Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners

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ABSTRACT

Writing in a second language (L2) is a challenging task. It is demanded in academic context and considered a lifetime skill. In Indonesia, writing is the most neglected skill in schools, resulting in low writing proficiency among university students. The aim of this study is: 1) to identify the writing process of Indonesian EFL proficient student writers; and 2) to explore the writing strategies used by Indonesian EFL proficient student writers. Williams' writing process model was used as the basis for identifying the writing process, while Leki, Sasaki and Mu's writing categories were used to identify the writing strategies. This study used the qualitative case study research design integrating four data collection methods, that was, observation, interview, think-aloud protocol and video-stimulated recall interview. The results show that the student writers undertake a five-step writing process: prewriting, planning, drafting, pausing and reading and revising and editing, utilising 10 writing strategies: mechanics of writing; relating the topic to past experience and knowledge; talk-writing; freewriting; outlining; listing; using online materials; seeking help; taking the reader into consideration; and text organisation in each stage of the writing process. The study significantly contributes to the body of knowledge on writing, helps L2 writing teachers and L2 learners at all levels of writing using the model of the writing process and the proposed writing strategies.

Keywords: English as a foreign language, proficient student writers, second language writing, writing process, writing strategies

INTRODUCTION

In exploring what elements are involved in the writing process and writing strategies, it is important to know the difference between both. The writing process as a private activity is generally known to consist of four main stages i.e. planning, drafting, revising and editing (Seow, 2002, p. 316). These stages are non-linear and recursive. Writing strategies have been referred to as "writing behaviors" (Armengol-Castells, 2001; Whalen, 1993), "composing behaviors" (Raimes, 1987) and "composing operations" (Armengol-Castells, 2001). Other terms used interchangeably are "writing techniques and procedures" (Khaldieh, 2000) and "writing process strategies" (Sasaki, 2000). In this study, the writing process is defined as a private activity that writers go through, while writing strategy refers to how second language (L2) learners go about composing a written text, that is "any actions employed in the act of producing a text" (Manchon, De Larios, & Murphy, 2007, p. 231).

The need to write effectively has increased in the academic context, whereby students are demanded to utilise this skill as a tool to demonstrate what they have learnt. Writing is considered a lifetime skill that serves three essential aims for the students: 1) to write as a form of communication to express ideas, plans, recommendations, values, and commitment; 2) to write as a form of critical thinking and problem solving, where writing helps students to think critically and confront values; and 3) to write as self-actualisation, where writing is used as a way of discovering and developing students (Stapa, 1998).

In Indonesia, where English is taught as a foreign language, English is officially taught from the secondary school to university level. However, proficiency in mastering English, especially writing, among high-school and university graduates is generally low (Lie, 2007). This might be due to the teaching of English writing, which is the most neglected skill in Indonesian schools. Alwasilah (2006) claimed that writing was taught unprofessionally by teachers and lecturers at schools and colleges because writing lessons were taught mostly through grammar and theories of writing rather than the practice of writing. Marcellino (2008) also associated the failure in teaching writing to the following aspects: the teacher's class preparations, mastery of the discussed topics, teaching learning strategies, class size and allotment time. In addition, Suriyanti and Yaacob (2016) discovered that the lack of understanding on knowledge of writing approaches and strategies contributed to the writing problem. Furthermore, in English writing instruction, the teachers applied the approach of controlled composition and current traditional rhetoric (Ignatius, 1999; Latief, 1990; Sulistyaningsih, 1997). Learning to write in English is mainly through the teacher-directed instructional approach with an emphasis on the final writing products to indicate the students' performance. Generally, students are taught vocabulary, sentence patterns and how to use conjunctive devices to connect

sentences to form a paragraph and then to connect discourses between paragraphs.

The Director General of Higher Education (DGHE), Satrio Soemantri ("The Kompas", 2002b, January 18) and the Rector of Atma Jaya Catholic University, Kridalaksana (The Kompas, 2002a, January 16) highlighted the issue of the writing skill of Indonesian university lecturers, which was still low, as being a cause of students not being taught to write complete texts either in English or Bahasa Indonesia effectively. Thus, "it is not surprising if university students and even university graduates' writing ability is categorized into low" (The Kompas, 2002a, January 16). Based on this rationale, the researchers conducted this study: 1) to identify the writing process of EFL proficient student writers; and 2) to explore the writing strategies used by EFL proficient student writers. The selection of EFL proficient student writers was considered suitable because it was believed that texts written by them would be more sophisticated in expressing their ideas and would consist of correct writing conventions as well as dissonance in order to accommodate their readers compared with that of less proficient writers (Best, 1995; Flower & Hayes, 1981b).

LITERATURE REVIEW

Models of Writing Process

From the 1980s to 2000s, models of the writing process have been developed by many scholars (Bereiter & Scardamalia, 1987; Flower & Hayes, 1981b; Kellogg, 2008; Mohamed Nor & Abd Samad, 2006; Murray, 1980; Williams, 2003; Williams, 2005). These scholars proposed that a writing process model involved many developmental levels that were not linear but recursive and cyclical in manner. This implies that writers go back and forth to reread, add, delete and modify their ideas.

In this study, the researchers adapted Williams' (2003) writing process model, which is also identified as the phase model, suggesting that the nature of writing is random or cyclic (Murray, 1980) for three reasons. First, the model suggests that a finished composition is "the result of the complex interaction of activities that include several stages of development" (Williams, 2003, p. 106). This means that in every stage of the process, writers perform activities that might be different from writer to writer. Second, the model suggests that the writing process has certain influential states such as planning, drafting and revising that are repeatedly changed as students revise drafts, plan how to edit their work and so on (Williams, 2003). Third, the model provides a description of the concurrent and repeated nature of the writing process that involves stages such as planning, drafting and editing that may happen more or less concurrently and in a continuous manner (Williams, 2003).

