CHAPTER IV

FINDINGS

Chapter Four reports the results of the study. The research questions formulated in Chapter One serve as the framework for the presentation of the findings. Each answer is based on the data collected from the students by means of questionnaires which were later tabulated and analyzed.

Research Questions One and Two

1. What are the particular strategies that the college students employ to develop their English writing skill?
2. What are the particular strategies that good and poor students employ to deal with the English writing skill?

Parts 2, 3, and 4, of the questionnaire asked the respondents to indicate the extent of their English writing behavior using a four point scale.

The scale of the extent of use of English writing strategies was weighed according to the following criteria:

very often use   =   4

often use   =   3

rarely use   =   2

never use   =   1

The mean scores of the good language students' use of English writing strategies were tabulated and the results are presented in Table 2.

Table 2

Mean Rating of English Writing Strategies for the Planning Stage According to Good Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Spend time thinking about the task and planning how you will approach it.	3.52	0.65
2.	Consider audience.	3.08	0.70
3.	Find ideas about the topic.	3.36	0.63
4.	Let ideas interact and develop.	3.16	0.62
5.	Consider purpose.	3.16	0.85
6.	Read widely.	2.56	0.71
7.	When reading, internalize sentence pattern.	2.36	0.75
8.	When reading, internalize discourse types.	2.68	0.69
9.	When reading, internalize ways about how to write.	2.48	0.92

Table 2

Mean Rating of English Writing Strategies for the Planning Stage According to Good Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
10.	Imitate a language model including overt practice and silent rehearsing.	2.56	0.58
11.	Read about what you will write and take notes.	2.68	0.80
12.	Take notes about key words and concepts.	2.84	0.74
13.	Gather and organize information	2.56	0.71
14.	Plan to compose the text..	2.92	0.75
15.	Plan individual goals that will result in completion of particular sentences and other items.	3.08	0.64
16.	Plan to use specific known items.	3.12	0.66
17.	Plan particular sentences.	3.00	0.70
18.	Formulate a framework for the overall product at the discourse level.	3.00	0.70

Table 2

Mean Rating of English Writing Strategies for the Planning Stage

According to Good Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
19.	Use resource material: dictionaries, encyclopedias, textbooks or human resources.	3.52	0.65
20.	Use visual images to understand and remember new information to make mental representation of a problem.	2.79	0.59
	Average mean	2.92	0.39

N = 25

Data on performance were analyzed separately for the three parts of the questionnaire: planning stage, drafting and writing stage, and revising stage.

Findings One

1. Behaviors for the Planning Stage According to Good Writing Students

1.1 The data obtained indicated that the good writing students use some writing strategies. Their use of strategies ranged from the level of "rarely"(2.0) to "often"(3.0). The average mean for strategies on the planning stage was 2.92.

1.2 It was found that the "good" writing strategies which the good writing students often use are: spending time thinking about the task and planning how they will approach it(mean = 3.52), using resource material: dictionaries, encyclopedia, textbooks or human resource(mean = 3.52), finding ideas about the topic(mean = 3.36), letting ideas interact and develop(mean = 3.16), considering purpose(mean = 3.16), considering audience (mean = 3.08), planning individual goals that will result in completion of particular sentences and other items(mean = 3.08), planning to use specific known items(mean = 3.12), planning particular sentences(mean = 3.00), and formulating a framework for the overall product at the discourse level(mean = 3.00)

1.3 The information obtained showed that the good writing students self-rated their performance at a low degree on the following writing strategies: internalizing sentence pattern when reading(mean = 2.36) and internalizing ways about how to write(mean = 2.48).

The information obtained is presented in Table 2.

2. Behavior for the Drafting and Writing Stage According to Good Writing Students

2.1 The result obtained indicated that the degree of students' use of English writing strategies for the drafting and writing stage lies between the level of "rarely" and the level of "often"(average mean = 2.90).

The results are presented in Table 3.

