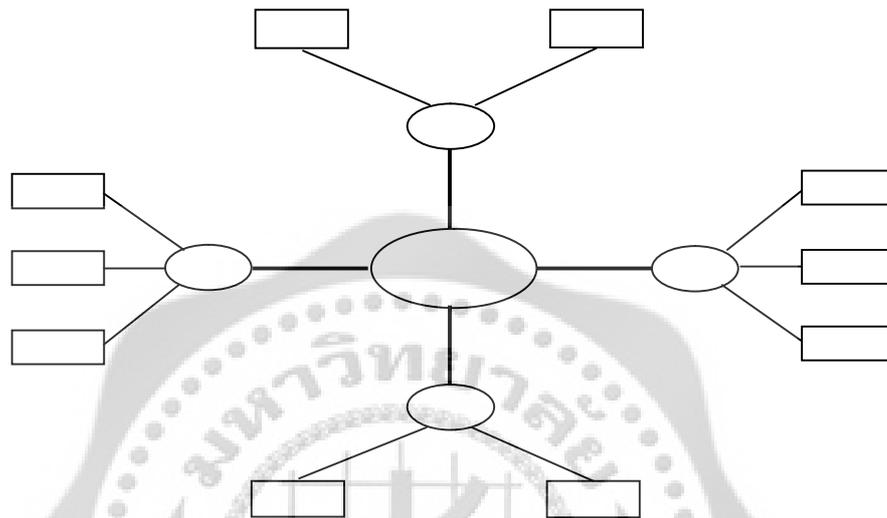
7. A compare table map is a table used to compare two issues.

Sinatra (1986), on the other hand, presented four types of mapping that concern the teaching of writing.

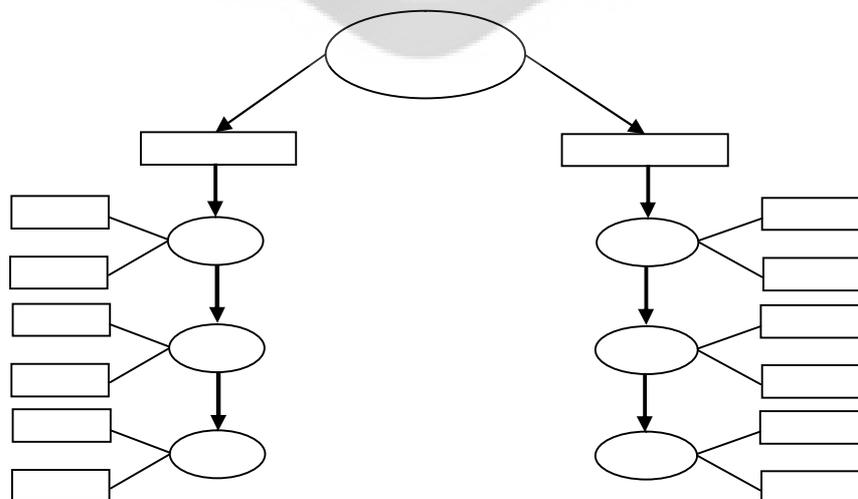
1. Narrative sequential organization (or a sequential episodic map) is used to describe the sequence of events. The loop is shown in the sequence of events and links these circumstances to support a framework for the event.



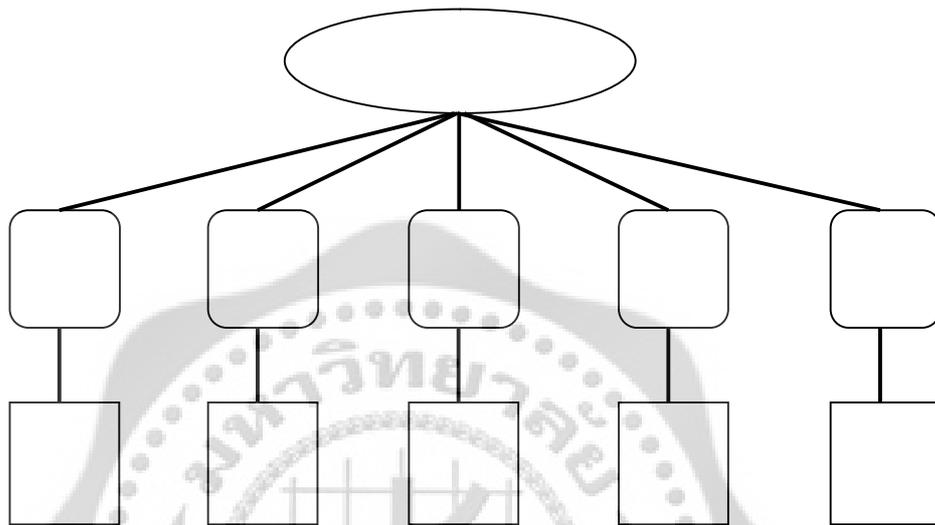
2. A thematic (or descriptive) map is a chart showing details about people, places or objects with a key in the middle of the relationships. Important features connect with straight lines to the finer details of the topic.



3. A comparative and contrastive map is used to show the topic to be compared, seen in the top frame. Following the arrow to the left, similarities are displayed, while following the arrow to the right shows differences. Further details are listed to the sides of each point.



4. A classification map is used to show the relationship of topic and sub-topics. The topic discussed will be on the top, while sub-topics and supporting details are found in each loop.



The Use of Concept Mapping

Tony Buzan (1995) commented that concept mapping would be beneficial to the teaching of writing insofar as it:

1. helps students link their ideas together and be critical.
2. eliminates words that are not needed and highlights the relationship of the link, instead.
3. plans what is to be written before writing the actual content.
4. contributes to the flow of ideas and guidance of the issue.
5. helps summarize the data.
6. provides a visual overview of the literature, as well as a control point for the story to be written.
7. may be used as a tool for taking notes, reading newspapers and magazines, and as an agent for the planning of academic or report writing.

Assessment of Writing Ability

Writing Ability

The terms of writing have several meanings. Many experts have proposed their own definition and explanation of writing. Widdowson (1978:62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. Hornby (1974:996) states that writing is in the sense of the verb 'write'. To write is to make letters or other symbols (e.g., ideographs) on a surface, especially with a pen or pencil on paper. Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express oneself, to provide information for one's reader, to persuade one's reader, and to create a literary work.

The term 'ability' is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols, to make other people or readers understand the ideas conveyed. To be accurate, students have to write with correct sentence structures, grammar and mechanics, and appropriate use of vocabulary. In helping students to take responsibility for their own writing, students have to learn to be independent and monitor their own progress in writing.

Assessing Writing Ability

On-going assessment of writing is integral to the effective teaching of writing to students with learning disabilities. Curriculum-based assessments can be used to assess the writing process and product, and they should take into account purpose, as well. The writing process can be assessed through observational (including self-observational) checklists. The writing product can be evaluated by five product

factors: fluency, content, conventions, syntax, and vocabulary. Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres.

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside. Assessment provides assistance to students, awards a grade, places students in appropriate courses, allows them to exit a course or sequence of courses, certifies proficiency, and evaluates programs, to name some of the more obvious. Given the high stakes nature of many of these assessment purposes, it is crucial that assessment practices must be guided by sound principles to ensure that they are valid, fair, and appropriate to the context and purposes for which they were designed.

In general, there are two basic types of grading: analytic and holistic. Both can be useful tools for evaluating students writing, but each has different purposes. Analytic scoring separates various factors and skills, and thus it can be used by teachers and students to diagnose writing strengths and weaknesses. Holistic scoring assesses the overall competence of a piece of writing, but it neither diagnoses problems nor prescribes remedies for the writing.

Analytic Scoring

Analytic scoring evaluates the various components of a piece of writing separately. For example:

1. Being with 100 points and subtract points for each deficiency:

appropriate register (formality or informality)	- 10 points
language conventions	- 10 points
accuracy and range of vocabulary	- 5 points
TOTAL	- 25 points from 100 = 75 points

2. Give a percentage of the overall grade for each competent:

introduction	- 10 %
topic sentences	- 20 %
sentence structure	- 20 %
use for transitions	-10 %
grammar	- 20 %
vocabulary	-10 %
conclusion	-10 %
grammar	- 20

3. Assign split grades for each component:

organization	A
content	C
mechanics	B

One of the most widely used analytical scales for ESL writing is the Composition Profile in Testing ESL Writing: A Practical Approach (Jacobs et al., 1981). The profile offers an analytic method of accessing the writing of EFL students that can also be used to provide learners with feedback about their writing. The Composition Profile has five weighted components, with content the first and most heavily weighted. The others are organization, vocabulary, language use, and mechanics.

Holistic Scoring

In holistic scoring, the evaluator reads each paper without marking anything, then rates the paper as a whole, assigning a single score within a given range (on scales of, 1-4, 1-6, 1-9). The benefit of holistic scoring is that it “employs a reader’s

full impression of text without trying to reduce her judgment to a set of recognized skills” (Hout, 1990). The greatest advantage of holistic scoring is its efficiency.

Related Research

In the writing process research literature, the interpretation of the pre-writing stage is consistent with the development of the understanding of the writing process.

Rohman (1965) defines pre-writing as a stage of discovery within which the writer “assimilates his subject to himself” and situates pre-writing within a pre-defined, linear process of pre-writing, writing, and re-writing.

Further, Morris (1968) describes pre-writing as an important period that follows concrete linear steps during which “the student probes his vast memory banks and attempts to find new, untried angles from which to view his subject.” She reports that her L1 students perceived the prewriting period as an “agonizing one.” Building on the pre-writing research of the 1960s, Kytle (1970) proposes a three-stage pre-writing strategy that involves (a) analogy, which is the first stage of exploration and discovery of the subject through outlining as many points as possible and classifying them, (b) reduction of the subject, and (c) thesis formation. While these studies recognize the importance of the pre-writing stage, they view it as a predetermined and linear sequence of steps that involves little or no interaction among the writers; thus, it isolates the writer from the social environment within which the writing process develops.

Spack (1984), in her study of one ESL college student, does not discuss the collaboration as part of the pre-writing process. Rather, she addresses pre-writing within the schematic framework as an inventive process which “does not occur

passively; it is the result of diligent effort on the part of each writer to self-define a rhetorical problem.”

Smith (1996) describes how the pre-writing process of L2 learners was supported through subject knowledge building, idea sharing, and discussion of authentic materials in a third year French composition course.

Ferris & Hedgcock (1998) provide pedagogical suggestions proposing several pre-writing strategies that can be performed within a L2 collaborative process. They divide them into two categories: (a) unstructured pre-writing, free-writing, speed writing, and brainstorming which aim at building writers’ fluency; and (b) structured pre-writing, for example clustering and cubing activities that assist students in the process of topic exploration, strategies development, and relating new knowledge to already existing knowledge.

Khoprasert (2008) studied to find out whether the process of writing can enhance students’ ability in writing among those studying in Mathyom 4 at the Demonstration School of Ramkhamhaeng University. The research was done by teaching writing to the students through the concept of ‘writing process’. The findings of the study revealed that many students felt that being taught how to write by using the writing process improved their writing fluency.

T. Siriwanich (2007) studied the effects of using mind mapping for developing Matthayom 5 students’ writing ability. The results showed that Matthayom 5 students who were taught to use mind mapping in their writing have improved their writing ability.

Summary of the Chapter

Chapter 2 presented theories relevant to the current study. The first section discussed the concept of writing. Then it described the approach to teaching writing, including concept mapping. The third section focused on the assessment of writing, and the last section reviewed prior studies of pre-writing activities.

Chapter 3 will present research methodology which includes research design, research instruments, data collection and analysis.



CHAPTER THREE

RESEARCH METHODOLOGY

The main purpose of this present study was to investigate the effect of pre-writing activities on the sixth grade EFL students' writing performance. It also investigated the sixth grade EFL students' attitudes toward the pre-writing activities. This chapter then presents research methodology consisting of research procedure, research design, context of the study, research instruments used for data collection, and lesson plan for prewriting activities instruction. In the last section, the chapter describes data collection and data analysis procedure.

Research Procedures

The study focused on the effects of pre-writing activities on student's writing performances. The research procedures for the study are as follows:

Research design.

This study was a quasi- experimental study with a pretest-posttest control group design aiming at using pre-writing activities as the initial step of the writing process for writing three types of paragraphs: descriptive, narrative and comparison/contrast. The study focused on investigate the effect of pre-writing activities, specifically three types of concept mapping: spider map, sequential organization map, and comparison and contrast map, on students' writing performance. The study combined both quantitative and qualitative data collection. The quantitative data consisted of students' pre-test and post-test scores, scores of three writing tasks based of the types of writing as mentioned earlier, self-ratings from

the attitude questionnaire; the qualitative data were the descriptive data from the pre-writing activities, the interview data from the six selected students in the experimental group, and the students' description in the open-ended part of the questionnaire.

Variables.

The independent variable was the use of prewriting activities in writing three type of writing: narrative, descriptive and comparison and contrast.

The dependent variables were:

- students' scores of the post-writing referring to the improvement in writing performance of the students - Joseph Upatham sixth grade students' in the experimental group, (and)
- the students' attitudes toward the use of pre-writing activities in the writing class.

Sources of data.

Data collected for this present study were of two kinds: quantitative and qualitative data. The quantitative data obtained from the students' scores of the pretest and posttest, scores for three type of paragraph writing: descriptive, narrative and comparison and contrast collected as the final products of the writing tasks; self-ratings from the learners' attitude questionnaire. The qualitative data were obtained from two sources: the students' content of the open-ended responses in the attitude questionnaire and the interview after the experiment.

Population.

The population for this present study was sixth grade students of Joseph Upatham School learning in the second semester of the academic year 2011. There were 410 students altogether. The school was under the Office of the Basic Education

Commission Educational Service Area Office: the Secondary Educational Service Service Area Office 2 (Nakhon Pathom province).

Participants.

Participants in the study were thirty-seven students in class 6/5 and 6/6 of Joseph Upatham studying in English Programme during the second semester of academic year 2011, allocated in the experimental group (18 students) and in the control groups (19 students). All are male and female native Thai speakers, and they were mixed of English ability including high achievers, average and low achievers.