These characteristics in Williams (2003)'s writing process model are not evident in other models. Flower and Hayes (1981b)'s cognitive process of writing model is considered one of the most significant L1 writing theories (Hyland, 2003). Therefore,

the model is not suitable for an L2 study. Moreover, according to Hyland (2002), the process model focuses on the writer as a solitary individual engaged in the struggle to discover and communicate personal meaning, and fails to recognise writing as a social activity. The data, as the output of the writing process, show inaccuracy in interpreting how a certain text is composed. Bereiter and Scardamalia (1987)'s model is criticized for not considering the influence of context and social factors on writing as well as for being purely cognitive (Flower, 1994, as cited in Chaaban, 2010). This model of Bereiter and Scardamalia (1987) is still L1-based; thus, this model is not suitable for this L2 study.

Williams' writing process model consists of eight processes of writing: prewriting, planning, drafting, pausing, reading, revising, editing and publishing (See Table 1). Each process comprises various activities that are associated with effective writing and the recursive nature of the writing process (Williams, 2003). For instance, the prewriting stage has several different activities that may assist writers in developing ideas, such as discussion, talk-writing, free writing, journalling and metaphor building. At the planning stage, questions on audience, writer's position, aim of paper, organisation and writing convention are considered important. At the drafting stage, organising and planning the time and focusing on related ideas are influential factors for an effective drafting process. At the pausing stage, writers are recommended to reflect and reread what they have produced and how well it matches their plan. Similarly, at the reading stage, writers are required to reflect on the process during pausing. At the revising stage, writers should reflect on their role and their readers regarding the topic. Next, at the editing stage, writers should focus on sentence, punctuation, spelling and subject and predicate agreement. Finally, at the publishing stage, writers have to make their final paper freely available to the public.

Table 1
Williams' model of writing process

Process	Definition	Description
Prewriting	Generating ideas, strategies, and information for a given writing task	Prewriting activities take place before starting on the first draft of a paper. They include discussion, outlining, free writing, journalling, talk-writing, and metaphor building.
Planning	Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper	Planning involves considering the writer's rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are interrelated and how they are connected to the information generated during prewriting. Planning also involves selecting support for the writer's claim and blocking out at least a rough organisational structure.

Table 1 *(continue)*

Process	Definition	Description
Drafting	Producing words on a computer or on paper that match (more or less) the initial plan for the work	Drafting occurs over time. Successful writers seldom try to produce an entire text in one sitting or even in one day.
Pausing	Moments when the students are not writing but instead are reflecting on what they have produced and how well it matches their plan; this usually includes reading	Pausing occurs among successful and unsuccessful writers, but they use it in different ways. Successful writers consider how well the text matches the plan, how well it is meeting audience needs and overall organisation.
Reading	Moments during pausing when the students read what they have written and compare it with their plan	Reading and writing are interrelated activities. Good readers are good writers, and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.
Revising	Literally 're-seeing' the text with the goal of making large-scale changes so that text and plan match	Revising occurs after the students have finished their first draft. It involves making changes that enhance the match between plan and text. Factors to be considered during planning include rhetorical stance and rhetorical purpose, among others. Revising almost always includes getting suggestions from friends or colleagues on how to improve the writing.
Editing	Focussing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement between subjects and predicates and style	Editing occurs after revision of the work. The goal is to give the paper a professional appearance.
Publishing	Sharing the finished text with the intended audience	Publishing is not limited to getting a text printed in a journal. It includes turning a paper into a teacher, a boss or an agency.

Source: Williams (2003, pp. 106–107)

However, not all writers experience the same process or activities, because what may work for one writer might not for another. Williams (2003) suggested that all writers experience these processes to some extent. This study aimed to identify the writing process used by Indonesian EFL proficient student writers.

L2 Writing Strategies

Many studies have been conducted on the writing strategies of both L2 and L1 learners. Research into L2 writing strategies have focused on exploring what writing strategies were used by experienced writers to then provide training for less experienced writers based on those strategies (Zamel, 1983) or helping students to understand what an assignment requires of them and to help them generate ideas on how to get these ideas on paper and to organise them appropriately according to the task (Johns, 1990). There are three categories of writing strategy used as a guideline in the present

study as proposed by Leki (1995); Sasaki (2000), and Mu (2005). Another aim of this study was to explore the writing strategies used by Indonesian EFL proficient student writers.

Category of Writing Strategies (Leki, 1995). In her study on five ESL university students, Leki (1995) found 10 categories of writing strategy that were used by the participants. The 10 categories were: (1) Clarifying strategies e.g. talking to the teacher about the assignment; (2) Focusing strategies e.g. rereading the assignment several times; (3) Relying on past writing experiences – e.g. referring to past experiences in writing; (4) Taking advantage of the first language/culture e.g. accessing knowledge and experience of L1; (5) Using current experience or feedback to adjust strategies e.g. feedback given; (6) Looking for models e.g. finding models in articles and books; (7) Using current or past ESL writing training e.g. using strategy taught in the writing class; (8) Accommodating the teacher's requirements e.g. meeting the teacher's requirements; (9) Resisting the teacher's requirements e.g. resisting the assignment by ignoring the criteria given by the teacher; (10) Managing competing demands e.g. managing course loads and cognitive loads, among others. She also found that some of the participants were more aware of their strategies than others and some took more time to move to alternative strategies when necessary. In addition, Leki (1995) suggested that these strategies are adaptable in use and allow the participants to shift from one writing strategy to another if the first one does not succeed. Table 2 displays the categories of writing strategy proposed by Leki (1995).