Table 3

Mean Rating of English Writing Strategies for the Drafting and Writing Stage According to Good Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Use information and ideas derived from rehearsing to trigger writing roughly.	3.08	0.70
2.	Take time to let ideas develop.	3.04	0.68
3.	Get ideas onto paper quickly and fluently.	2.60	0.65
4.	Don't focus on the rules of grammar.	2.28	1.06
5.	Use sufficient language resources: grammar to enable yourself to concentrate on meaning.	3.20	0.71

Table 3

Mean Rating of English Writing Strategies for the Drafting and
Writing Stage According to Good Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
6.	Use sufficient language resources: vocabulary to enable yourself to concentrate on meaning.	3.56	0.51
7.	Use sufficient language resources: discourse to enable yourself to concentrate on meaning.	2.76	0.78
8.	Elaborate on personal and creative prior knowledge.	2.72	0.94
9.	Transfer L1 concerning vocabulary and styles to sustain the composing process.	2.92	0.70
10.	As you write, you read over what you have written.	3.16	0.80
11.	Spend time reviewing what you wrote to allow for what you have written to trigger new ideas.	2.84	0.80
12.	Review at the sentence level.	3.20	0.65
13.	Review at the paragraph level.	2.92	0.91

Table 3

Mean Rating of English Writing Strategies for the Drafting and

Writing Stage According to Good Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
14.	Use reviewing to solve composing problems and then to trigger planning.	2.68	0.94
15.	Refer back to rehearsing data to maintain focus and to trigger further writing.	2.60	0.91
	Average mean	2.90	0.39

N = 25

2.2 The results show that the good writing students reported very extensive use of English writing strategies for the drafting and writing stage, by rating them at the level of often, in: using sufficient language resources: vocabulary to enable themselves to concentrate meaning(mean = 3.56), using sufficient language resources: grammar to enable themselves to concentrate meaning, (mean = 3.20), revising at the sentence level(mean = 3.20), reading over what they have written as they write(mean = 3.16),

using information and ideas derived from rehearsing to trigger
writing roughly(mean = 3.08), and taking time to let ideas
develop(mean = 3.04).

2.3 In addition, the information revealed that the only
English writing strategies used to a low extent was deducting
the rules of grammar(mean = 2.28).

The results are presented in Table 3.

3. Behaviors for the Revising According to the Good Writing
Students

3.1 As illustrated in Table 1.3 good writing students often
use English writing strategies for revising(mean = 2.75).

The results are presented in Table 4.

Table 4

Mean Rating of English Writing Strategies for the Revising Stage
According to Good Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Make formal changes at the surface level.	3.00	0.58
2.	Revise to clarify meanings.	3.16	0.69
3.	Change the direction and focus of the text.	2.44	0.65

Table 4

Mean Rating of English Writing Strategies for the Revising Stage
According to Good Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
4.	Revise at lexical level.	3.00	0.61
5.	Revise at grammar level.	3.08	0.40
6.	Revise at discourse level.	2.88	0.53
7.	Don't adhere to rigid rules.	2.32	0.75
8.	Don't adhere to rigid style.	2.40	0.70
9.	Don't adhere to rigid usage.	2.40	0.65
10.	Add when revising.	2.95	0.68
11.	Delete when revising.	2.84	0.62
12.	Substitute when revising.	2.80	0.65
13.	Reorder when revising.	2.96	0.61
14.	Check forms and correct grammar errors.	2.96	0.74
15.	Rewrite incorrect parts of the assignment.	3.08	0.86
16.	Review and revise throughout during rewriting the first draft.	3.12	0.83
17.	Pause for reviewing and revising when rewriting the first draft.	2.80	0.58

Table 4

Mean Rating of English Writing Strategies for the Revising Stage
According to Good Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
18.	Use revision process to generate new content and trigger need for further revision.	2.76	0.60
19.	Work together with peers to solve a writing problem.	2.76	0.66
20.	Work together with peers to pool information.	2.48	0.92
21.	Work together with peers to check the task.	2.48	0.77
22.	Work together with peers to get feedback.	2.52	0.87
23.	Have one-to-one writing conferences. with the teacher.	2.40	0.76
24.	Evaluate the task yourself.	2.68	0.99
	Average mean	2.75	0.39

N = 25

Extensive use of English writing strategies was expressed in revising to clarify meanings(mean = 3.16), reviewing and revising throughout during rewriting the first draft(mean = 3.12), revising at grammar level(mean = 3.08), rewriting incorrect parts of assignment(mean = 3.08), making formal changes at the surface level(mean = 3.00) and revising at lexical level (mean = 3.00).