Context of the study.

The study was conducted with sixth grade students in the English Programme of Joseph Upatham School, where English XI (Eng 611101) was the basic subject for all sixth grade students. This course was a continuing course for students which lasted for two semesters, with three hours of class time per week. This present study was experimented in the second semester of the academic year 2011. This study was a mixed methods research. It aimed to investigate the effect of pre-writing activities on sixth grade students' writing ability and examine students' attitude toward the pre-writing activities. The participants of this study involved 37 students in 6th grade class 5 (the experimental group) and 6th grade, class 6 (the control group). The students were purposively selected from two intact classes of all 6th grade students since the researcher was assigned to teach these students, and the students needed to learn to write a variety of text types in accordance with the school curriculum that includes narration, description, and comparison and contrast. All of the students are Thai native students who have studied at Joseph Upatham School since the first grade. In the English classes, two groups of students were taught to write using two approaches.

The experimental group was taught to write based on the process-based approach, namely, the pre-writing activities as the initial stage of the writing process; whereas, the control group was taught based on the product-based approach, called the traditional teaching practice. Both groups of students were taught by the researcher.

Research instruments.

The research instruments used to collect data were the prewriting and post writing tests, and the learners' attitude questionnaire. The next section details the instruments.

The English Writing Pretest and Posttests.

The English Writing Pretest and Posttests were the paralleled tests. The purpose of the prewriting test was to assess participants' writing ability in both groups of experimental and control group before the experiment; while the post writing test was administered to evaluate the students' writing ability after being taught with prewriting activities before paragraph writing. The prewriting test and the post writing test asked the students to write a descriptive paragraph by describing a picture. The pretest and posttest used similar pictures. The length of a paragraph was at least 60 to 80 words and the time allocated for writing was 40 minutes

The Learners' Attitude Questionnaire.

The Learners' Attitude Questionnaire was constructed by the researcher to ask participants' attitude towards the pre-writing activities used in the writing classes.

The questionnaire aimed to elicit the students' attitudes while learning in their writing class and their preference on the topics of the paragraph writing. The questionnaire consisted of both closed and open-ended questions. The closed questions in Part 1 were a Likert type with 5 rating scales: 5 = strongly agree, 4 = agree, 3 = uncertain,

2 = disagree, and 1 = strongly disagree.

The interpretation of mean scores scale value were calculated into five levels: 4.21-5.00 = very high, 3.41 – 4.20 = high, 2.61 – 3.40 = medium, 1.81 – 2.60 = low, and 1.00 – 1.80 = very low. Part 2 of the questionnaire was open-ended consisting of 5 opened-end questions asking students about the problems in writing, the topics of their writing, and their opinion toward the pre-writing activities.

The validity of the instruments.

To validate the pretest and posttest, the researcher constructed the test based on the course description of English 611101 of the school curriculum. The researcher asked the three experts: one native speaker of English; one Thai teacher and the thesis advisor to check the correctness, and appropriateness of the test. Then the test was revised and adjusted in accordance with the experts' comments including wordings, and time for doing the test. The test was piloted with 20 sixth grade students who learned English 611101 course, and they were not the participants of the study.

For the questionnaire, the researcher asked the advisor to check the items of the questionnaire and the language used and then revised for improving the confusing and unclear parts. The questionnaire was also tried out with 20 sixth grade students.

Teaching materials for pre-writing activities instruction.

This study was a pretest posttest control group design. The aim of the study was investigate the effect of pre-writing instruction on sixth grade students' writing ability. The students in the experiment group received the writing instruction focusing on the process-based approach of teaching writing; whereas, the students in the control group were taught based on the traditional teaching technique-the product-based approach. The teaching materials concerned the lesson plans for the experimental

group and the control group in relation to two methods of teaching writing, analytic scoring sheet, and interview questions.

The researcher constructed the lesson plans for both groups based on the course description of English 611101 of the school curriculum. The content of the lesson plans focused on three types of writing and three topics. The lesson plans as well supplementary worksheet were submitted to three writing specialists for approval. One lesson for the control group: with traditional teaching practice, and the other, for the experimental group, with pre-writing activities. The lesson plans used are discussed in detail as in the following.

The traditional teaching practice lesson plans.

The traditional teaching practice lesson plans were used for teaching students in the control group. It consisted of three lesson plans based on three topics for each type of writing: *Letter to My Hero* for descriptive, *My Most Memorable Gift/Photo* for narrative and *Life in the Country and Life in the City* for comparison/contrast. The lesson plan was based on product-based approach of teaching. The content of the teaching materials were based on the students' textbook and writing tasks.

Pre-writing activities lesson plans.

Pre-writing activities lesson plans were used for teaching students in the experimental group consisting of three lesson plans based on three topics for writing. The teaching materials used were based on the use of three types of concept mapping: descriptive map, sequential organization map, and comparison and contrast map, as prewriting activities for planning to write by brainstorming content and ideas related the type of writing and students' writing topics in the concept maps provided.

The first lesson plan was used in the first three weeks of the class, aiming at teaching descriptive writing; the content of the lesson plan presented a descriptive map in the pre-writing stage to encourage students to describe themselves, descriptive writing was the first type of writing that the students were familiar with.

In the fourth to sixth week of the class, the second lesson plan for narrative writing was used. In this plan, narrative a sequential organization map was combined for offering the topic, My Most Memorable gift/photo. The purpose of writing was to narrate or tell a story or past experience. If the participants were trained to plan by using their background knowledge, they would improve their narrative writing.

In the last three weeks, the last lesson plan was used for teaching comparison and contrast writing. The comparative and contrastive map was presented in pre-writing stage to encourage students to discuss the topic in the group. Table 1 illustrates pre-writing activities and traditional teaching practice aiming at making the writing tasks more relevant to students by introducing topics related to their real lives. The topics start with students' concrete experience and moves towards more abstract concepts. Table 1 illustrates the content of the lesson plans for both the experimental group using pre-writing activities and the control group, the traditional teaching practice for writing.

Table 1

The Content of the Pre-Writing Activities and Traditional Teaching for Writing

Topic	Type of writing	Content	
		Traditional Teaching Practice	Pre-writing Activities
Topic 1: Letter to my Hero	Descriptive	(a) describe themselves using given pictures, phrases, and vocabulary. (b) sharing reading first draft to others	(a)exploring a real life relationship determined by students (b) demonstration through reading a genuine letter exchange between their two teachers (c) freedom in content development (d) Pre-writing discussing with classmates by using a descriptive map
Topic 2: My most memorable gift/photo	Narrative	(a) bring an object and present the vocabulary, pictures and structure related to. (b) write to narrate about the object	(a)exploring an object students bring from home; recounting and relate life experience unique to them (b) pre-writing using a narrative sequential organization map
Topic 3: Life in the city and in the country	Comparison /Contrast	(a) showing pictures about life and city life both their country advantages and disadvantages (b)writing to compare and contrast	(a)exploring their feelings and views on city-life and country-life in a community (b) Pre-writing, brainstorming and discussing with classmates by using comparative and contrastive map

Analytic scoring sheet.

The analytic scoring of this study, adapted from Hall (2000) was used as criteria to measure the students' writing performance in both group experimental and control groups. These assessment scorings were used the pre-writing and post writing test and writing tasks. Three raters, a Thai and two native teachers teaching at Joseph Upatatham School, were asked to grade the students' papers. The analytic scoring consisted of five categories: 1) content, 2) organization, 3) language, 4) grammar and 5) spelling. Rating scale descriptions were 1-4 marks.

Interview questions.

The purposes of the interview were: to supplement the findings from the quantitative data, to investigate the students' attitude, perception toward the use of pre-writing activities, and the problems and difficulties while doing the writing tasks and to ask the students to self-evaluate their writing ability. The interview consisted of 8 questions, and six students from experimental group were selected to participate in the interview session. The researcher conducted the interview in Thai, lasted 10 minutes for each student.

Data Collection Procedure

The data of this study were of two kinds: quantitative data, scores from writing pretest and posttest, scores from the students' writing tasks (descriptive writing, narrative writing and comparison and contrast writing) the ratings from the attitude questionnaire, and the qualitative data from open-ended part of the questionnaire and the interview data. The data were collected to answer four research questions as follows:

Research Question 1

Do the pre-writing activities have the effect on sixth grade students' writing ability?

Research Question 2

Do the students improve their writing ability after learning through the pre-writing activities and traditional practice teaching?

Research Question 3

Do sixth grade students improve the writing tasks: descriptive, narrative, comparison and contrastive writing after the use of pre-writing activities?

The data to answer the three research questions mentioned above came from two sources. One was the English Writing Pretest and English Writing Posttest. The second source came from the first drafts of the students' writing tasks. The procedures for the experiment and data collection are discussed below.

1. The English Writing Pretest was administered to the experimental and control groups in the first week of the class. All students' writing papers were then collected and rated by three raters using the analytic scoring mentioned earlier. The outcome was the scores of students in both groups interpreted as students' writing ability before the experiment.
2. The researcher taught students in both groups using the two sets of lesson plans described above for nine weeks; three weeks for each type of writing
3. The writing tasks for descriptive, narrative, and comparison and contrast of the students in the experimental and control group were collected at the end of teaching each type of writing. The papers were then scored by the three raters, the outcome showed the differences in the writing performances of descriptive writing,

narrative writing, and comparison and contrast writing of both groups effected by two techniques of writing instruction, the pre-writing activities and traditional teaching practice.

4. At the end of the implementation, the English Writing Posttest was administered to students in both groups. All students' writing papers were then collected and rated by the same raters as the pretest raters. The outcome was the scores of students in both groups interpreted as students' writing ability after the experiment.

Research Question 4

What are the sixth grade students' attitudes toward the pre-writing activities?

5. To data to answer Research Question 4 came from two sources: one was from the interview and the other source was from the Learners' Attitude Questionnaire. The data from the interview was the retrospective interview data which offered in-depth information. The instrument used to collect data was the interview question asking how students combine the use of pre-writing activities. The interview administered immediately after the students were completed the experiment. Only six students from experimental group were selected to participate in the interview session. In addition, six students were selected based on the results of the test: high, medium, and low score. Each student interviewed by the researcher in Thai and lasted 10 minutes each. The interview data then were transcribed and grouped in according to the interview questions for data analysis.

6. The Learners' Attitudes Questionnaires were administered to the students in the experimental group to obtain students' attitudes toward the use of pre-writing activities in writing. The students self-rated the level of opinion from 1 to 5.

Data Analysis

The data were analyzed both quantitatively and qualitatively, and the procedures for analyzing the data were as follows:

Quantitative data analysis.

The data from the implementation of pre-writing activities were scored of the pre-writing and post writing test and scores of students' descriptive, narrative, and comparison and contrast writing of both groups, rated based on the rubric that the researcher adapted from Hall (2000). These two sets of scores from the students' writing tasks were analyzed as follows:

1. Three raters rated the students' pre-writing, post writing of a descriptive, narrative, and comparison and contrast paragraph writing using the rubric.
2. The researcher calculated the inter-rater reliabilities of the pre-writing and post writing scores and the scores of a descriptive, a narrative, and comparison and contrast writing.
3. The descriptive statistics were applied to determine mean and standard deviation of the pretest and post test scores and the scores from the descriptive, narrative and comparison and contrast writing of the students in both groups using SPSS for WINDOW.
4. The difference between mean scores of the pre and post writing of the experimental and control groups was calculated using the independent t-test.
5. The difference between the mean scores of the pretest and posttest of the experimental group and the control group were calculated by using the paired t-test. Then the findings were tabulated.
6. Compare the difference of the gained scores from the pretest and posttest of

the students in both groups and tabulate them.

The results of the t-test indicated the effectiveness of pre-writing activities in writing and improving the students' ability of writing.

The data analysis for the ratings obtained from the learners' attitude questionnaire analyzed as follows:

7. The researcher counted the frequency of the Learners' Attitude Questionnaire belonging to the students in the experimental group.

8. Descriptive statistics were applied to determine Mean and Standard Deviation using SPSS for WINDOWS in the experimental group.

The result indicated the learners' attitude towards the pre-writing activities.

Qualitative data analysis.

The interview data analyzed as follows:

1. The researcher transcribed, coded and grouped the interview data.
2. The data were analyzed descriptively to find out how the pre-writing activities helped students to write a descriptive, narrative, and comparison and contrast paragraph

The result revealed how the pre-writing activities facilitate students' writing of their descriptive, narrative, and comparison and contrast writing.

Summary of the Chapter

This chapter presented investigates of the effect of pre-writing activities on grade six EFL students' writing performance. It also investigated the sixth grade EFL students' attitudes toward the pre-writing activities. This chapter then presented research methodology consisting of research procedure, research design, context of

the study, research instruments used for data collection, and lesson plan for prewriting activities instruction. In the last section, the chapter described data collection and data analysis procedure. Chapter 4 presents the results of the study from the qualitative and quantitative data analysis.



CHAPTER FOUR

RESULTS OF THE STUDY

The main objective of this study was to examine the use of pre-writing activities in developing the English writing ability of the sixth grade students of Joseph Upatham School. The participants in the study were thirty-seven students in class 6/5 and 6/6 in the English Programme of Joseph Upatham during the second semester of academic year 2011, with eighteen students in the experimental group and nineteen students set aside as a control group. All were native Thai speakers, of mixed English ability (high, average and low achievers). This study also explored the students' attitude toward the use of pre-writing activities in the classroom as well as their attitude towards pre-writing activities used in the classroom. This chapter presents the quantitative results of the study showing the difference between students writing ability before and after the experiment. In addition, the students' perceptions and attitude towards the implementation of the pre-writing activities are also discussed.

The following section presents the findings for Research Question 1: Do the pre-writing activities have the effect on grade six students' writing ability?

The Effects of Pre-Writing Activities on Grade Six Students' Writing Ability

Results of English Writing for the Experimental Group

The mean scores of the sixth grade students' English writing ability on the pretest and the posttest were calculated using descriptive statistic for the means and standard deviation, and then mean scores of the writing pretest and posttest of

participants in the experimental group were compared using a paired t-test in order to investigate the effectiveness of the pre-writing activities on students' writing ability.