Table 2
Leki's categories of writing strategy

Writing Strategies	Sub-Strategies	Definition
Clarifying strategies	Talking to the teacher to understand the assignment better	Undertaking to determine and imitate what it is that English teachers would do with the task assigned and how the assigned activity would fit into professional life
	Talking to other students about the assignment	
	Asking for specific feedback on the project before doing it	
	Trying to interpret the teacher's purpose for an assignment	
Focussing strategies	Rereading the assignment several times	Concentrating on the writing task in both narrow and broad ways
	Writing out the essay exam question at the top of the essay Reading books and articles in the content area	
Relying on past writing experiences	Revisiting a past experience to accomplish the writing task	Referring at one time or another to past writing experiences in the effort to accomplish the current task

Table 2 *(continue)*

Writing Strategies	Sub-Strategies	Definition
Taking advantage of L1/culture	Using the strategy that is known from previous knowledge used by others	Using knowledge and experience to compensate for other linguistic and educational disadvantages
Using current experience or feedback to adjust strategies	Using the feedback from own work or other classmates received from the teacher	Using feedback or current experience from previous assignments
Looking for models	Looking for models for the assignment	Finding models in books, articles as format or template to use
Using current or past ESL writing training	Using strategy taught in the previous writing class	Using strategies taught in the previous writing class
Accommodating teacher's requirements	Meeting the teacher's requirements	Meeting the teacher's requirements
Resisting teacher's demands	Resisting the assignment by ignoring the criteria given by the teacher	Resisting the assignment by ignoring the criteria given by the teacher
Managing competing demands	Managing course loads	Juggling the various loads the student is responsible for in order to accomplish given tasks in the time allotted
	Managing work load	
	Regulating the amount of investment made in specific assignment	
	Regulating cognitive load	
	Managing the demands of life	

Source: Leki (1995, pp. 247–253)

Categories of Writing Strategy (Sasaki, 2000). Sasaki (2000) investigated Japanese EFL learners' writing strategies and found 10 writing strategies: planning, retrieving, generating ideas, verbalising, translating, rereading, evaluating and others such as resting, questioning and impossible to categorise. Each of the categories consists of one to four sub-strategies. Table 3 displays the writing strategies, the sub-strategies and their definitions.

Table 3
Sasaki's categories of writing strategy

Writing Strategies	Sub-Strategies	Definition
Planning	Global planning	Detailed planning of overall organisation
	Thematic planning	Less detailed planning of overall organisation
	Local planning	Planning what to write next
	Organising	Organising the generated ideas
	Conclusion planning	Planning the conclusion

Table 3 *(continue)*

Writing Strategies	Sub-Strategies	Definition
Retrieving	Plan retrieving	Retrieving the already constructed plan
	Information retrieving	Retrieving appropriate information from long-term memory
Generating ideas	Naturally generated	Generating an idea without any stimulus
	Description generated	Generating an idea related to the previous description
Verbalising	Verbalising a proposition	Verbalising the content the writer intends to write
	Rhetorical refining	Refining the rhetorical aspects of an expression
	Mechanical refining	Refining the mechanical or L1/L2 grammatical aspects of an expression
	Sense of readers	Adjusting expressions for the reader
Translating	Translating	Translating the generated idea into L2
Rereading	Rereading	Rereading the already produced sentence
Evaluating	L2 proficiency evaluation	Evaluating one's own L2 proficiency
	Local text evaluation	Evaluating part of generated text
	General text evaluation	Evaluating the generated text in general
Others	Resting	Resting
	Questioning	Asking the researcher a question
	Impossible to categorise	Impossible to categorise

Source: Sasaki (2000, pp. 289–291)

Categories of Writing Strategy (Mu, 2005). A study conducted by Mu (2005) on ESL writing strategies found five broader categories and 30 ESL writing strategies (See Table 4). The broader categories were: (1) rhetorical strategies refer to the strategies that writers use to organise and to present their ideas in writing conventions acceptable to native speakers of that language; (2) metacognitive strategies refer to the strategies that the writers use to control the writing process consciously; (3) cognitive strategies refer to the strategies that writers use to implement the actual writing actions; (4) communicative strategies refer to the strategies that the writers use to express ideas in a more effective way; (5) social/affective strategies refer to the strategies that the writers use to interact with others to clarify some questions and to regulate emotions, motivation and attitudes in their writing (Mu, 2005, p. 9; 2007, p. 2). The classification was developed from the theories of ESL writing that were combined to create a more specific classification.

Table 4
Mu's categories of writing strategy

Writing Strategies	Sub-Strategies	Speculation
Rhetorical strategies	Organising	Beginning/development/ending
	Using L1	Translate generated idea into ESL
	Formatting/Modelling	Genre consideration
	Comparing	Different rhetorical conventions
Meta-cognitive strategies	Planning	Finding focus
	Monitoring	Checking and identifying problems
	Evaluating	Reconsidering written text, goals
Cognitive strategies	Generating ideas	Repeating, lead-in, inferencing etc.
	Revising	Making changes in plan, written text
	Elaborating	Extending the content of writing
	Clarification	Dispersing confusion
	Retrieving	Getting information from memory
	Rehearsing	Trying out ideas or language
	Summarising	Synthesising what has been read
Communicative strategies	Avoidance	Avoiding problems
	Reduction	Giving up difficulties
	Sense of readers	Anticipating readers' response
Social/Affective strategies	Resourcing	Referring to libraries, dictionaries
	Getting feedback	Getting support from professors, peers
	Assigning goals	Dissolving the load of the task
	Resting/Deferring	Reducing anxiety

Source: Mu (2005, p. 9)

Previous Studies

There are many recent studies on the writing process and strategies that have been conducted in Asian countries. In this paper, the researchers include two of the most related studies. Wong (2005) investigated the writing strategies employed by four advanced L2 writers when they were composing and relating them to their mental representatives of the intended audience and the rhetorical purpose for performing the writing tasks, which appeared to correspond with the ways writing/composing strategies are employed. Moreover, they also used strategies that were not commonly found in the writing process of ESL college writers, for example, questioning as a metacognitive strategy and self-assessment as an effective strategy in order to facilitate the writing process. Wong (2005)'s research was similar to the present study in terms of looking at the writing strategies that non-native speakers of English (L2 learners) employed when they were composing and the benefits of applying the writing strategies.

A study by Mu and Carrington (2007) investigated English writing strategies of three Chinese post-graduate students in Australian higher education. The findings indicated that the three participants employed four macro writing strategies: rhetorical strategies, metacognitive strategies, cognitive strategies and social/effective strategies in their writing practice.

In relation to the metacognitive strategies, they found that the participants focused their attention on planning in English writing and they were aware that a good plan could facilitate writing. In terms of evaluating and monitoring strategies, one of the participants evaluated the resource materials she used in her assignment and adapted relevant information in her writing. In relation to generating ideas (cognitive strategies), it was found that the three participants used brainstorming to note the ideas in their mind and to decide on what ideas needed to be developed. However, the most frequently used strategy reported by the participants was reading widely, paying attention seriously to revision and imitating strategies. Mu and Carrington (2007)'s study was similar to the current study as the current study adapted Mu and Carrington (2007)'s categories of writing strategy as a model to explore the writing strategies used by the EFL Indonesian proficient writers.