However, the good writing students described the use of English writing strategies as low for the following: having one-to-one writing conferences with the teacher(mean = 2.40), changing the direction and focus of the text(mean = 2.44), working together with peers to pool information(mean =2.48) and working together with peers to check the task(mean = 2.48).

3.3 In addition, the good writing students rarely used the negative writing strategies-- adhering to rigid rules(mean = 2.32), adhering to rigid style(mean = 2.40) and adhering to rigid(mean = 2.40).

The results are presented in Table 4.

2. Behavior for the Planning Stage According to Poor Writing
   Students

From the mean scores of students' behavior in dealing with the English writing skill for the planning stage(shown in Table 3a), it was found that the poor students seemed to use English writing strategies rarely(average mean = 2.77).

The results are presented in Table 5.

Table 5

Mean Rating of English Writing Strategies for the Planning Stage
According to Poor Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Spend time thinking about the task and planning how you will approach it.	3.08	0.64
2.	Consider audience.	2.72	0.74
3.	Find ideas about the topic.	3.12	0.78
4.	Let ideas interact and develop.	2.72	0.84
5.	Consider purpose.	3.20	0.71
6.	Read widely.	2.28	0.68
7.	When reading, internalize sentence pattern.	2.40	0.76
8.	When reading, internalize discourse types.	2.64	0.99
9.	When reading, internalize ways about how to write.	2.64	0.86
10.	Imitate a language model including overt practice and silent rehearsing.	2.68	0.80

Table 5

Mean Rating of English Writing Strategies for the Planning Stage
According to Poor Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
11.	Read about what you will write and take notes.	2.35	0.69
12.	Take notes about key words and concepts.	2.80	0.98
13.	Gather and organize information.	2.50	0.86
14.	Plan to compose the text.	2.84	0.67
15.	Plan individual goals that will result in completion of particular sentences and other items.	2.92	0.68
16.	Plan to use specific known items.	2.61	0.69
17.	Plan particular sentences.	3.08	0.52
18.	Formulate a framework for the overall product at the discourse level.	2.84	0.78
19.	Use resource material: dictionaries, encyclopedias, textbooks or human resources.	3.42	0.70

Table 5

Mean Rating of English Writing Strategies for the Planning Stage
According to Poor Writing Students

Items	Behavior Statements	MEAN	S.D.
20.	Use visual images to understand and remember new information to make mental representation of a problem.	2.69	0.73
	Average mean	2.77	0.36

N = 25

The results obtained showed that the poor language learners
generally described the use of English writing strategies as
extensive in using resource material dictionaries, encyclopedias,
textbooks or human resource(mean = 3.42), considering purpose
(mean = 3.20), finding ideas about the topic(mean = 3.12),
spending time thinking about task and planning how they will
approach it(mean = 3.08) and planning particular sentences
(mean = 3.08).

However, the poor writing students self-rated their
performance in some English writing strategies at the level of

"rarely". These are as follows: reading widely(mean = 2.28), read about what you will write and take a note(mean = 2.35), internalizing sentence pattern(mean = 2.40) and gather and organizing information(mean = 2.50).

The information obtained is presented Table 5.

2.2 Behavior for the Drafting and Writing Stage According to Poor Writing Students

The mean scores of the poor writing students' use of English writing strategies were reported as rarely(average mean = 2.73).

The results are presented in Table 6.

Table 6

Mean Rating of English Writing Strategies for the Drafting and Writing Stage According to Poor Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Use information and ideas derived from rehearsing to trigger writing roughly.	3.12	0.88
2.	Take time to let ideas develop.	2.88	0.83
3.	Get ideas onto paper quickly and fluently.	2.16	0.75
4.	Don't focus the rules of grammar.	2.24	0.78

Table 6

Mean Rating of English Writing Strategies for the Drafting and

Writing Stage According to Poor Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
5.	Use sufficient language resources: grammar to enable yourself to concentrate on meaning.	2.56	0.87
6.	Use sufficient language resources: vocabulary to enable yourself to concentrate on meaning.	3.00	0.87
7.	Use sufficient language resources: discourse to enable yourself to concentrate on meaning.	2.40	0.82
8.	Elaborate on personal and creative prior knowledge.	2.28	0.94
9.	Transfer L1 concerning vocabulary and styles to sustain the composing process.	2.88	0.97
10.	As you write, you read over what you have written.	3.16	1.10