The analysis of the paired t-test calculated on the mean scores of the pretest and the posttest showed that there was a statistically significant difference between the mean scores of the pretest and the posttest of the students in the experimental group.

Table 2 illustrates the comparison between the overall means of the pretest and posttest score of experimental students.

Table 2

A Comparison of the Overall Mean Scores on Pre-test and Post-test of the Experimental Group

Students' papers	n	M	SD	Inter-rater Reliability	t	p-value
Pre-test	18	8.11	2.00	.92	16.36	.000**
Post- test	18	15.11	2.03	.92		

* Significant at the 0.05 level ($p < 0.05$)

The data in Table 2 revealed that the mean scores on the posttest were higher than those of the pretest. The mean scores on the pre-test and post-test were 8.11 and 15.11, respectively and the significant difference was at the .05 level ($t=16.36$, $p < .05$). That is to say, the result of the paired t-test presented evidence of significant improvement in writing after instruction. The inter-rater reliabilities of the pre-writing score were .92 and post writing score was at .92. These showed the high level of

inter-rater reliabilities. Figure 10 below also illustrates the comparison of the mean scores of pre-test and posttest of experimental group.

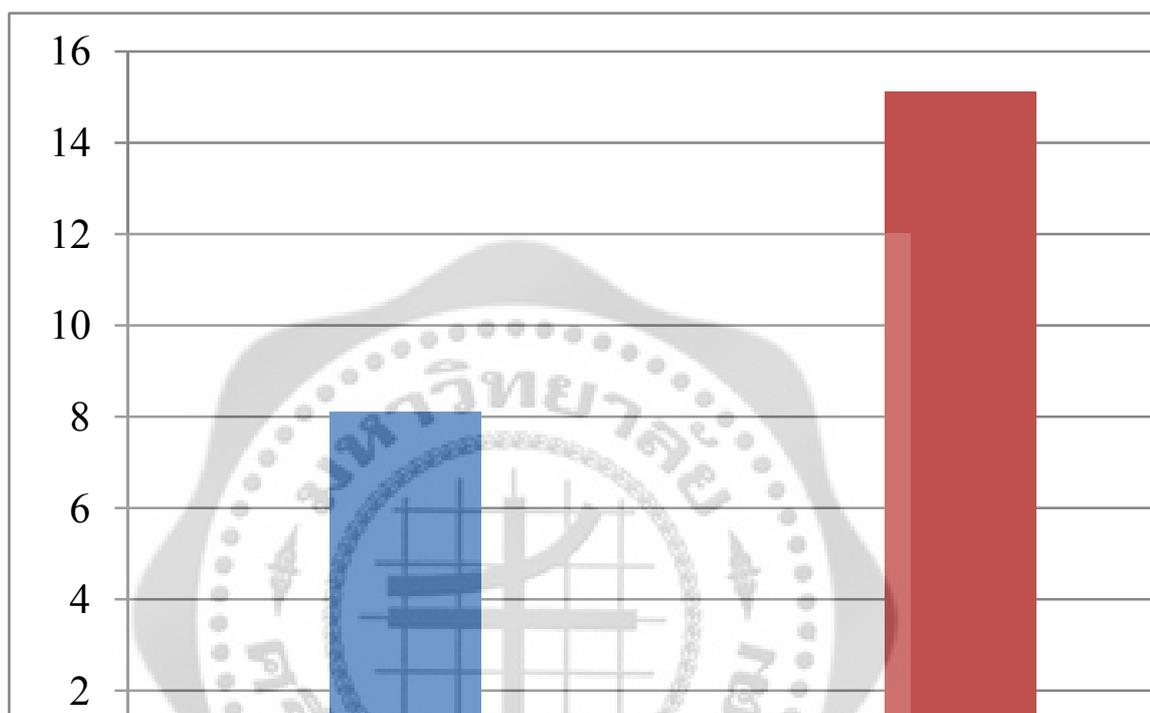


Figure 10. A Comparison of the Overall Mean Scores on Pretest and Posttest.

The following section presents the findings for Research Question 2: Does the students' writing ability using pre-writing activities increase the use of traditional writing teaching?

Students' Writing Ability after Using Pre-Writing Activities and the Use of Traditional Teaching Practice

The mean scores of experimental and control group on the pretest and the posttest were calculated using descriptive statistic for the means and standard

deviations and then mean scores of the pretest and posttest of participants were compared using an independent t-test in order to investigate the effectiveness of the pre-writing activities on students' writing ability.

Table 3

Writing Mean Scores and Standard Deviation (SD) of the Experimental Group and the Control Group

Participants	n	M	SD	Inter-rater Reliability	t	p-value
Pretest						
Experimental group	18	8.11	2.00	.92	.082	.935
Control group	19	8.16	1.46	.91		
Posttest						
Experimental group	18	15.11	2.03	.92	2.63	.013*
Control group	19	13.16	2.46	.96		

* Significant at the 0.05 level ($p < 0.05$)

The data in Table 3 shows that there was not a significant difference between the pretest mean scores of the experimental group and the control group at the 0.05 level. However, after the experiment, there was a significant difference between the mean scores of the posttests of both groups at the .05 level. The students in the experimental group, instructed by prewriting activities, achieved a higher mean score than those in the control group, instructed by traditional practice. The mean scores were 15.11 and 13.16. That is to say, the result of the independent t-test presented evidence of significant improvement in writing after instruction. The inter-rater

reliability of the experimental of the pre-writing and post writing scores at .92, the control group pre-test scores at .99 and posttest scores at .96. The scores showed that the three raters had a very high agreement. Figure 11 shows the bar graph of comparison in the mean scores of the experimental group and the control group.

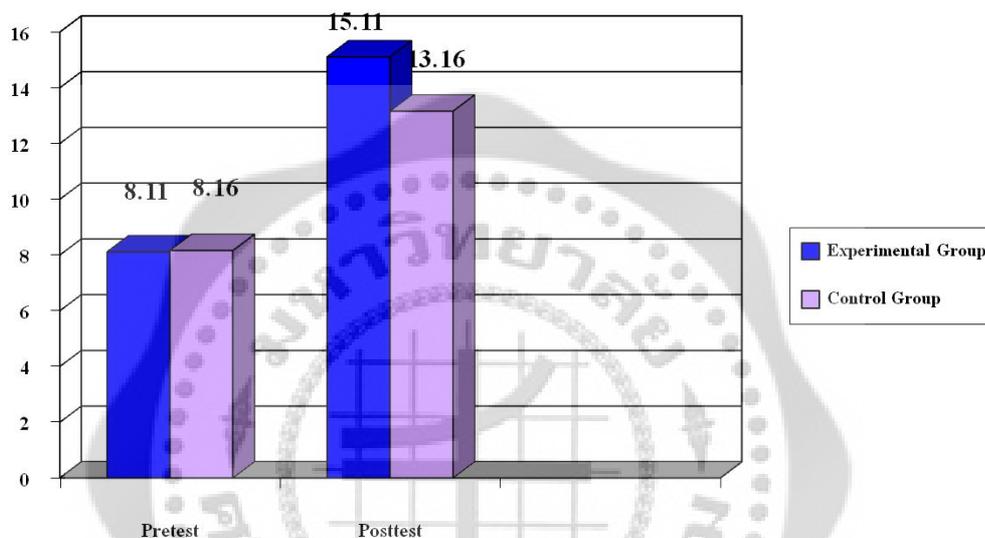


Figure 11. The Comparison in the Mean Scores of the Experimental Group and the Control Group

The following section presents the findings for Research Question 3: Do grade six students improve the writing tasks: descriptive, narrative, comparison and contrastive writing after the use of pre-writing activities?

The Use of Pre-Writing Activities on Students' Writing Performance in their Writing Class

The mean scores of the first draft writing in terms of three types of writing: narrative, descriptive and comparison and contrast paragraphs experimental and

control group were calculated using descriptive statistics for the means and standard deviation, and then the means scores of the first drafts of participants were compared using an independent t-test in order to investigate the effectiveness of the pre-writing activities on students' writing ability. Table 4, 5 and 6 demonstrate this. Table 4 shows the students descriptive writing performance between the experimental and control group.

Table 4

A Comparison of the Descriptive Writing on Mean Scores and Standard Deviation of the Experimental Group and the Control Group

Participants	Descriptive Writing					t	p-value
	n	M	SD	Inter-rater Reliability			
Experimental Group	18	11.00	2.11	.98		1.542	.132
Control Group	19	9.84	2.43	.97			

* Not significant at the 0.05 level ($p < 0.05$)

According to Table 4, the significant difference at the .05 level was not found between mean scores of the students' first drafts of the descriptive writing of the experimental group and of the control group. The students in the experimental group, achieved the mean score at 11.00, which was higher than those in the control group, instructed by traditional practice, which was 9.84. The inter-rater reliability of descriptive writing of the experimental group score was .98 while the control group score was .99. The findings showed that the three raters had a very high agreement.

Also, the result presented that the experimental group had more ability in descriptive writing that the control did.

The further analysis of the mean scores of the first drafts of the students' narrative writing taught by the pre-writing activities and by the traditional practice of teaching writing revealed the statistical difference in the mean scores of the first drafts of both groups. Table 5 illustrates the comparison of the difference in the mean scores of the first drafts of narrative writing of the experimental and control groups.

Table 5

The Comparison of the Narrative Writing on Mean Scores and Standard Deviation (SD) of the Experimental Group and the Control Group

Participants	Narrative Writing					
	n	M	SD	Inter-rater Reliability	t	p-value
Experimental Group	18	15.33	2.47	.98		
Control Group	19	13.16	1.68	.91	3.148	.003*

* Significant at the 0.05 level ($p < 0.05$)

As shown in Table 5, the result revealed the significant difference between the mean scores of narrative writing of the experimental group and of the control group at the 0.05 level. The students in the experimental group, instructed by pre-writing activities, achieved a higher mean score than those in the control group, instructed by traditional practice. The mean scores were 15.33 and 13.16. The t- score was at 3.148, and the inter-rater reliability was .98 and .91 respectively showing that the raters had a strong agreement.

Table 6 shows the comparison of mean scores and standard deviation of the experimental and control group in compare and contrast writing.

Table 6

A Comparison of the Compare and Contrast Writing on Mean Scores and Standard Deviation of the Experimental Group and the Control Group

Participants	Compare and Contrast Writing					
	n	M	SD	Inter-rater Reliability	t	p-value
Experimental Group	18	13.83	3.19	.98		
Control Group	19	11.58	1.84	.95	2.656	.012*

* Significant at the 0.05 level ($p < 0.05$)

Regarding Table 6, the result showed the significant difference between the compare and contrast writing performance mean scores of the experimental group and of the control group. The result showed that pre-writing activities better assisted the students in improving their English ability than the traditional practice did. The experimental group had mean score at 13.38, achieved higher score than the control group mean score. The inter-rater reliability was at .98 and .95, the results showed the high correlation of three raters' rating. Figure 12 below shows the comparison of the mean scores of the first draft of comparison and contrast writing of the experimental group and the control group.

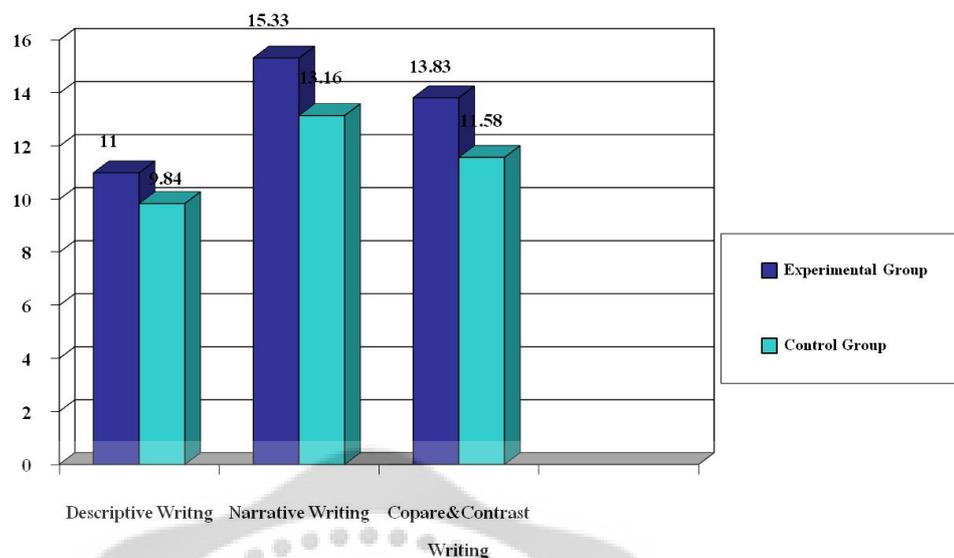


Figure 12. A Comparison of the first Draft Writing on Mean Scores of the Experimental Group and the Control Group.

The following section presents the findings for Research Question 4: What are the grade sixth students' attitudes toward the pre-writing activities?

Students' Attitude towards Pre-Writing Activities

To explore students' attitudes towards the pre-writing activities, students were required to answer the Learners' Attitudes Questionnaire by rating each item on five-rating scale from 1 to 5 "strongly disagree" to "strongly agree." Students self-rating scores from the attitude questionnaires were then analyzed and calculated for the means and the standard deviations and interpreted into five levels from very low to very high. The result showed that students had a positive attitudes towards the pre-writing activities used in the classroom rated at a very high level ($M=4.23$). Table 7 shows students' attitude towards the use of pre-writing in the classroom.