A study conducted by Elshawish (2014) investigated the writing processes and writing strategies employed by fourth year EFL Libyan University students majoring in English. The study adopted a number of research methods such as think-aloud protocols, semi-structured interviews and observations. Fourteen participants were involved in the study, and among them were good writers, poor writers and teacher informants. The study found that the writing process, of planning, drafting and reviewing, was recursive in nature. It also found that various main writing strategies such as planning (global and local), rehearsing, drafting, scanning and revising existed and occurred frequently throughout the writing process. The study was similar to the present study in terms of the recursive nature of the writing process and the varieties of writing strategy that were employed throughout the writing process.

Some studies in Asian countries found that students of teachers who emphasise more than one process writing strategy have greater writing ability. For instance, Ho (2006) conducted her research on six teachers of lower and upper primary school levels to investigate the effectiveness of the writing process by implementing a two-month process writing programme in their schools. She found that the programme yielded positive results across all the classes. The process approach was proven to be an effective approach even at the lower primary school level. Research conducted by Meeampol (2005) on the use of the process-based approach found that the students who used the process-based approach had outperformed their peers who did not use the process-based approach; therefore, the approach could help the students to write better and boost their confidence. Puengpipattrakul (2014), who investigated the students' opinion of how the process approach helped to develop the writing skill of 24 undergraduate students, also found that the process approach was viewed as a useful means for developing the students' writing skill. In conclusion, the writing process approach seemed to be a feasible solution to enhancing the writing skill and confidence of students.

METHODS

The present study used the qualitative approach as it allowed the researchers to explore the writing strategies used by proficient student writers. The method applied in this study was inductive in nature and based on the study findings and the researchers' experiences (Cohen, Manion, & Morrison, 2007; Creswell, 2014). In order to understand the participants' point of view, the study used the case study research design and integrated four data collection methods: observation, interview, think-aloud protocol and video-stimulated recall interview.

Observation

The purpose of conducting observations in this study was to capture the natural surroundings of events, reactions and behaviours of the student writers when they were writing their essay in the classroom. Thus, the researchers took a passive role in the class as a non-participant observer to "know what is happening, to see it, to hear it, to try to make sense of it, which is more important than getting the perfect note or quote" (Stake, 2010, p. 94). In observing the participants, the researchers videotaped the writing activities and took field notes. After each observation session, the researchers read thoroughly the observation notes and searched the data for patterns as well as for themes. For each participant, the researchers identified the writing process stages and wrote in detail the strategies and behaviours of the participants that occurred during the observation.

Think-Aloud Protocol

A protocol is a "description of the activities, ordered in time, in which a participant engages while performing a task" (Hayes & Flower, 1980, p. 4). According to Swain (2006, p. 99), thinking aloud is a "trace of cognitive processes that people attend to while doing a task." This implies that think-aloud is perceived as a window into cognitive processing and can be utilised as a data collection technique (Bowles, 2010). In this study, the participants were asked to speak aloud everything that was occurring in their mind while writing the essay, no matter how trivial it may seem. In order for the participants to understand the think-aloud protocols, this technique was introduced to them in advance so that they could practise the protocol a few times before writing the actual task. During the think-aloud, the researchers actively participated in terms of explaining the instructions about the technique and kept reminding the participants, as necessary, to keep talking while performing the writing task. In addition, the participants were recorded using a video camera to think aloud as they were composing, so that the resulting protocols could be analysed. The protocol was conducted with each student individually one at a time. Each participant was given 60 minutes to compose an essay. The researchers identified the stages of the writing process that the participants used and the writing strategies they employed to complete their writing task.

In-Depth Interview

According to Denzin and Lincoln (1994), interviewing is a significant method for understanding a person's perspective of how he or she constructs meaning and is also a means for arriving at thick description. In this study, in-depth interviews were conducted with the participants using 20 semi-structured interview questions to understand in detail their experience of applying the writing strategies. The interview session took about 20 to 30 minutes for each participant and was recorded using a video camera, voice recorder and note taking. In analysing the interview data, the researchers followed some steps suggested by Cohen et al. (2007), and adapted from Alhosani (2008). The steps were: (1) transcribing the recorded interviews as soon as the researchers finished the interview; (2) reading the interview transcripts carefully, repeatedly and then coding, classifying and categorising the responses to the interview questions; (3) looking at repetition of words, phrases and sentences; (4) drawing conclusions and verification of data where the data were displayed and interpreted.

Video-Stimulated Recall Interview

Video-Stimulated Recall Interview (VRSI) is a method of eliciting data about the thinking process involved in carrying out a task or activity (Gass & Mackey, 2013). It has been used in studies on cognitive strategies, language learning processes and teacher behaviour (Lyle, 2003). VSRI can be regarded as another strategy, which triangulates the data and the research instrument to obtain the trustworthiness and credibility of research design (Dornyei, 2007). The use of VSRI in this study enabled the researchers to capture the participants' thinking process in terms of their actions or beliefs (Stough, 2001). To prevent a memory gap, the VSRI sessions were conducted within the next two or three days after the recording as suggested by Dornyei (2007); Gass and Mackey (2013). The interviews were recorded using a video camera and a voice recorder. The questions for the VSR interviews were specific and derived from the data recorded during the think-aloud protocol and from the observation and the interviews, such as "Before you start writing your ideas you reread the whole of paragraph 1; Why, and what were you looking for?"

Participants and Setting

Harding (2013) stated that in a case study, the selection of participants is adaptable once field work has started. To be more specific, selecting extreme or deviant cases was the approach used because the researchers intended to select "sampling the extremities that may give best understanding of the field as a whole (Harding, 2013, p. 17). The selection and the number of participants were defined once the field work started. Therefore, gender of the participants was insignificant and did not affect the findings of this study. Thus, a small number of participants was sufficient according to the approach of selecting extreme or deviant

cases and the criteria that were determined by the researchers.