Table 6

Mean Rating of English Writing Strategies for the Drafting and

Writing Stage According to Poor Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
11.	Spend time reviewing what you wrote to allow for what you have written to trigger new ideas.	2.64	0.95
12.	Review at the sentence level.	3.04	0.98
13.	Review at the paragraph level.	2.88	0.97
14.	Use reviewing to solve composing problems and then to trigger planning.	2.72	0.98
15.	Refer back to rehearsing data to maintain focus and to trigger further writing.	3.08	0.91
	Average mean	2.73	0.58

$N = 25$

Students rated extensive use of the following English writing

strategies: reading over what they have written as they write

(mean = 3.16), using information and ideas derived from rehearsing

to trigger writing roughly(mean = 3.12), referring back to rehearsing data to maintain focus and to trigger further writing (mean = 3.08), revising a the sentence level(mean = 3.04) and using sufficient language resources: vocabulary to enable themselves to concentrate meaning.

However, they described the use of English writing strategies as low for getting ideas onto paper quickly and fluently(mean = 2.16), deducting the rules of grammar(mean = 2.24), elaborating on personal and creative prior knowledge(mean = 2.28) and using sufficient language resources: discourse to enable themselves to concentrate meaning(mean = 2.40).

The data obtained is presented in Table 6.

2.3 Behavior for the Revising Stage According to Poor Writing Students

The poor writing students reported the degree of their use of English writing strategies for revising stage as rarely(average mean = 2.75).

The information obtained is presented in Table 7.

Table 7

Mean Rating of English Writing Strategies for the Revising Stage According to Poor Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Make formal changes at the surface level.	2.84	0.85
2.	Revise to clarify meanings.	3.04	0.54
3.	Change the direction and focus of the text.	2.80	0.82
4.	Revise at lexical level.	3.12	0.78
5.	Revise at grammar level.	3.16	0.80
6.	Review at discourse level.	2.92	0.81
7.	Don't adhere to rigid rules.	1.96	0.73
8.	Don't adhere to rigid style.	1.96	0.73
9.	Don't adhere to rigid usage.	2.04	0.89
10.	Add when revising.	3.00	0.50
11.	Delete when revising.	2.84	0.74
12.	Substitute when revising.	3.08	0.64
13.	Reorder when revising.	2.88	0.78
14.	Check forms and correct grammar errors.	2.84	0.75

Table 7

Mean Rating of English Writing Strategies for the Revising Stage
According to Poor Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
15.	Rewrite incorrect parts of the assignment.	2.92	0.70
16.	Review and revise throughout when rewriting the first draft.	3.20	0.76
17.	Pause for reviewing and revising when rewriting the first draft.	2.76	0.72
18.	Use revision process to generate new content and trigger need for further revision.	2.76	0.78
19.	Work together with peers to solve a writing problem.	2.96	0.74
20.	Work together with peers to pool information.	2.56	0.82
21.	Work together with peers to check the task.	2.84	0.85
22.	Work together with peers to get feedback.	2.72	0.79

Table 7

Mean Rating of English Writing Strategies for the Revising Stage

According to Poor Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
23.	Have one-to-one writing conferences with the teacher.	2.52	0.82
24.	Evaluate the task yourself.	2.52	0.96
	Average mean	2.75	0.39

N = 25

The students often use reviewing and revising throughout rewriting the first draft(mean = 3.20), revising at grammar level(mean = 3.16), revising at lexical level(mean = 3.12), substituting when revising(mean = 3.08), revising to clarify meaning(mean = 3.04) and adding when revising(mean = 3.00).

However, the poor writing students rarely use negative strategies as follows: don't adhere to rigid rules(mean = 1.96), don't adhere to rigid styles(mean = 1.96) and don't adhere to rigid usage(mean = 2.04).

Research Question Three

3. What are the particular strategies that male and female students employ to deal with the English writing skill?

Questionnaire parts 2, 3, and 4, asked male and female college students to identify their performance in dealing with the English writing skill. The behavior statements about the English writing strategies were listed in three parts: planning stage, drafting and writing stage, and revising stage. The information obtained from these reflected male and female student behaviors for the writing skill.