Table 7

Students' Attitude towards the Use of Pre-Writing Activities in Writing Class

Questionnaire Items	<i>M</i>	<i>SD</i>	Level
1. I like pre-writing activities.	4.28	0.83	Very high
2. I like doing concept mapping before writing.	4.28	0.67	Very high
3. I like doing brainstorming and discuss in group before writing.	4.33	0.97	Very high
4. Concept Mapping helps me organize my writing.	4.11	1.02	high
5. Concept Mapping helps me gain more confidence in writing.	4.39	0.70	Very high
6. Concept Mapping helps me to be a better writer.	4.11	0.76	high
7. I like sharing reading my writing tasks with my friend.	3.89	1.02	high
8. Brainstorming can help me get the ideas in writing.	4.44	0.86	Very high
9. I proud of my writing performances.	4.28	0.90	Very high
10. I enjoy in writing class.	4.17	0.79	high
Total	4.23	0.85	Very high

As shown in Table 7, the overall mean scores of students' attitude towards the pre-writing activities in the writing class were at the very high level when the total mean score was 4.23. The result revealed that students had positive attitude towards pre-writing activities. The participants had the highest attitude towards item 8 ($M=4.44$). The learners responded that brainstorming can help them get the ideas in writing. Next, the participants had the second highest positive attitude towards item 5 ($M=4.39$). The participants responded that Concept Mapping helped them gain more confidence in writing. However, the learners had the least positive attitude towards item 7 ($M=3.89$). The majority of them responded that they liked sharing reading their writing tasks with their friend.

Students' Attitude towards pre-writing activities from self-ratings questionnaire on five open- ended questions.

In order to inform students' attitudes towards pre-writing activities, the students answered five open-ended questions on the attitude questionnaire in the second part. The questions focused on the advantages and the problems while they were using pre-writing activities in their writing class. Table 8 shows the advantage and the problems of using pre-writing activities in writing class.

Table 8

The Advantages and Problems of Using Pre-writing Activities in the Writing Class

The advantages	Percentage	The problems	Percentage
Improving writing skill	42.86	Confusing in grammar and structure	55.56
Enhancing thinking skill	28.57	Lack of vocabulary	33.33
Sharing the ideas and imagine to writing tasks	14.29	Not sufficient ideas to write	11.11
Learning how to work in group	14.29		

Table 8 shows the first two advantages of using pre-writing activities in writing class were improving writing skill (42.86%), and enhancing thinking skill (28.57%). In addition, there were two advantages of using pre-writing activities in writing class that the students responded sharing the ideas and imagination to writing tasks and learning how to work in group (14.29%). The students also reported their problems in

writing including confusing in grammar and structure, lack of vocabulary (33.33%), and not sufficient ideas to write. The majority of the students had the problems in grammar (55.56%), followed by lack of vocabulary (33.33%) and not sufficient ideas to write (11.11%) respectively.

Analysis of Results from the Interview Data

The researcher selected six participants from experimental group to participate in the interview session. The interview administered immediately after the end of the experiment. There were eight questions to interview participants. The interview question item 1, 4 and 8 focused on the attitudes and perceptions towards the pre-writing activities. Questions number 2, 3 and 5 asked their attitude towards writing process. The sixth question focused on the problems and difficulty while doing writing task and the last question (Item no.7) asked self evaluation, how students combine the use of pre-writing activities.

The attitudes towards the pre-writing activities.

When asked about their attitude towards pre-writing activities, six of them enjoyed writing class because they had opportunities to discuss the interesting topics; they could share and get ideas from their friends. In this case, they had more confidence before writing their first draft. Pre-writing activities could help them gain more vocabularies, ideas, and learn steps of writing, concept mapping helped them to organize and plan before writing, and they became more self-confident before writing. They were happy and proud of themselves to share the ideas and exchange the paper with their friends. The students also said that the use of pre-writing activities not only

contributed to the improvement in their writing skill, but it also encouraged their thinking skills, and learnt how to solve the problems in writing class. They had better writing performance because of the pre-writing activities, as the excerpt from Student 1.

S1 “I enjoyed doing my mapping before writing because I had an idea after discussion in group. I was able to write a longer paragraph from my mapping. It helped me organize what I’m going to write in my writing task”.

The above extract shows that S1 had a clear goal for writing task; she also planned for ideas by using her own map, so she agreed that pre-writing activities are used in her writing class.

S2 “To be frank, I always hated writing an English paragraph. From the very beginning I felt stuck. I had problem with organizing and logically developing my thoughts and ideas when preparing to write. After I completed my concept map, I felt that the backbone of my paper is created as well, and consequently I felt more relaxed and less nervous. Pre-writing activities were very useful”

The above extract shows that S2 had a good attitude at pre-writing activities, concept map could help her to create, organize, and develop her idea before writing, so she agreed that pre-writing activities are used in her writing class.

The students’ attitude towards the writing process.

When asked six participants about the writing process, they liked the topics that researcher assigned them to write because all three topics were interesting. The most interesting topic was *“The Letter to My Hero.”* The reason was they would like to introduce themselves to their superstar, and they liked sharing their feelings about their memorable photos. They said the topic about *“The City Life and Country Life”* were also interesting. They liked to debate on this topic when some said that they

preferred the city life, the others preferred the country life before helping each other to do their mapping on this topic. Five students liked to ask a friend to read their writing or share the ideas with their friends. They also reported that they made comments on their friends' paragraphs. One student who got lowest score did not like this stage because he was so shy to let anyone read his writing. For example one student states:

S 4 "Uhh! I did not like sharing my writing to my friend because I was shy; I think my writing was not perfect enough. It had many mistakes but I am proud of my writing."

The above extract shows that S4 was uneasy and uncomfortable to let anybody read his writing but he was proud of himself to complete the writing task. The example from Student 3 also revealed his satisfaction of the use of concept mapping to brainstorm the ideas in the first stage of the writing process.

S3 "The idea of integration of the concept mapping into writing process was excellent. Before that I always had problems with organizing and had no ideas when preparing to write my paragraph. I had an opportunity to discuss and share my ideas to the peers. My writing skill and improved after using pre-writing activities."

The above extract shows that S3 could be able to give opinion about the writing process; she thought that she improved her writing skill after using the concept mapping in the pre-writing stage.

The problem and difficulty while doing writing task.

When asked about the problems and difficulty while doing the writing task, they all agreed that they lacked of vocabularies and worried about grammar mistakes. One of the student said that she spent much time thinking of vocabularies in her writing. She tried to use the appropriate vocabulary in her writing instead of using the easy words. This student further added that *"I spent a long time thinking of the*

beautiful words in my writing. It was difficult to find good words in my writing.” The extract below illustrates this.

S1 “ Well, I sometimes did not know the vocabulary appropriate with my writing. I sometimes wanted to use the special words or specific vocabularies instead simple vocabulary and I always did not know where to put words in the correct order of the sentences.”

The above extract shows that S 1 had a problem with a lack of vocabulary and worried about the grammar.

Students’ self evaluation.

When asked them to evaluate themselves after being trained with the pre-writing activities. All of them had a good attitude toward the use of the pre-writing activities because it could help them feel proud of themselves, had more confidence to write, and improve their thinking skills. The extracts below illustrate this.

S1 “My writing was quite good now because I could write more than fifty words.”

S2 “I was proud of my writing tasks because I wrote by myself, and I thought I was a better writer.”

S3 “I thought I am a good thinker, I practiced thinking a lot before writing and my writing was better than the past.”

S4 “I thought I was better in writing; I could write a longer paragraph, and I could manage to write by using the \ pre-writing activities.”

The above extract shows that all students could self-evaluate themselves and they knew their ability after learning through the pre-writing activities.

Summary of the Chapter

This chapter presented the results of the study showing the difference between students’ writing ability before and after the experiment. In addition, the students’

attitude towards the implementation of pre-writing activities was also presented. The next chapter summarizes the results of the study with the discussion, implications of the study as well as recommendation for further studies. Chapter 5 provides conclusion of the research, summary of the main findings and discussions based the findings.



CHAPTER FIVE

CONCLUSION AND DISCUSSION

This study investigated the effects of the pre-writing activities on the sixth grade students' writing ability. In addition, the study explored students' attitudes towards the pre-writing activities used in the writing class. This chapter presents the summary of the research and the findings regarding the effects of pre-writing activities on students' writing ability, the improvement in writing in after the experiment, and students' attitude towards the use of pre-writing activities. In the last section, the implications and the limitations of the study as well as the recommendations for the future research are also discussed.

Summary of the Research

The purpose of this study was threefold: (1) to investigate the effect of pre-writing activities on the sixth grade students' writing ability; (2) to compare students' writing ability who were instructed to write through pre-writing activities and traditional writing teaching; (3) to examine students' attitudes toward the pre-writing activities. The participants were 37 the sixth grade English Programme students selected by a convenience sampling procedure. The experiment was conducted for nine weeks, 3 periods a week, totally 27 excluding the time for the pretest, posttest, attitude questionnaire and interview. The instruments used for collecting data included the English Writing Pretest, the English Writing Posttest, the Learners' Attitudes Questionnaire, and the interview questions. The teaching materials used in the study consisted of pre-writing activities lesson plans for the experimental group,

traditional teaching practice lesson plans for the control group, and analytic scoring sheets.

At the beginning of the experiment, the English Writing Pretest was administered to the students in the experimental and control groups. The researcher as a teacher taught the students in both groups to write three types of writing: descriptive, narrative and comparison and contrast, using the two sets of lesson plans, three weeks for each type of writing. Students had to complete descriptive paragraph, narrative paragraph, and comparison and contrast paragraph and the researcher collected the students' first drafts of three writing tasks. The English Writing Posttest, the same test as the pretest was also administered to the students of both groups at the end of the implementation, after the duration of eight weeks. All the students' writing papers written as the prewriting test, the post writing test and three writing tasks were then rated by three raters using the analytical scoring. The data were statistically analyzed by means, standard deviations, and the dependent t-test was used to compare the students' mean scores of the pretest and posttest within the same group. The independent t-test was also used to calculate whether there was a significant difference in the mean scores of the pretest and posttest and the writing tasks of the students in the experimental group and control group. In addition, the students in the experimental group were required to respond to the Learners' Attitude Questionnaire aiming at exploring their attitude towards the use of pre-writing activities in the classroom. Moreover, six students with different English proficient level from the experimental group were selected based on the results of the test: high, medium, and low scores to participate in the interview session. The interview data then were transcribed and grouped in according to the interview questions for data analysis.

Summary of the Main Findings

The results from the quantitative data, the scores of the writing pretest and posttest, and the students' first drafts of descriptive, narrative and comparison and contrast paragraphs of the students in the experimental and control groups, as well as the rating scales from the questionnaire obtained from the experimental group revealed the major findings as follows:

Firstly, in terms of the effect of the pre-writing activities on the students' writing ability, the results revealed that there was a significant difference between the mean scores of the writing pretest and the posttest of the students in the experimental group at the .05 level after learning through the pre-writing activities. The mean scores of the students' posttest, ($M=15.11$) was higher than that of the pretest ($M=8.11$).

Secondly, the comparison of the mean scores on the posttest of the students in the experimental and control group showed the statistically different at the .05 level when the students in the experimental group, instructed by prewriting activities, achieved a higher mean scores than those in the control group, instructed by traditional practice. The means the experimental group was 15.11 and the control group was 13.06.

Thirdly, for the effectiveness of the pre-writing activities on the students' writing performance of all three types of writing, the result showed that there was not a significant difference at the .05 level in the mean scores of the students' first drafts of descriptive paragraphs in the experimental and control groups. However, the mean

scores of the students in the experimental group were higher than those of the control group with the means of 11.00 and 9.84 respectively.

In addition, for narrative paragraphs, the result showed that the mean scores of the students' first drafts taught by the pre-writing activities and the traditional practice of teaching writing were statistically different at the .05 level. The mean scores of the experimental group ($M=15.33$) were higher than that of the control group ($M= 13.16$)

As for the comparison and contrast paragraphs, it was revealed that the students learned through the pre-writing activities outperformed the students in the control group taught by the traditional practice. The mean score of the experimental group ($M= 13.38$) was significantly higher than that of the control group ($M=11.58$).

Finally, the students had positive attitudes towards the used of pre-writing activities used in the writing class at a very high level ($M=4.23$). According to students' attitude questionnaire, students believed that pre-writing activities; (generating and recording ideas, brainstorming, discuss in group, and concept mapping) helped them improve their writing ability, self confidence, classroom participation, interaction with their classmate and knowledge to apply in their real life.

The results of the qualitative data through open-end questionnaire and interview question revealed that the students preferred to write narrative writing and the given topic. They strongly agreed that the pre-writing activities could help them generating ideas for writing, create the relaxing atmosphere, build students' confidence, and provide opportunities for them to practice English writing. They were also satisfied with the use of the pre-writing activities because the activities were interesting, enjoyable, challenging, and suitable for their language proficiency and interests.

The results of the study discussed above need further discussion.

The following section thus discusses the findings in details including the effect of pre-writing activities on the sixth students' writing ability after the experiment and their attitudes' towards the use of the pre-writing activities in writing classes.

Discussion

The effects of pre-writing activities on students' writing ability.

The main objective of the present study was to investigate the effect of pre-writing activities, specifically three types of concept mapping for three types of writing: a descriptive map for descriptive writing, a sequential organization for narrative writing and comparative and contrastive map for writing a comparison and contrast paragraph. According to the effect of the pre-writing activities on the students' writing ability, the results revealed that there was a significant difference between the mean scores of the writing pretest and the posttest of the students in the experimental group after learning through the pre-writing activities. This proved that the pre-writing activities helped the students to improve their writing when they achieved higher mean scores in the posttest than the pretest. The different mean gain between the pretest and the posttest was 7 (Pretest Mean = 8.11, Posttest Mean= 15.11), which is also statistical different. From one sample paper of the pretest, the student who received the highest score wrote 100 words in his pretest; while in the posttest he wrote 237 words. Another example was from one student who received the low score, in her pretest she wrote 37 words, while in her posttest she wrote 85 words. In addition, the quality of writing is better when the posttest writing is rich of ideas, well-organized, and the focus is clear with more supporting details related to the

topic. The finding of this present study was in line with the findings of Mahnam and Nejadansari (2012) which indicated that pre-writing activities had significant effect on the students' writing achievement. The result of the study was also consistent with the findings of Talebinejad and Mousapour (2009) and it corroborated with the findings of Hofer et. al. (1998 as cited in Mahnam & Nejadansari , 2012) indicating that relating concepts within content helps the students to writer better and brainstorming phase of pre-writing stimulates students' schemata, generates needed concept, helps them to organize ideas, and activates their imagination and creativity. This can be supported by Barnhardt's explanation (1997), as he pointed out that the positive change of learning due to the application of prewriting strategies might be the initial step toward the improvement in writing. That is, the students had a better idea of how to write successfully; the pre-writing strategies help them attend to the writing tasks and control their learning more effectively (p.158).