The study was conducted at the Faculty of Cultural Sciences, Hasanuddin University, Makassar, Indonesia. The participants were selected from the English Language Studies Programme. They were Master's degree students in their third semester. The proficient postgraduate students were selected as participants for this study through careful consideration based on the following criteria: (1) They had achieved a score of 31 and above in the preliminary writing task; (2) They were considered to be competent in English writing, having completed the Academic Writing and Research Methodology courses; (3) They had written an unpublished thesis for their Bachelor's degree and they would be writing their Master's thesis in English as a prerequisite to completing their Master's degree; (4) They had been teaching English as teachers or tutors for more than two years.

In selecting the proficient student writers as participants, the researchers conducted a preliminary test using the International English Language Testing System (IELTS) Writing Task 2. IELTS was chosen because it is known as an international standardised test of English language proficiency for non-native English speakers. It is also commonly used in universities in Indonesia. Thus, the students were familiar with the test. The first topic or the preliminary writing task was aimed at selecting the proficient student writers for this study. The topic was: "In the last 20 years, the assessment of students has undergone major transformation. Many

educational institutions no longer use formal examinations as a means of assessment as they believe formal examination results are an unfair indication of a student's ability. To what extent do you agree or disagree with this statement?" (Taken from IELTS Preparation by Tucker and Van Bemmel, 2002). The results of the writing tasks were collected and graded by the researchers and two inter-raters. From the 80 students who participated in the preliminary writing task, the researchers found only seven students who obtained a score above 31 based on the Six-Trait Writing Rubric. According to Spandel (2009), the Six-Trait Writing Rubric has descriptors, where a score of 5-18 is categorised as Beginner writers, 19-30 as Moderate writers and 31 and above as Proficient writers. Thus, the seven students were selected as participants for the study because the score that they obtained, that is above 31, fell into the proficient writer category. However, from the seven students, only six were willing to participate in this study.

After the researchers had selected the participants, the next topic given was: "Children below sixteen should not be allowed in public places after midnight unless they are accompanied by an adult who is responsible for them. How far do you agree with this suggestion?" (Taken from IELTS Preparation, Tucker and Van Bemmel, 2002). The purpose of the second topic was to confirm the level of writing proficiency of the participants as well as to provide an opportunity for detailed analysis. The second essay was given during the

think-aloud protocol, where the researchers observed the participants while writing, and the essays were included in the analysis of the writing samples. The writing tasks were evaluated on six traits: Idea & Content, Organisation, Voice, Word Choice, Sentence Fluency and Convention (See Appendix A). Each trait was rewarded 6 points. The total score for each writing sample was 36 points. The selected participants of this study were one male student referred to as Erza (pseudonym) and five female students, referred to as Prita, Dani, Norma, Suka and Irza (pseudonyms). A detailed description of the profile of the participants, including their score in the preliminary and second writing task, is presented in Appendix B.

RESULTS AND DISCUSSION

The Writing Process and Activities

The first objective of this study was to identify the stages of the writing process. It was found that the Indonesian EFL student writers went through five stages of the writing process: prewriting, planning, drafting, pausing and reading and revising and editing that were used recursively and that occurred simultaneously with each other.

The first main theme that was identified from the writing process was the prewriting stage. It can be divided into four activities or sub-themes: 1) outlining, performed by Prita and Dani; 2) listing, done by Irza and Suka; 3) talk-writing, used by Erza; and 4) free writing, performed by Norma. The second main theme that was identified in relation to the writing process was the

planning stage. This theme is divided into two activities or sub-themes: 1) having the reader in mind, performed by Norma; and 2) choosing appropriate organisation, done by Prita, Dani and Irza. It was found that out of the six participants, only four carried out the planning stage. The other two, Erza and Suka, skipped this stage because they claimed that the planning stage would take more their time to complete the composition task.

The third main theme derived from the writing process was the drafting stage. All the six participants carried out this stage by writing three paragraphs for the composition: the introduction, body and conclusion. The fourth main theme that was identified in relation to the writing process was pausing and reading, which occurred simultaneously at this stage. This stage is divided into two activities or sub-themes: 1) pausing to reread what had been written and trying to get more ideas; and 2) pausing when the writer has run out of ideas. All the participants carried out the pausing and reading stage.

The last main theme that was identified from the writing process was revising and editing, which occurred simultaneously at this stage. This stage is divided into two activities or sub-themes, namely: 1) correcting immediately by adding and deleting ideas, performed by all the six participants; and 2) proofreading, performed by Erza and Prita. Table 5 displays the writing process identified from the present study.

Table 6 displays the writing process that

Table 5
Identification of the writing process stages

Process	Sub-Process	Definition
Prewriting	Outlining Listing Talk-Writing Freewriting	Generating ideas, strategies and information for a given writing task
Planning	Thinking about the readers and organisation Going back to the prewriting list by rereading it several times and choosing the most appropriate organisation	Reflecting on the prewriting to develop a plan to achieve the aim of the task
Drafting	Writing introduction, body, and conclusion paragraphs	Producing words on a computer or on paper that match (more or less) the initial plan of the task
Pausing and Reading	Pausing for rereading what has been written and searching for more ideas Pausing when running out of ideas	Moments when the participants are not writing but instead are reflecting on what they have produced and how well it matches their plan; Usually includes reading
Revising and Editing	Correcting immediately by adding and deleting ideas Proofreading	Rereading the text they have produced and making changes in the plan and ideas, and searching for errors in punctuation, spelling and grammar

the participants in this study experienced while writing compared with the writing process proposed by Williams (2003).