The scale of the extent of use of English writing strategies was defined and weighed according to the following criteria:

very often use	=	4
often use	=	3
rarely use	=	2
never use	=	1

The mean scores of students' self-rating of their use of their English writing strategies was taken as the level of their extent of using English writing strategies. The computed means of different levels of writing performance of male and female students are also identified.

Data on their use of English writing strategies were analyzed separately for the three stages: planning stage, drafting and writing stage and revising stage.

Findings Two

1. Behaviors for the Planning Stage According to Male Students

The male writing students self-rated their performance in some English writing strategies for the planning stage as rarely using English writing strategies(average = 2.85).

The information obtained is presented in Table 8.

Table 8

Mean Rating of English Writing Strategies for the Planning Stage According to Male Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Spend time thinking about the task and planning how you will approach it.	3.18	0.75
2.	Consider audience.	3.09	0.94
3.	Find ideas about the topic.	3.36	0.67
4.	Let ideas interact and develop.	2.90	0.83
5.	Consider purpose.	3.00	0.77
6.	Read widely.	2.54	0.69
7.	When reading, internalize sentence pattern.	2.63	0.92

Table 8

Mean Rating of English Writing Strategies for the Planning Stage
According to Male Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
8.	When reading, internalize discourse types.	2.79	1.00
9.	When reading, internalize ways about how to write.	2.36	1.20
10.	Imitate a language model including overt practice and silent rehearsing.	2.27	0.65
11.	Read about what you will write and take notes.	2.36	0.80
12.	Take notes about key words and concepts.	2.82	1.08
13.	Gather and organize information.	2.63	0.67
14.	Plan to compose the text.	2.90	0.83
15.	Plan individual goals that will result in completion of particular sentences and other items.	3.09	0.83
16.	Plan to use specific known items.	2.90	0.83
17.	**Plan particular sentences.**	3.09	0.53

Table 8

Mean Rating of English Writing Strategies for the Planning Stage
According to Male Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
18.	Formulate a framework for the overall product at the discourse level.	2.63	0.80
19.	Use resource material: dictionaries, encyclopedias, textbooks or human resources.	3.27	0.78
20.	Use visual images to understand and remember new information to make mental representation of a problem.	3.18	0.60
	Average mean	2.85	0.37

N = 11

The results obtained showed that the male writing students
used strategies at the planning stage as follows: finding ideas
about the topic(mean = 3.36), using resource material:
dictionaries, encyclopedias, textbooks or human resource(mean

= 3.27), spending time thinking about task and planning how
they will approach it(mean = 3.18), using visual images to
understand and remember new information to make mental
representation of a problems(mean = 3.18), planning individual
goals that will result in completion of particular sentences and
other items(mean = 3.09), planning particular sentences(mean =
3.09), considering audience(mean = 3.09), and considering
purpose(mean = 3.00).

2. Behaviors for the Drafting and Writing Stage According to Male
   Students

   The mean score of the male English writing students' use of
English writing strategies was reported as rarely level(average
mean = 2.91).

   The data obtained are presented in Table 9.

Table 9

Mean Rating of English Writing Strategies for the Drafting and

Writing Stage According to Male Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Use information and ideas derived from rehearsing to trigger writing roughly.	3.36	0.67
2.	Take time to let ideas develop.	3.09	0.71
3.	Get ideas onto paper quickly and fluently.	2.72	0.65
4.	Don't focus on the rules of grammar.	1.90	0.83
5.	Use sufficient language resources: grammar to enable yourself to concentrate on meaning.	2.81	0.87
6.	Use sufficient language resources: vocabulary to enable yourself to concentrate on meaning.	3.36	0.67
7.	Use sufficient language resources: discourse to enable yourself to concentrate on meaning.	2.18	0.98
8.	Elaborate on personal and creative prior knowledge.	2.73	0.65

Table 9

Mean Rating of English Writing Strategies for the Drafting and

Writing Stage According to Male Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
9.	Transfer L1 concerning vocabulary and styles to sustain the composing process.	3.00	1.09
10.	As you write, you read over what you have written.	3.28	0.79
11.	Spend time reviewing what you wrote to allow for what you have written to trigger new ideas.	2.73	0.65
12.	Review at the sentence level.	3.36	0.67
13.	Review at the paragraph level.	2.91	0.54
14.	Use reviewing to solve composing problems and then to trigger planning.	3.09	0.54
15.	Refer back to rehearsing data to maintain focus and to trigger further writing.	3.18	0.60
	Average mean	2.91	0.31

3. Behaviors for the Revising Stage According to Male Students

The male writing students reported the degree of their use of English writing on revising stage. The mean score was rarely use(mean = 2.80).