Another possible explanation for the positive effect of the pre-writing activities on students' writing may be that the construction of pre-writing activities might have helped students to construct more complex cognitive structures regarding information which was important for writing. According to Pintrich (2000), the cognitive area of improvement begins with goal setting, prior knowledge activation and planning. In addition, Buzan, (1995) claimed that concept mapping serves as a cognitive tool that organizes and fosters students' thinking and reasoning skills, and develops their problems solving idea generating capabilities. Based on these advantages, integration of concept mapping to the writing classes has been advocated by previous research to the extent that due to its fluency and organizing nature, it has been suggested to be a natural tool for prewriting activities in writing language (Margerum-Leys, 1999).

Furthermore, the results revealed that students' mean scores in the writing posttest referring to the students' writing ability of both groups after the experiment were higher than those of the pretests. However, the posttest means of the students in the experimental group were significantly higher than the control group. Also, the students in the experimental group had more gains in their posttest scores than the students in the control group. This showed that the students receiving the pre-writing instruction in writing had more improvement than the students in the control group taught to write by the traditional teaching practice.

It might be possible to explain this phenomenon in the following aspects.

First, the research design of the study as a quasi-experimental study in which the students were given opportunities to practice writing based on the process approach starting with the pre-writing stage. In the pre-writing stage, they were allowed to use three types of concept mapping for brainstorming ideas related to the topics. The three types of concept mapping included descriptive map, narrative sequential organization map, and comparative and contrastive map, and three types of writing practiced were descriptive, narrative, and compare and contrast paragraphs. In the implementation, the students used the worksheet for each type of writing in the pre-writing stage, therefore the worksheet helped to activate the cognitive load for completing the pre-writing sheet (Shin, 2008,). Therefore, after learning each activity, they were able to write the first draft following the ideas in the sheet. The pre-writing sheet, the concept mapping was the plan for the first draft. The purpose of the pre-writing activities was also used as the pre-writing strategies to facilitate the student writers to consciously control their thoughts as they plan before writing (Dujsik, 2008). Dujsik stated that many second language writing researchers such Cumming

(1989) ; Lo (1998); Roca de Larios et al. (2002) and; Weigle, (2005) agreed that specific pre-writing strategies related to writing purpose, audience, brainstorming, and organizing ideas are teachable and have potential to improve ESL students' writing skills. These strategies can support ESL student writers while they engage in the planning stage of the writing process (p. 128). These theoretical concepts could be applied for the present study. Although the participants in the experiment were EFL students, when they engaged in the pre-writing activities of each type, they could be able to apply the pre-writing strategies learned and write their paragraphs leading to the improvement in the writing ability.

In addition, in the experiment the students were taught to use three types of concept mapping, called the descriptive map, narrative sequential organization map, and comparative and contrastive map. The students were encouraged to use the concept mapping before continuing writing the first draft; in the first lesson of teaching they were familiar with a descriptive map, all students could understand the map easily and would be able to write the paragraph following their maps.

The second plan of teaching was narrative writing, teacher taught them to complete the map from the passages, and they were very excited with the narrative sequential organization map because it was challenging for them. In the early stage of teaching they were a bit confused of completing the map, but after they brainstormed and discussed they could finish their map and continue using the map thorough the narrative writing paragraph.

The last lesson plan of teaching, the teacher encouraged students to debate the topic "*City Live and Country Live*". They were very happy with this activity; they had opportunity to give their opinions through the topic by using the compare and

contrastive map. After they finished the debating activity, they could write the comparison and contrast paragraph following the map. All concepts mapping also had a clear purpose which motivated the students to achieve the goal of the activities.

The findings were consistent with T. Siriwanich's study (2007). T. Siriwanich's showed that Matthayom 5 students who were taught to use mind mapping in their writing have improved their writing ability. In other words, concept maps, emphasizing well-organized and structured knowledge, facilitate meaningful learning and the creation of powerful knowledge frameworks (Novak & Gowin, 1984).

Anderson, et al. (1989) has also shown that students of varying ability could become good concept mappers. To mention just a few cases among many, Leahy (1989), used concept maps to help his students understand literature. To put it simply, when students are able to do concept mapping and have ideas from their maps, they used their maps to help themselves in writing.

In addition, both pre-writing activities used for the experimental group and the control group taught by traditional practice encouraged students to practice writing different types of texts, and they were taught from easy to difficult one, supporting students' self confidence, and suiting to students' needs and interest. For example, students have been taught to writing a descriptive paragraph as the first type of writing; the students were familiar with this type of writing. In this present study, the students in the experimental group had to do a descriptive map in the pre-writing stage to encourage students to describe themselves, they were very happy to introduce themselves to their idol. The students completed the map and focused on the task. The students had asked to do narrative writing in the second topic beyond narrative

sequential organization map used to offer the topic, My Most Memorable gift/photo. The students were appreciated to narrate or tell a story or past experience. The last topic was for comparison and contrast writing, students had taught by a comparative and contrastive map. This topic encouraged students to discuss in group. The researcher taught concept map and topics that ranged from easy to difficult. Consequently, the students gradually learnt and improved their writing ability.

The comparison of the results between pre-writing activities and traditional teaching practice.

As suggested by the findings, the posttest mean scores of both groups on the post-test were higher than those in the pre-test. The experimental group had higher mean score of three first draft of students' writing performance than the control group did. This means that the students taught with the pre-writing activities has more successful in writing than those receiving traditional teaching practice. The findings emphasized that pre-writing activities was more effective in improving English writing ability than traditional teaching practice. Both groups assigned to write three types of writing; descriptive, narrative, and comparison and contrast writing. In study of teaching both groups had equal opportunity to practice in writing, but using the different of teaching process. The pre-writing activities teaching based on process based approach and the traditional teaching practice teaching based on product based approach, it can state that the pre-writing activities was use in descriptive writing, narrative writing, and comparison and contrast writing ability. The first reason to support the finding is that Spack (1984) in her study of one ESL college. The student did not discuss the collaboration as part of the pre-writing process, but the researcher offered pre-writing within the schema framework as an invention process which does

not occur passively. It is the result of diligent effort on the part of each writer to self-define a rhetorical problem. Moreover, Smith (1996) described how pre-writing process of L2 learners was supported through subject knowledge building, idea sharing, and discussion of authentic materials in the third year French composition course. In addition, Khoprasert's (2008) study aimed to find out whether the process of writing can enhance students' ability in writing among those studying in Mathyomsuksa 4 at the Demonstration School of Ramkhamhaeng University. The research was done by teaching writing to the students through the concept of writing process. The findings of the study revealed that many students taught how to write by using the writing process could improve their writing performance.

The second reason is that the pre-writing activities was taught based on the process approach. While doing pre-writing activities, participants had opportunity to share their ideas with members, brainstorm was also used in this stage, and they organized and planed their writing after discussed. The findings were consistent with Tribble (1990) in which writing in the product- based approach is viewed as a simple linear model of the writing process which proceeds systematically from prewriting to composing and to correcting. However, Johnson (1996) and Killingsworth (1993) presented product-based approach of teaching; the teacher was concerned with grammatical accuracy in the product classroom. The preoccupation with clarity, organization, and true self-expression in the process lesson meant that the response was now on the teacher to facilitate, rather than judge student writing.

The last reason is that pre-writing activities emphasizes the concept mapping tools to help students create a piece of writing completely and appropriately.

Semantic organizational tools can help learner organize and analyze what they know

and what they are learning. Students learnt writing from a diagram and writing plan to thinking process to organize the writing.

The Students' Attitude towards Pre-writing Activities

Students' attitude towards pre-writing activities from the questionnaires.

The results shows that students had positive attitude towards the used of pre-writing activities in writing class ($M=4.23$). Regarding the findings, students in the experimental group agreed with the application of pre-writing activities. One of the strongly agreements was brainstorming can help them get the ideas in writing at a very high level ($M=4.44$). To support this statement, Houpt, (1984) preferred that brainstorming phase of pre-writing stimulate students' schemata, generates needed concepts, helps them to organize ideas, and activates their imagination and creativity. The findings suggest that brainstorming encouraged students get ideas to practice writing.

In regard to the questionnaires, students thought that the use of pre-writing activities made their English class interesting because pre-writing activities allowed the students to participate in various activities, not only individuals but also in pairs and in groups. Therefore, less proficient students cab feel comfortable to do their tasks without any trouble when they worked with friends.

Pre-writing activities encouraged students' confidence. The data from learners' attitude questionnaire, students responded that pre-writing activities help them gain more confidence in writing. They were confident when writing paragraph because pre-writing activities encouraged students to practice writing in the way they like. This helped students and made them had more confidence in their writing. The

researcher created a friendly atmosphere, promoted students discuss and present ideas without correct those mistakes. The researcher gave advices if they do not understand the process.

Moreover, the teacher allowed students to spend enough time to complete mapping. The groups that complete mapping first can go further to the next step then the student finished their first draft, to achieve their goal. To do this, students will not get stressed during the instruction.

To study students' attitude towards pre-writing activities more obviously, the open- ended questions conducted for students in the experimental group to answer. The next section reported them in details.

Students' perceptions towards pre-writing through open- ended questions.

From students' answers, students expressed that pre-writing activities had advantages for them and help them to improve their writing skill. They had more opportunity to practice their writing skill using a variety of concept mapping. Moreover, they can enhance their thinking skill, sharing the ideas and imagination to writing tasks, and learning how to work in group. They had to learn how to understand easily, how to deal with problems, how to gain experience about the language. This was because students were assigned to work in pairs as well as in group. They had to share their ideas and suggestions in their group. They also had to adjust to new environment to reach the goal of each step and had to deal with any problems reasonably. The role of the teacher was to monitor and advise students in each group closely but not control or lead them to create their work. The findings were consistent with Emig (1971). He offered that pre-writing suggested the recursive

process utilizes the students' past experiences to construct new meaning while integrating to formulate new understanding, contributes to effective learning.

However, they were also proud of their writing performance and agreed that pre-writing activities could make them to be a good writer.

Additionally, all students in the experimental group are able to give suggestion what help them think of ideas for writing class. They promoted that concept mapping, reading, and pictures could help them to get ideas in their writing. However, students suggested the problem in their writing was they worried much about grammar and structure. It sometimes made them discontinue in their writing. From the data showed that only 11.11 percentages, students did not have sufficient ideas to write. It can claim that pre-writing activities could help students gather the ideas before writing.

Students' attitude towards pre-writing activities from interview questions.

The interview administered immediately after the students completed the experiment. There were eight questions to interview participants. In addition, six students were selected based on the results of the test: high, medium, and low score. All of them enjoyed learning in the writing class because they had opportunity to discuss the interesting topics; they could share and get ideas from their friend. In this case, they had more confident before writing on the first draft. Pre-writing activities could help them gain more vocabularies, ideas, and step of writing. They were happy and proud of themselves to listen to their friends' comments and revise their friends' writing. Pre-writing activities was not only improve their writing skill, it also encouraged them in thinking skill, made them more confident, and learnt how to solve the problems in writing class. They had better in writing because pre-writing activities.

The attitude and perceptions towards the pre-writing activities.

The interviewees were asked about their attitude towards pre-writing activities; all of them enjoyed in the writing class because they had opportunity to discuss the interesting topics, they could share and got ideas from their friend. In this case, they had more confidence before writing on the first draft. When asked *“What do you think about activities before writing your first draft?”* one student said, *“I enjoyed doing my mapping before writing because I had ideas after discussion in group”*, and the other student said, *“I had problem organizing and logically developing my thoughts and ideas when preparing to write. After I completed concept map, I feel that the backbone of my paper is created as well and consequently”*. The interview data showed that the students had ideas and planned what they were going to do through writing tasks, and they had positive attitude in pre-writing activities.

The students’ attitude towards writing process.

When asked students *“Have you ever helped other students revise their writing, read your friends’ paragraph and shared the discussion or make comments?”* Most of students liked revising their writing to their friend. *“I enjoyed reading and listening their friends’ writing because they got ideas from their friends’ task”*. One student who was at the lowest score did not like this stage because he was so shy let anyone read his writing. *“Uhh! I did not like sharing my writing to my friend because I was so shy, I think my writing was not perfect enough. It had many mistakes but I was proud of my writing”*. The answer shows that most of students were comfortable to share discussion and make comments about their writing tasks, only one student was agreed but he still was proud of his writing ability. When asked them *“Do you enjoy writing in general? Why?”*, they said they like pre-writing activities

because there were many interesting activities. For example, they liked to debate on this topic when some said that they preferred the city life, the others preferred the country life before helping each other to do their mapping on this topic. *“I liked debating about the city and the country life, we had discussed in group before doing mapping and continued writing task”*. His response showed that his planning process constituted an evaluation of the writing task and a decision of whether to plan on paper or mentally. Working out ideas on paper allowed him to visualize the relations of main ideas and support that could be compared, contrasted, and organized before drafting. Zamel, (1983) coined the term of pre-writing strategy of planning as using a mental blueprint that her skilled ESL writers employed throughout the writing process.

The problem and difficulty while doing writing task.

When asked *them* *“When you are writing and you have difficulty, what do you do?”* The students offered about the problems and difficulty while doing writing task they all agreed that they lacked in vocabularies and worried about grammar mistake. One of the student said that she spent much time of thinking of vocabularies in her writing. *“I spent a long time thinking of the beautiful words in my writing. It was difficult to find good words in my writing”*. Her response showed that she tried to use the appropriate vocabulary in her writing instead of using the easy words. The problems in their writing class were they lacked of vocabulary and worried about the grammar.

Students’ self evaluation.

When asked them to evaluate themselves after being trained with pre-writing activities; *“Do you think that you are a good writer after being trained through pre-*

writing activities?” All of them had a good attitude in pre-writing activities because it could help them better in writing, one of them said that “My writing was quite good now because I could write more than fifty words.” The other one said that “I thought I was better in writing; I could write a longer paragraph, and I could manage to write by using the pre-writing activities.” They also think they improved their thinking skills. One of student commented that “I thought I am a good thinker, I practiced thinking a lot before writing and my writing was better than the past.”