The writing process discovered by

Table 6
Writing process proposed by Williams (2003) compared with the present study

Williams (2003)	Present Study
Prewriting: Discussion, freewriting, talk-writing, journalling, metaphor building	Prewriting: Talk-writing, freewriting, outlining, listing
Planning: Questions about readers, writer's position, aim of paper, organisation and writing conventions	Planning: Thinking about the readers and organisation, thinking about the prewriting list and organisation
Drafting: Organise and plan the time Focussing on relating ideas	Drafting: Writing introduction, body and conclusion paragraphs
Pausing: Reflecting and rereading what have been produced and how well it matches their plan Reading: Reflect the process during pausing	Pausing and reading: Pausing for rereading what has been written and thinking about more ideas, Pausing when running out of ideas

Table 6 *(continue)*

Williams (2003)	Present Study
Revising: Making changes to match the plan and the text	Revising and Editing: Correcting immediately by adding and deleting ideas, Proofreading
Editing: Sentence, punctuation, spelling, subject and predicate agreement	
Publishing: Submitting paper to a teacher, boss or agency	

the present study consisted of five stages compared with Williams (2003), which consisted of eight stages. The present study found that pausing and reading occurred simultaneously at the same stage instead of at two different stages. Similarly, revising and editing occurred at the same time instead of at two different stages. For example, at the pausing and reading stage, the participants paused and read at the same time, as they paused to reread what they had written. The participants revised and edited their work at the same time by immediately deleting, adding and correcting any errors they found. In summary, the findings indicated that every student writer had different preferences as they worked their way through the stages of the writing process. It also suggested that the writing process stages are flexible, allowing the students to move from one stage to another by performing different activities that they preferred. Although the participants received high scores, they realised that writing is a process of organising their ideas in written form. The findings of this study were similar to those of Farrell (2006); Hughey, Wormuth, Hartfiel and Jacobs (1983); Raimes (1985), who all concluded

that writing is a process of discovering one's thought by reflecting on the purpose and audience, consulting their own background knowledge, letting their ideas develop and reading over what they had written to relate to their plan. This process is recursive in nature, as it is a "cyclical process during which writers move back and forth on a continuum discovering, analysing and synthesising ideas" (Hughey, Wormuth, Hartfiel, & Jacobs, 1983, p. 28).

The writing process generally consists of prewriting, drafting, revising and editing. Some studies found that the students shuttled back and forth among these processes (El-Aswad, 2002; Flower & Hayes, 1981a; Raimes, 1985). The same finding was also reported in different EFL/ESL writing studies (Alhosani, 2008; Alhaisoni, 2012; El Mortaji 2001; Elshawish, 2014; Humes, 1983; Raimes 1985, 1987; Zamel 1982, 1983). Before the process model was brought into practice, according to Pritchard and Honeycutt (2006), prewriting was not more than a brief instruction from the teacher on the topic on which the students were supposed to write. However, now teachers implement prewriting as a strategy to improve students' writing content and

to help them organise their written text (Alhosani, 2008).

Strategies of Writing

The second research objective dealt with identifying the strategies that the proficient student writers employed in their process of writing. Table 7 shows the strategies of writing that were identified in this study. The findings showed that the participants employed some writing strategies in the process of writing as listed and explained below:

1. Focusing on Mechanics of Writing. This technique occurred in the editing stage. All of the participants made the same effort to check their work for correct use of grammar, punctuation and spelling by rereading carefully, word by word, what they had written. When they spotted a mistake, they changed it immediately.

2. Relating the Topic to Past Experience and Knowledge. This technique occurred in the drafting and planning stages. In providing the details to support their arguments, the participants tried to relate the topic to their past experience and knowledge. It is important to note here that relating the topic to the participants' past experience made them write smoothly in communicating their ideas. Erza explained that relating to the past experience was like retelling a story; thus, it was easier for him to put his experience into words instead of writing from scratch.

3. Talk-writing. This involves constructing a plan mentally and delivering a verbally planned piece of writing. When given a topic to write about, Erza started by constructing his plan verbally including brainstorming and organising the paragraphs verbally at the prewriting stage. He began by saying out the major points that he wanted to address in his writing. He constructed four outlines verbally and continued to develop the outlines into paragraphs.

4. Freewriting. This strategy is intended to force writers to put aside concerns about audience, aims, organisation and structure while they consider potential ideas (Williams, 2003). It involves writing nonstop for five, 10 or 15 minutes. During freewriting, the writers would generate ideas or words with the intention of producing ideas for later development. Norma did the freewriting activity for a few minutes, then continued to write the paragraph based on the ideas that had occurred to her during the freewriting activity. This activity occurred before the writers began to write each paragraph. Norma wrote three paragraphs in her composition. Thus, in her model, freewriting occurred three times throughout the writing process. Norma explained that freewriting helped her to plan her paragraphs. As she wrote the first paragraph, she would also think about the second and the third paragraphs. Thus, freewriting helped her to keep track of her ideas for each paragraph.

5. Outlining. This begins when writers list the major points that they want to address in their writing without worrying much about order (Williams, 2003). For Prita, Suka and Dani, the outlining technique was used in the prewriting and planning stage. After receiving the topic, Prita, Suka and Dani started the prewriting stage by brainstorming their ideas. To make it easier for them to remember the ideas, they wrote all of them down on a piece of paper. Then they wrote outlines restating each paragraph in their writing. For instance, when Prita and Suka finished their prewriting, they continued expanding their outlines by writing the words brainstormed earlier under the correct outline. Below each outline, they wrote the supporting details to strengthen their arguments.

6. Listing. Listing is a type of prewriting strategy that allows writers to explore their ideas. Irza generated her ideas through listing. She performed listing by mapping her ideas in a drawing. She made four categories, then linked them to sub-categories or ideas. Each category consisted of four to five ideas. She generated ideas based on the topic. The mind map helped her to see the main ideas and supporting details she had jotted down, and this helped her to decide how to organise her paper. Listing is part of the planning stage.

7. Using Online Materials. Erza and Norma relied on their gadgets such as laptop, tablet and smartphone whenever they ran into difficulties or ran out of ideas. For instance, Erza paused several times when he could not find a word in English. He usually searched for an appropriate word using an online dictionary.

8. Seeking Help. Prita and Irza were active learners. They could not sit still when they got stuck or run out of ideas. Among the participants, only Prita and Irza asked the researchers questions when something unclear needed explanation. For instance, when Prita could not remember the spelling of 'surveillance', 'juvenile' and 'delinquency', she asked the researchers for the correct spelling.

9. Taking the Readers into Consideration. This technique occurred in the planning stage. The technique was used by Prita, Suka and Irza. In planning their writing, they thought about their readers and made sure that the vocabulary they used would be understood by their readers and that their readers would find the piece interesting. They frequently reread the task to make sure the writing matched their plan.