The above extract shows that all students could self-evaluate themselves and they knew their ability after learning through the pre-writing activities.

Implications of the Study

The results indicated that learning through pre-writing activities improved students' writing ability. However, the teacher should have pre-session teaching to the students, so the students have similar background of English in terms of vocabulary and grammar knowledge before designing the lesson plans. For example, if students have limited vocabulary, teacher should spend time teaching the new vocabularies before starting the lesson. Attractive pictures can be affective materials for presenting new vocabulary. Moreover, students should start practicing from a lower class level. When participants are required to write, they become uncomfortable, so providing opportunities to write regularly and extensively will gradually help lessen their fears in encountering writing. Therefore, they will become more confident and be able to write fluently.

Having clear procedures for doing the activities is very important. The teacher should explain the procedure before allowing the students doing the activities. Also,

the teacher should not give them any work before giving them clear instructions because the students will not listen to the teacher but focus on the work instead. Teacher should assign writing tasks starting with the easy topics, particularly, writing about their own experience because they have some portion of ideas about the topics. Once they brainstorm for the ideas in the pre-writing stage, they will have high motivation to write. They would feel discouraged if the teacher starts with the difficult things. In addition, the teacher should assigned participants to do the pre-writing tasks as the pretest in all types of writing tasks, not only the descriptive writing.

Moreover, teachers should not have high expectations of students' writing ability because systematically the students are assigned into one class with mixed English ability. That is, they have different proficiency levels. Teachers should be patient and try hard to teach writing each step especially at the beginning of the course, students need to spend much time to understand the procedure of pre-writing activities. When they are getting familiar with the writing process, they will be able to write fluently.

Additionally, while the students are doing the activities, the teacher should walk around the classroom in order to monitor the students' performance. The students will think that the teacher is paying attention to everyone in the class, which could help them focus on the activities more completely.

Although, the experiment was carried out follow the planned experiment, there were the limitations of the study which will be discussed in the next section

Limitations of the Study

There was a limitation in selecting the participants. The participants of the study were selected by convenience sampling which decreased the generalizability of the findings. The time used the study was also a limitation of the study. The time designed for experiment was only nine weeks but the school had many activities. The researcher had to make up classes for some periods of teaching missing for school extra-curricular activities, and the make-up classes were in the afternoon, after lunch time. This made the students too tired and bored with the class and they wanted to relax. Therefore, different class time could yield different results. The continuity of the lesson was limited. Each class was separated, the researcher could not manage to teach continually with 2 or 3 periods, so the procedure did not run continuously since writing based on the process approach takes time. The students need more time to revise their writing tasks before going onto the next step of writing or the next lesson.

Recommendations for Further Studies

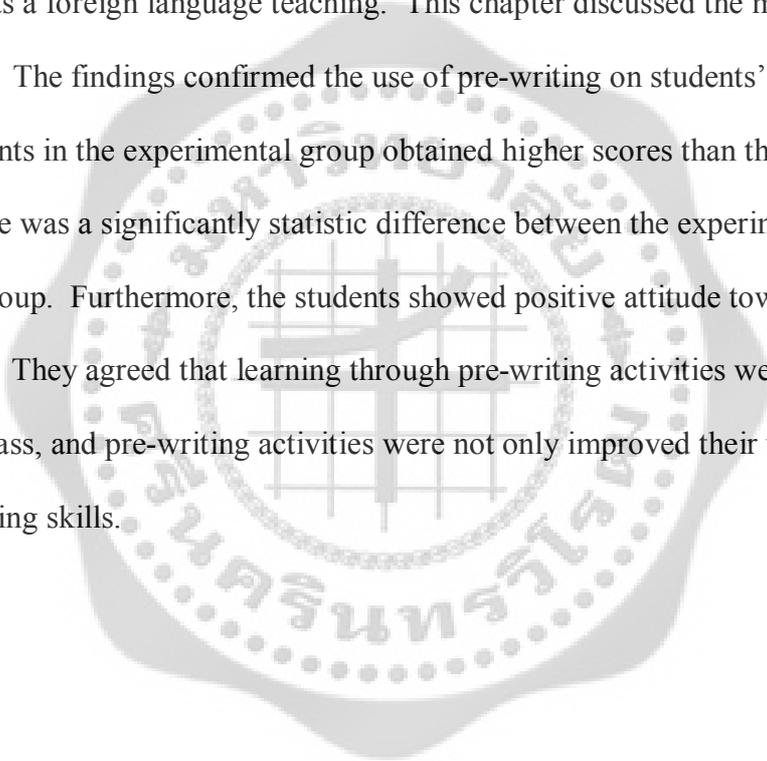
The recommendations for further research are suggested as follows:

1. Researcher could integrate the pre-writing activities in the writing class in the earlier age of students such as the beginners, or the primary level.
2. Research that combines the pre-writing activities should be conducted in the English classes to develop other English skills including reading and speaking.
3. Researcher should prepare the pretest and posttests in all types of writing should be carried out in the experiment.
4. The investigation of other processes of writing such as revising process, or editing should be done.

5. Qualitative data collection and analysis for both groups: the experimental and control group are needed, not only the experimental group to triangulate the results of the study.

Conclusion

Teaching writing using pre-writing activities is a very important part of teaching as a foreign language teaching. This chapter discussed the main findings of the study. The findings confirmed the use of pre-writing on students' writing ability. The students in the experimental group obtained higher scores than the control group did. There was a significantly statistic difference between the experimental group and control group. Furthermore, the students showed positive attitude towards pre-writing activities. They agreed that learning through pre-writing activities were used in writing class, and pre-writing activities were not only improved their writing skill but also thinking skills.





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APPENDICES

Appendix C

The Learners' Attitude Questionnaire

Part I: Please check (✓) the appropriate column according to your opinions.

5 = strongly agree, 4= agree, 3= uncertain, 2 = disagree, 1 = strongly disagree

No.	In this composition lesson....	Strongly agree	agree	Uncertain	disagree	Strongly disagree
1.	I like pre-writing activities.					
2.	I like doing concept mapping before writing.					
3.	I like doing brainstorming and discuss in group before writing.					
4.	Concept Mapping helps me organize my writing.					
5.	Concept Mapping helps me gain more confidence in writing.					
6.	Concept Mapping helps me to be a better writer.					
7.	I like sharing reading my writing tasks with my friend.					
8.	Brainstorming can help me get the ideas in writing.					
9.	I am proud of my writing performances.					
10.	I enjoy in writing class.					

Part II: Answer these questions based on your opinion.

1. What is your favourite topic?

.....
.....

2. What kind of topics do you like to write about?

.....
.....
.....

3. What are your problems in writing?

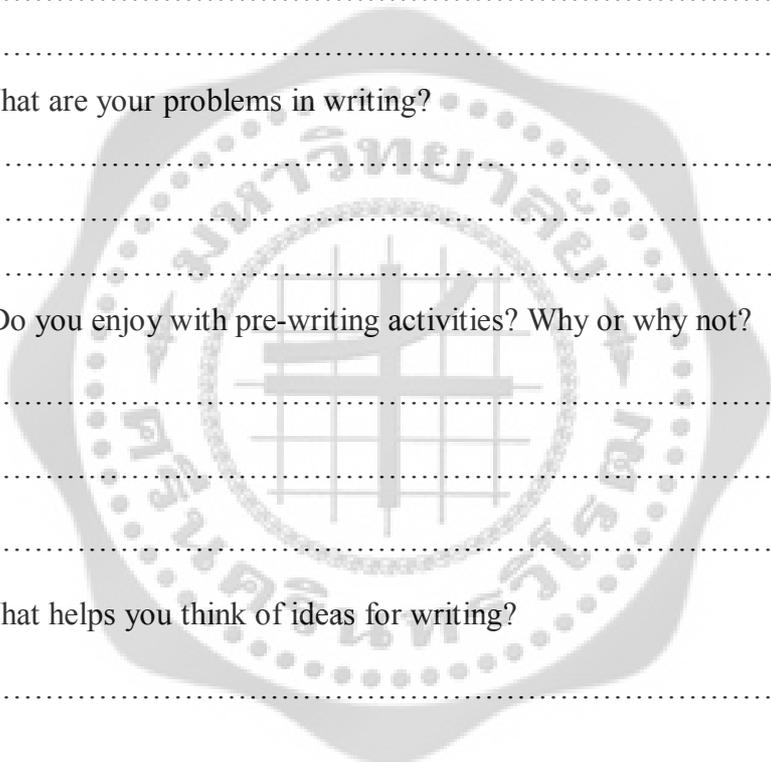
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4. Do you enjoy with pre-writing activities? Why or why not?

.....
.....
.....

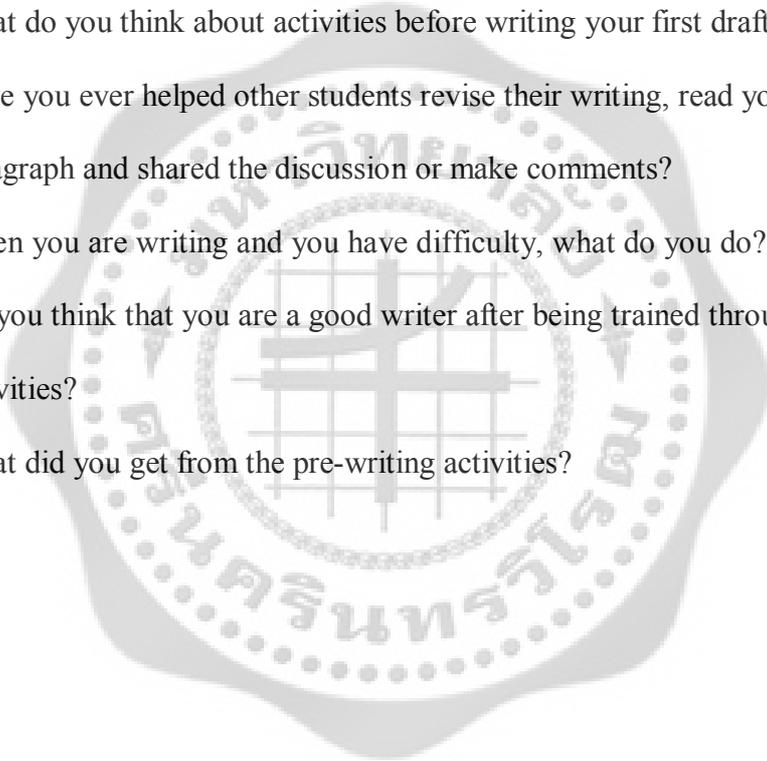
5. What helps you think of ideas for writing?

.....
.....
.....



Appendix D

Interview Questions

1. Do you enjoy writing in general? Why?
 2. How did you feel about these composition topics?
 3. Out of the three topics which did you like to write about the most (least) Why?
 4. What do you think about activities before writing your first draft?
 5. Have you ever helped other students revise their writing, read your friends' paragraph and shared the discussion or make comments?
 6. When you are writing and you have difficulty, what do you do?
 7. Do you think that you are a good writer after being trained through pre-writing activities?
 8. What did you get from the pre-writing activities?
- 

Appendix E

Lesson Plan

Concept: Writing to describe the person. Students should know descriptive vocabulary words

Learning Expectation

After students learn the writing process, they are able to use it to describe someone

Learning objectives

1. Be able to write information about themselves and someone else.
2. Be able to give the meaning of each vocabulary of the descriptive words

Learning Process

Pre – Writing

1. Ask students to describe someone on each topics; personality, characteristic, and etc.
2. Students write the name of a superstar on the board
3. Students discuss and write sub topics and details about the superstars.
4. Encourage students to use phrases and simple sentences
5. Students read the passage and do exercise in worksheet 1 and 2
6. Students write the paragraph on the topic “My best friend” from the map (Worksheet 2)
7. Divide students into groups of 4. Then ask them to discuss and share their thoughts and opinions among their group members..
8. Choose one paragraph from each group. Then do brainstorming and draw the concept mapping

9. Present mapping to explain more related sub topics and details.

While – writing

1. Choose the information from pre-writing. Students may delete, add or rearrange the information before writing.
2. Student write draft and read in the group or exchange with other group.
3. Edit the paragraph in the group and send to the teacher
4. Students do task 1. Then write a letter to their hero/superstar. In the letter, they will introduce themselves and write something about them.
5. Read the letter in the group. Group members will each other in correcting errors.
6. Students send work to the teacher for find correction.

Post – writing

1. Revise the letter and send to the intended recipient if they wish to.

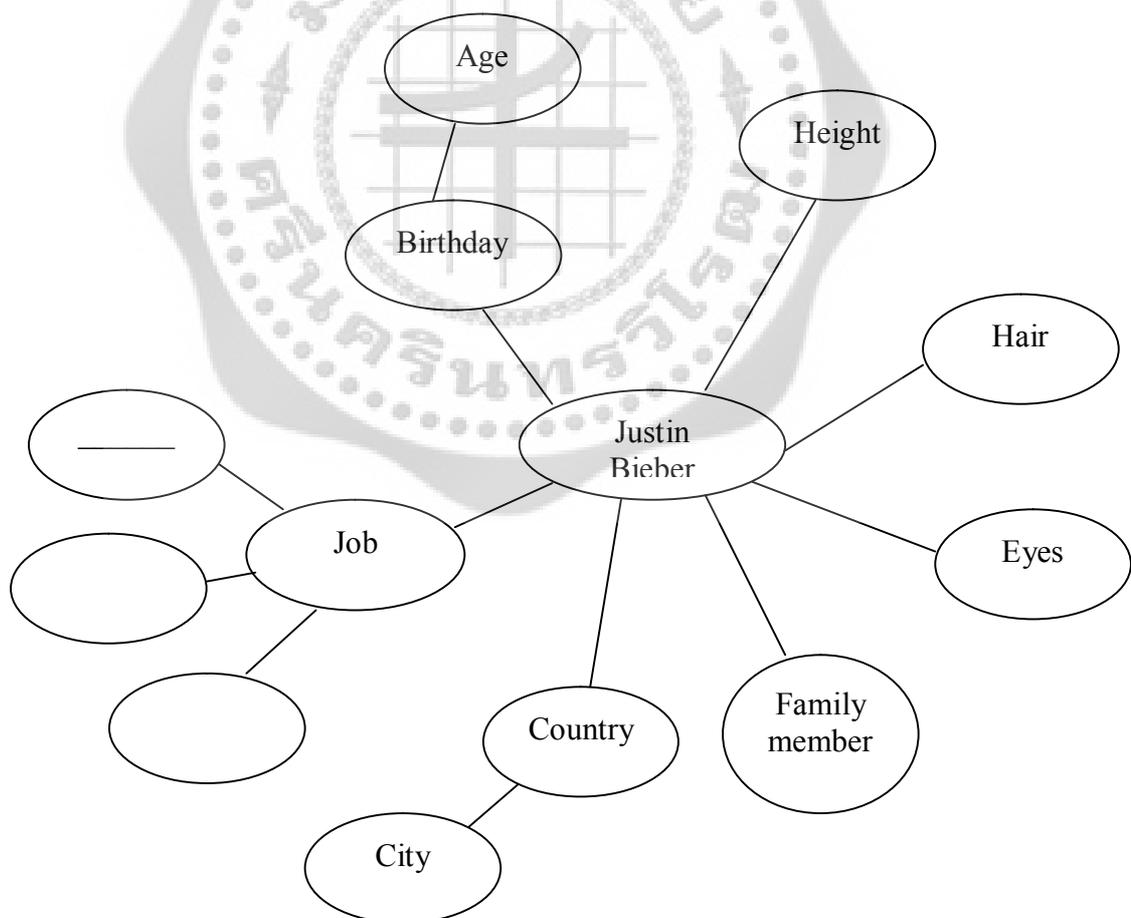
Worksheet 1

Pre-writing

Justin Bieber wrote the paragraph. What does he write about himself? What ideas does he communicate to you? What do you think about Bieber?

I am Justin Bieber. My birthday is on March 1, 1994. I am 17 years old. I am quite short, but I am very handsome. I am 170 meters tall, and my weight is 55 kg. My hair is blonde and short. My blue eyes are beautiful. I am Canadian. I am from Stratford, Canada. In Canada, I am singer, musician and actor. I have a sister and a brother. I have a happy family.

This drawing is cluster. Justin Bieber made it before he wrote his paragraph. Fill in the empty places on the cluster with information from the paragraph. What information is not in the paragraph?



Think about vocabulary. What kind of vocabulary did Justin Bieber use when he wrote his paragraph? Look at the following vocabulary heading. Work with your group to add more words you know to the lists:

Body Parts

Body Shapes

Hair

Eye Colours

Family Members

mother, father

**Physical
Appearance**

Worksheet 2

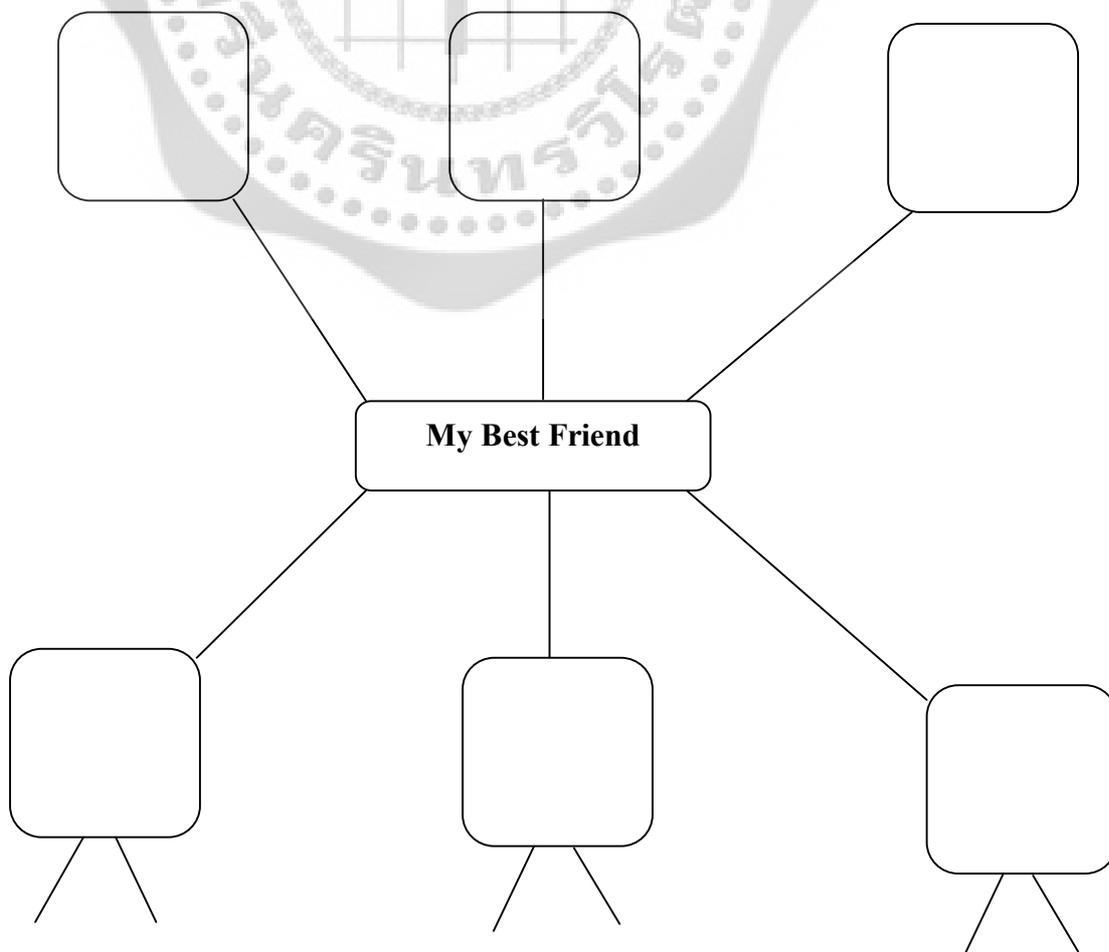
Using present tense verbs.

Directions: Fill in each blank with is, am, are

Tony Brown _____ a student. He _____ from England. He _____ nineteen years old. He studies English and French every day. Mr. Tom _____ his teacher. He _____ a good teacher. He can speak both English and French. He _____ kind and patient. Tony and Tom _____ in the classroom now. They _____ busy. Mr. Tom _____ at the board. Tony _____ at his desk. The classroom _____ in a large building. It _____ a small room. It _____ clean and pleasant. Tony likes the classroom

My Map

Think more for your information. Then write down in the mind map.



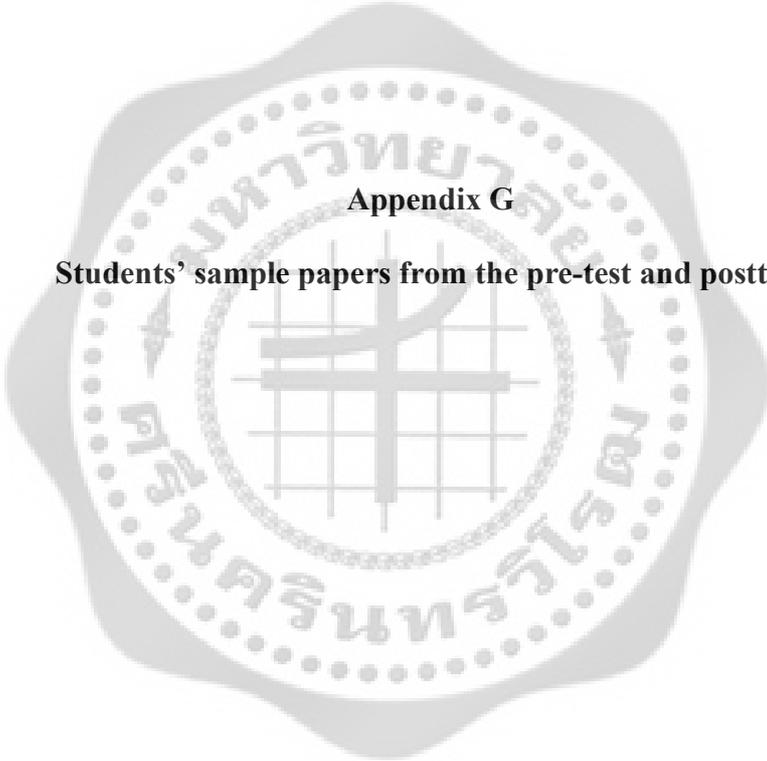
Appendix F

Analytic scoring sheet for students' composition

(Adapted from Hall, 2000)

Composition Topic: _____

Student name:		Date:			
	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Content/ideas	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Organization	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Uses correct writing format. Incorporates a coherent closure	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	
Sentences	No sentences errors; variety in length and type; sentence types relate to style of writing	Complete sentences; no run-ons or fragments; some variety in length and type	Complete sentences; few run-on sentences	Mostly complete sentences; some fragments or run-on	
Grammar	No errors in agreement, number, tense	Few errors in agreement, number, tense	Some errors in agreement, number, tense	Many errors in agreement, number, tense	
Spelling	No spelling errors	Few spelling errors	Some spelling errors	Many spelling errors	



Appendix G

Students' sample papers from the pre-test and posttest

English writing pre-test of the lowest score



A nice holiday.

My friend and I are go to the beach.
 My friend Anna is sleeping. My sister is swimming
 in the sea. My friend Tim he is playing sand.
 I am see a one crape.

A nice holiday

My friend and I are go to the beach. My friend, Anna is sleeping. My sister is swimming in the sea. My friend, Tim he is playing sand. I am see a one crape.

37 words

English writing post-test of the lowest score

A Good Holiday



Last summer my family went to the beach. Every body are very happy. My father carried umbrella and bag. My mather carried two bags. My sister and I carried mat and bucked. That beach have many food. It have sea food. That day have many birds and big clouds. Every want to swam because it have many fish. My sister like fish. When I went home I sleep in car. but I can't sleep because in car my mather play music. Good buy.

A good holiday

Last summer my family went to the beach. Everybody are very happy. My father carried umbrella and bag. My mather carried two bags. My sister and I carried mat and bucked. That beach have many food. It has sea food. That day have many birds and big clouds. Everybody want to swam because it have many fish. My sister like fish. When I went home I sleep in car. But I can't sleep because in car my mater play music. Good buy.

85 words

English writing pre-test of the highest score



At the sea.
 My home is near the sea. I go to the sea twice a week with my cousin. My brother like to build sand castle so when we arrive at the sea they play the sand first. My sister likes to swim so when he arrive at the sea she goes swimming first, and I like to sleep and read so when I arrive at the sea I sleep first and then I read a book. After we play together we eat supper together we feel very happy when we go to the sea. Everyone love the sea!

At the see

My home is hear the sea. I go to the sea twice a week with my cousin. My brothers like to build sand castle so when we arrive at the sea they play the sand first. My sister likes to swim so when he arrive at the sea she goes swimming first, and I like to sleep and read so when I arrive at the sea I sleep first and then I read a book. After we play together we eat supper together we feel very happy when we go to the sea. Everyone love the sea.

100 words

English writing post-test of the highest score

Why?



Nid is a suspect girl. Last summer she went to Cha-Um with her family. The day before she went to Cha-Um, she asked her father, "Dad! Why does the beach has water?" "You will know when you grow up" father said. Next day, was the day the Nid went to the beach. They went there by car. When she was in the car, she asked her father, "Dad! Why does the beach has sand?" Father said "You will know when you grow up." When they arrived at the beach, they carried food, drinks, umbrella and mats. First, Nid swam in the sea with her father and her brother and she asked, "Dad! Why does the water in the beach is blue?" Father said "You will know when you grow up." After they swam in the sea they helped the mother to preparing food. Nid asked her father, "Dad! Why does the sky is blue?" "You will know when you grow up" father said. The times were passed quickly. It was 5.00 pm. They watched at the sun set. Nid asked "Why does the sun is beautiful, Dad?" father said. "You will know when you grow up. After they rested they went back home and Nid said "Dad, I love the sea". "Why? but how about your questions today?" father said. "I don't know the answer but even I don't know the answers I love the sea.