10. Text Organisation. Norma, Suka and Dani kept their written paper organised. They used different sheets of papers to do their prewriting activity and the actual composition. When they had finished editing and revising, they wrote their second draft on another piece of paper. On their second draft, they made sure that their handwritten copy was neat and easy to read. Norma and Dani wrote their second draft with some changes, while Suka did not make

any corrections on the second draft. Table 7 shows the writing strategies identified in the present study.

Table 8 illustrates the writing strategies that the participants used while writing compared with the writing strategies proposed by Leki (1995); Mu (2005); Sasaki (2000).

Table 7
Writing strategies used in this study

Themes	Participants
Mechanics of writing	All of the participants
Relating the topic to past experience and knowledge	All of the participants
Talk-Writing	Erza
Freewriting	Norma
Outlining	Prita, Dani
Listing	Irza, Suka
Using online materials	Erza
Seeking help	Prita, Irza
Taking readers into consideration	Prita, Suka, Irza
Organising text	Norma, Suka, Dani

Table 8
Writing strategies proposed by Leki (1995); Mu (2005) Sasaki (2000) compared with those used in the present study

Leki (1995)	Sasaki (2000)	Mu (2005)	Present Study
Clarifying strategies	Planning	Rhetorical strategies	Mechanics of writing
Focussing strategies	Retrieving	Meta-Cognitive strategies	Relating the topic to past experience and knowledge
Relying on past writing experiences	Generating Ideas	Cognitive strategies	Talk-Writing
Taking advantage of L1/culture	Verbalizing	Communicative strategies	Freewriting
Using current experience or feedback to adjust strategies	Translating	Social/Affective strategies	Outlining
Clarifying strategies	Rereading		Listing
Looking for models	Evaluating		Using online materials
Using current or past ESL writing training	Others		Seeking help
Accommodating teacher's requirements			Taking readers into consideration
Resisting teacher's requirements			Text organisation
Managing competing requirements			

Model of Writing Process and Writing Strategies

According to Miles and Huberman (1994, p. 18), a conceptual framework or conceptual model (Williams, 2008), is "a visual written product, that explained, graphically or narratively , and the presumed relationship among them". They also suggested that the conceptual framework could emerge from theory or experience and often from the objectives of the study that are developed out of field work and the development of themes. It is best described graphically with arrows that show relationships between each aspect. Thus, the model of the writing process and writing strategies (See Figure 1) that is proposed in this study was the result of analysing and developing themes from the data. It also displays the objectives of

the study. The writing process stages and strategies found in this study were non-linear and recursive. Five stages were found in the writing process: 1) prewriting, 2) planning, 3) drafting, 4) pausing and reading, and 5) revising and editing. Each stage consisted of different strategies performed by the participants.

The proposed model of the writing process and writing strategies (See Figure 1) also shows that the participants used various strategies at each stage of the writing process as they completed the task. For example, at the prewriting stage, the strategies such as outlining, listing, talk-writing and freewriting were used. Then, the participants continued with the planning stage, where strategies such as taking the reader into consideration, occurred. Next,
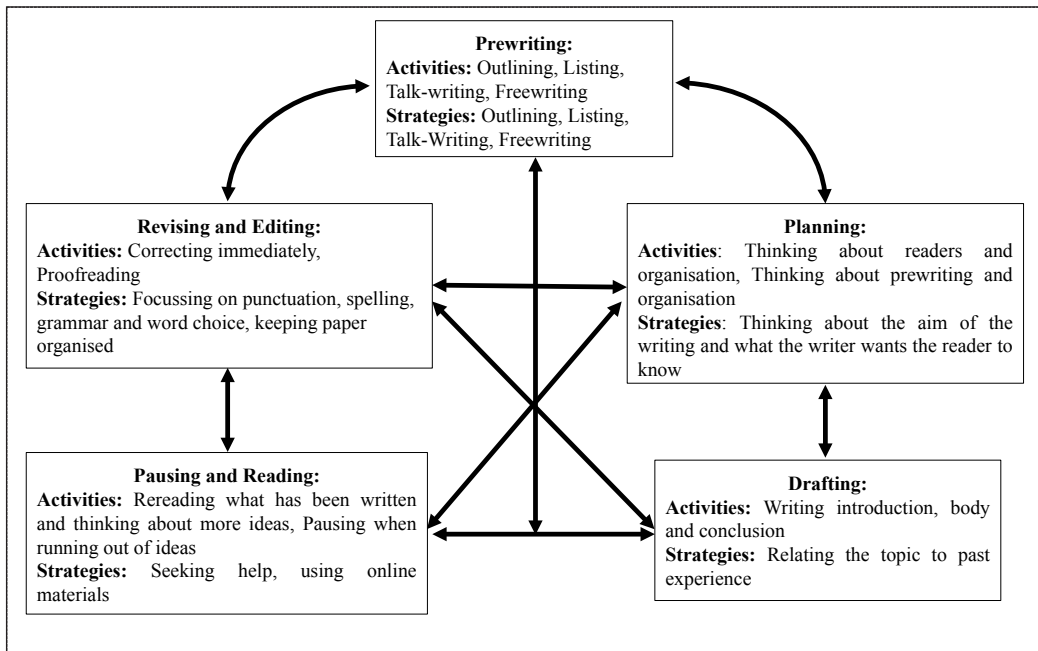

Figure 1. Writing process and writing strategies model proposed

was the drafting stage, where the participants started to draft their points into paragraphs. Strategies such as relating the topic to past experience occurred at this stage. When the participants ran out of ideas, they paused and read. At this stage, strategies such as seeking help and using online materials were used. Pausing and reading occurred simultaneously at the same stages, which was characterised by moments of silence for the participants to read over what they had written. Revising and editing also occurred simultaneously at the same stage and was done in silence as the participants paused and read what they had written. Strategies such as focusing on the mechanics of writing and text organisation that required adding and deleting some ideas was observed to be done at this stage.