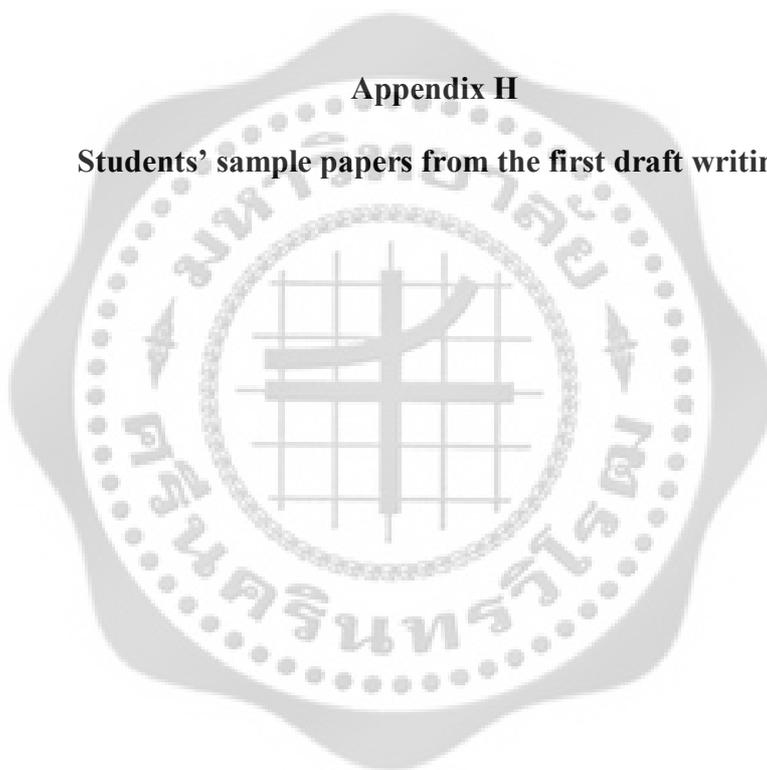
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237 words

Appendix H

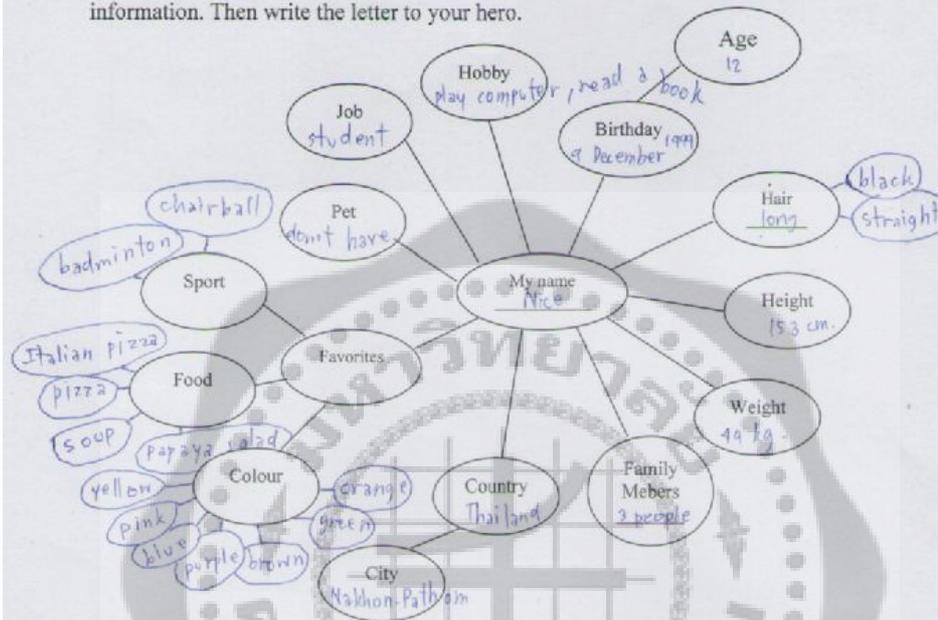
Students' sample papers from the first draft writing



Example of Descriptive Writing

Task 1: Letter to my Superstar/hero

This drawing is a cluster about you. Fill in the empty places on the cluster with your information. Then write the letter to your hero.



Dear Emma Watson

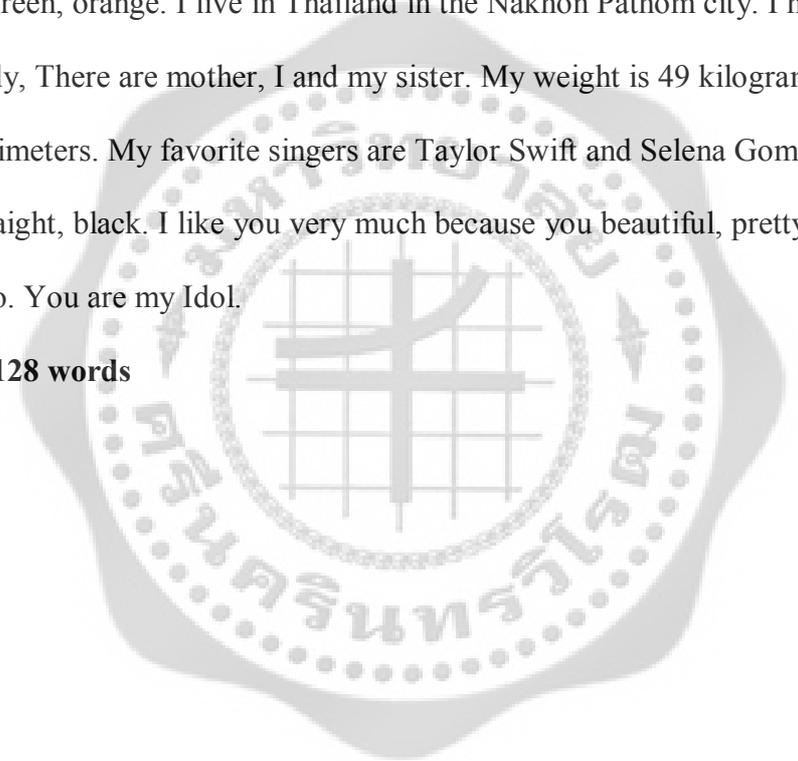
My name is Nice. My birthday on 9 December 1999. I am 12 years old.
 My hobby is play computer and read a book. I'm a student in Joseph Upatham School. I don't have any pet. My favorite sports are chairball, badminton. My favorite foods are Italian food and papaya salad. My favorite colours are yellow, pink, blue, purple, brown, green, orange. I live in Thailand in the Nakhon-Pathom city. I have 3 people in my family. There are mother, I and my sister. My weight is 49 kilograms. My height is 153 centimeters. My favorite singers are Taylor Swift and Selena Gomez. My hair is long, straight, black. I like you very much because you beautiful, pretty and cute and smart too. You are my Idol.

Sincere

Nice ♥

My name is Nice. My birthday on 9 December 1999. I am 12 years old. My hobby is play computer and read a book. I'm a student in Joseph Upatham School. I don't have any pet. My favorite sports are chairball, badminton. My favorite foods are Italian food and papaya salad. My favorite colours are yellow, pink, blue, purple, brown, green, orange. I live in Thailand in the Nakhon Pathom city. I have 3 people in my family, There are mother, I and my sister. My weight is 49 kilogram. My height is 153 centimeters. My favorite singers are Taylor Swift and Selena Gomez. My hair is long, straight, black. I like you very much because you beautiful, pretty and cute and smart too. You are my Idol.

128 words



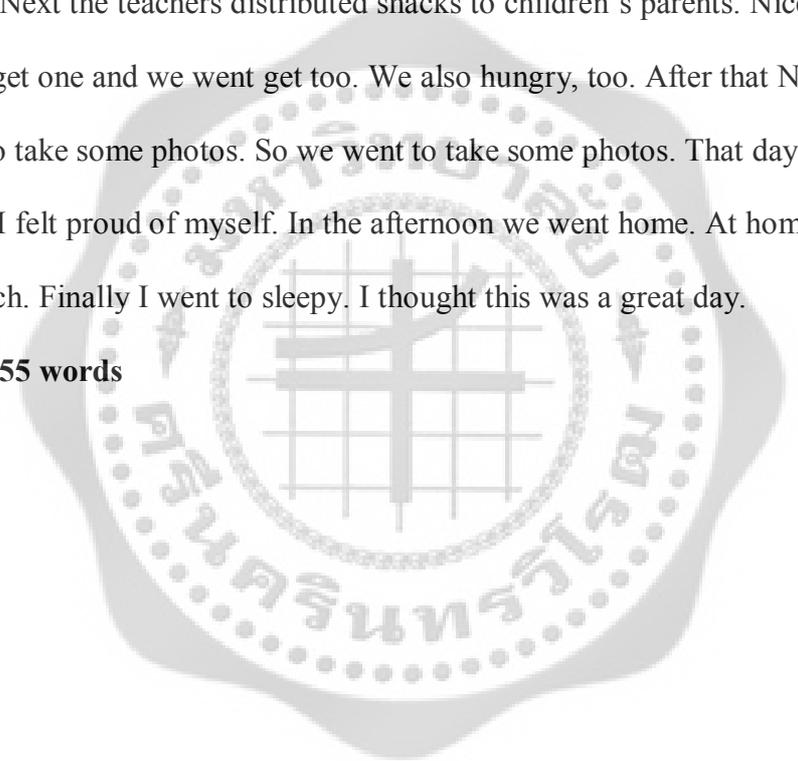
Sample of Narrative Writing**MY MOST MEMORABLE PHOTO**My first certificate -

This picture was taken by Niece's mother when I was in grade 2. I could remember I was very happy because I had my first certificate. In the morning Niece's mother sent me and Niece to school. We walked to Michael Hall. Niece's mother was at Michael Hall already. In Michael Hall there were many people. On the stage there were the father and teachers. The father gave us certificate. Then the certificate was expired. Next the teachers distributed snacks to children's parents. Niece's mother went to get one and we went get too. We also hungry too. After that, Niece's mother told us to take some photos. So we went to take some photos. That day I smile all day because I felt proud of my self. In the afternoon we went home. At home I felt sleepy very much. Finally I went to sleep. I thought this was a great day.

My first certificate

This picture was taken by Nice's mother when I was in grade 2 I could remember I was very happy because I had my first certificate. In the morning Nice's mother sent me and Nice to school. We walked to Michael Hall. Nice's mother was at Michael Hall already. In Michael Hall there were many people. On the state there were the father and teachers. The father gave us certificate. Then the certificate was expired. Next the teachers distributed snacks to children's parents. Nices's mother went to get one and we went get too. We also hungry, too. After that Nice's mother told us to take some photos. So we went to take some photos. That day I smile all day because I felt proud of myself. In the afternoon we went home. At home I felt sleepy very much. Finally I went to sleepy. I thought this was a great day.

155 words



Example of Compare and Contrast Writing

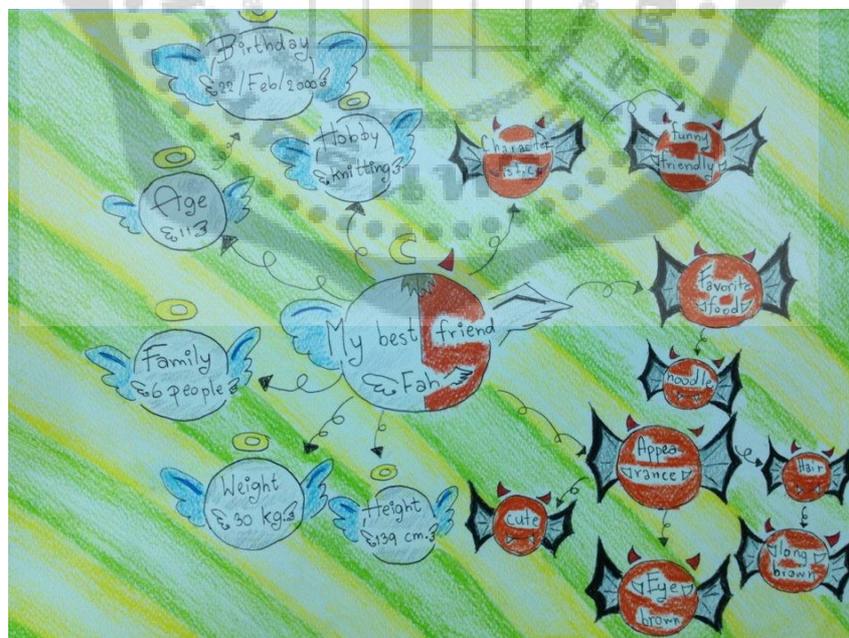
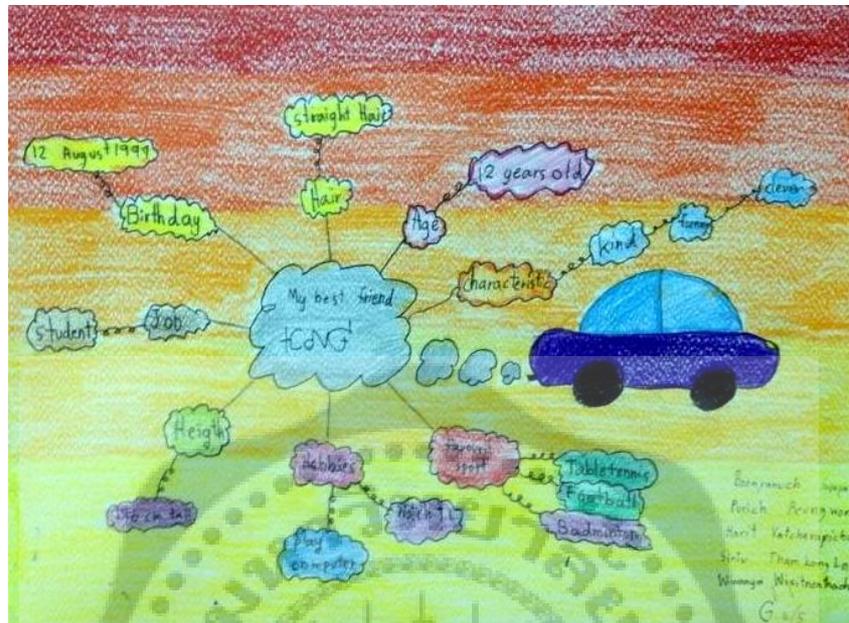
Write to compare and contrast about country life and city life.

Life in the country is simple and safer than the city because in the city has many cars. In the city people are crowded and have many racing and competition but in the country people are kind and helpful, they help each other. In the country has fresh air and silence but in the city has pollution and loud noise. The education in the city is good because it has many tutors, easy to find books and education in the school is comfortable but in the country is hard to find books and education in the school is not comfortable like in the city. He can find the occupations easily in the city but hard in the country. In the city is very comfortable such as we have electric and if we want something we can go to the supermarket and buy it but in the country is quite hard. In the city it has entertainment, people can watch TV in freetime but in the country people play together, chat or sometimes celebrate in freetime. If I can choose I'd like to spend most of my life in the country because I like to live with natural and silence.

Life in the country is simple and safer than the city because in the city has many cars. In the city people are crowded and have many racing and competition but in the country people are kind and helpful, they help each other. In the country has fresh air and silence but in the city has pollution and loud noise. The education in the city is good because it has many tutors, easy to find books and education in the school is comfortable but in the country is hard to find books and education in the school is not comfortable like in the city. We can find the occupations easily in the city but hard in the country. In the city is very comfortable such as we have electric and if we want something we can go to the supermarket and buy it but in the country is quite hard. In the city it has entertainment, people can watch TV in free time but in the country people play together, chat or sometimes celebrate in free time. If I can choose I'd like to spend most of my life in the country because I like to live with natural and silence.

199 words

Examples of descriptive map





VITAE

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2012 Master of Arts (TEFL)
Srinakarinwirot University