Contributions, Limitations and Recommendations of the Study

This study has significantly contributed to the literature, especially in the areas of the writing process and writing strategies in English as a Foreign Language (EFL) and in the teaching of writing. Although the importance of effective writing is acknowledged globally, models of an effective writing process are limited. This study has attempted to fill the gap by proposing a model of the writing process and writing strategies. This study has also contributed to the body of knowledge on teaching through the model of an effective writing process and writing strategies proposed for writing teachers to use as a guideline in their classes, as well as for

policy-makers in helping them to design and implement a suitable curriculum on teaching writing in Indonesia. The study is beneficial for non-proficient students who seek to become more competent in writing in English by adopting, modifying and applying the strategies that suit them best and using these strategies to develop their writing skill.

Although the study has contributed to the field of writing research, there are also some limitations. Only six students were selected for this study because they fit into the proficient writer category after sitting an IELTS-type writing test. In addition, the study only focused on what the participants were doing when writing the composition in order to explore the use of writing strategies but not on how proficient were the writers. Finally, in collecting observation data, the researchers later found that the participants no longer had writing activities in their classes; thus, the researchers had to adapt to the situation and decided to collect observation data at the same time as the think-aloud protocol.

Based on the findings of this study, some recommendations for further research are made. First, the researchers recommends that future studies include non-proficient student writers. Second, the researchers recommends that students who come from different cultural backgrounds and who use different languages be included as they may have a different understanding of writing and therefore, may use different writing strategies. For further research, exploring the effects of utilising the writing process

on writing development of a large sample of students from different countries would add richness and depth to the findings.

CONCLUSION

The writing process is recursive in nature, whereby the writer moves from one stage to another, perhaps going back to the beginning or the previous stage through a natural occurrence. The purpose of this study was to identify the writing process and to explore the writing strategies used by EFL proficient student writers when writing a composition so that other students could benefit from their skill and expertise. The findings showed that the proficient student writers were familiar with the writing stages. Five stages of the writing process were found: prewriting, planning, drafting, pausing and reading and revising and editing. The findings also showed that when doing a writing task, the participants used various strategies such as mechanics of writing, relating the topic to past experience and knowledge, talk-writing, freewriting, outlining, listing, and using online materials, seeking help, taking the reader into consideration and text organisation. The present study contributes to the body of literature in the areas of the writing process and writing strategies in EFL teaching, learning and policy-making.

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APPENDIX A

Six-Trait Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content • Main theme • Supporting details	Exceptionally clear, focussed, engaging with relevant, strong supporting details	Clear, focussed, interesting ideas with appropriate details	Evident main idea with some support that may be general or limited	Main idea may be cloudy because supporting details are too general or even off-topic	Purpose and main idea may be unclear and cluttered by irrelevant details	Lacks central idea; development is minimal or non-existent
Organisation • Structure • Introduction • Conclusion	• Effectively organised in logical and creative manner • Creative and engaging intro and conclusion	• Strong order and structure • Inviting intro and satisfying closure	• Organisation is appropriate, but conventional • Attempt at introduction and conclusion	• Attempts at organisation may be a "list" of events • Beginning and ending not developed	• Lack of structure; disorganised and hard to follow • Missing or weak intro and conclusion	• Lack of coherence; confusing • No identifiable introduction or conclusion
Voice • Personality • Sense of Audience	• Expressive, engaging, sincere • Strong sense of audience • Show emotion: humour, honesty, suspense or life	• Appropriate to audience and purpose • Writer behind the words comes through	• Evident commitment to topic • Inconsistent or dull personality	• Voice may be inappropriate or non-existent • Writing may seem mechanical	• Writing tends to be flat or stiff • Little or no hint of writer behind words	• Writing is lifeless • No hint of the writer
Word Choice • Precision • Effective-ness • Imagery	• Precise, carefully chosen • Strong, fresh, vivid image	• Descriptive, broad range of words • Word choice energises writing	• Language is functional and appropriate • Descriptions may be overdone at times	• Words may be correct but mundane • No attempt at deliberate choice	• Monotonous, often repetitious, sometimes inappropriate	• Limited range of words • Some vocabulary misused
Sentence fluency • Rhythm, flow • Variety	• High degree of techniques • Effective variation in sentence patterns	• Easy flow and rhythm • Good variety in length and structure	• Generally in control • Lack variety in length and structure	• Some awkward constructions • Many similar patterns and beginning	• Often choppy • Monotonous • Frequent run-on sentences	• Difficult to follow or read • Disjointed, confusing, rambling
Convention • Age appropriate, spelling, caps, punctuation, grammar	Exceptionally strong control of standard conventions of writing	Strong control of conventions; errors are few and minor	Control of most writing conventions; occasional errors with high risk	Limited control of conventions; frequent errors do not interfere with understanding	Frequent significant errors may impede readability	Numerous errors distract the reader and make the text difficult to read

APPENDIX B

Profile of the Participants

Name	Erza (Case 1)	Prita (Case 2)	Norma (Case 3)	Suka (Case 4)	Dani (Case 5)	Irza (Case 6)
Age	42 y/o	24 y/o	25 y/o	26 y/o	25 y/o	24 y/o
Undergraduate	English Department, Hasanuddin University	English Department, State University of Makassar	English Department, Hasanuddin University	English Department, State University of Makassar	English Department, Haluoleo Kendari	English Department, Hasanuddin University
Post Garduate	Master in Linguistics, English Language Studies, Hasanuddin University	Master in Linguistics, English Language Studies, Hasanuddin University	Master in Linguistics, English Language Studies, Hasanuddin University	Master in Education, English Language Studies, Hasanuddin University	Master in Education, English Language Studies, Hasanuddin University	Master in Linguistics, English Language Studies, Hasanuddin University
Working Experience	16 years' working experience as an English teacher	5 years' working experience as an English teacher	4 years' working experience as an English teacher	5 years' working experience as an English teacher	4 years' working experience as an English teacher	3 years working experience as an English teacher
Frequency Of Using English Outside The Class	Using English a lot at work and not too often at home	Not using English at all outside the class	Not using English at all outside the class	Not too often, used English to speak with her mother during childhood	Not using English at all outside the class	Not quite often, uses English to discuss topics with sister and father
Proficiency Writing Test Score	34	34	34	34	34	33
Writing Task Score	35	35	34	36	34	35