The results are presented in Table 10.

Table 10

Mean Rating of English Writing Strategies for the Revising Stage According to Male Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Make formal changes at the surface level.	3.09	0.54
2.	Revise to clarify meanings.	3.27	0.47
3.	Change the direction and focus of the text.	2.36	0.81
4.	Revise at lexical level.	3.18	0.41
5.	Revise at grammar level.	3.27	0.47
6.	Review at discourse level.	2.90	0.54
7.	Don't adhere to rigid rules.	2.27	0.91
8.	Don't adhere to rigid style.	2.09	0.83
9.	Don't adhere to rigid usage.	1.90	1.13
10.	Add when revising.	3.09	0.30

Table 10

Mean Rating of English Writing Strategies for the Revising Stage
According to Male Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
11.	Delete when revising.	2.90	0.54
12.	Substitute when revising.	2.90	0.70
13.	Reorder when revising.	2.81	0.60
14.	Check forms and correct grammar errors.	3.09	0.70
15.	Rewrite incorrect parts of the assignment.	3.36	0.51
16.	Review and revise throughout when rewriting the first draft.	3.36	0.51
17.	Pause for reviewing and revising when rewriting the first draft.	2.81	0.60
18.	Use revision process to generate new content and trigger need for further revision.	3.00	0.76
19.	Work together with peers to solve a writing problem.	2.55	0.52
20.	Work together with peers to pool information.	2.36	0.51

Table 10

Mean Rating of English Writing Strategies for the Revising Stage
According to Male Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
21.	Work together with peers to check the task.	2.54	0.82
22.	Work together with peers to get feedback.	2.54	0.69
23.	Have one-to-one writing conferences. with the teacher.	2.45	0.82
24.	Evaluate the task yourself.	2.81	0.87
	Average mean	2.80	0.28

N = 11

1. Behaviors for the Planning Stage According to Female Students

From the mean scores of students' behavior in dealing with the English writing on the planning stage, it was found that the female students rarely used the English writing strategies(average mean = 2.79).

The results are presented in Table 11.

Table 11

Mean Rating of English Writing Strategies for the Planning Stage
According to Female Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Spend time thinking about the task and planning how you will approach it.	3.28	0.62
2.	Consider audience.	2.91	0.72
3.	Find ideas about the topic.	3.20	0.72
4.	Let ideas interact and develop.	2.94	0.72
5.	Consider purpose.	3.15	0.78
6.	Read widely.	2.31	0.68
7.	When reading, internalize sentence pattern.	2.26	0.65
8.	When reading, internalize discourse types.	2.56	0.74
9.	When reading, internalize ways about how to write.	2.45	0.69
10.	Imitate a language model including overt practice and silent rehearsing.	2.55	0.71
11.	Read about what you will write and take notes.	2.44	0.81

Table 11

Mean Rating of English Writing Strategies for the Planning Stage
According to Female Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
12.	Take notes about key words and concepts.	2.74	0.88
13.	Gather and organize information.	2.40	0.84
14.	Plan to compose the text.	2.78	0.89
15.	Plan individual goals that will result in completion of particular sentences and other items.	2.93	0.73
16.	Plan to use specific known items.	2.90	0.67
17.	Plan particular sentences.	2.96	0.74
18.	Formulate a framework for the overall product at the discourse level.	2.96	0.74
19.	Use resource material: dictionaries, encyclopedias, textbooks or human resource.	3.49	0.68

Table 11

Mean Rating of English Strategies for the Planning Stage According to Female Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
20.	Use visual images to understand and remember new information to make mental representation of a problem.	2.78	0.69
	Average mean	2.79	0.38

N = 80

2. Behaviors on Drafting and Writing Stage According to Female Students

    The data obtained indicated that the female writing students rarely use the English writing strategies on the drafting and writing stage(average mean = 2.80).

    The data was showed in Table 12.

Table 12

Mean Rating of English Strategies on Drafting and Writing Stage
According to Female Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Use information and ideas derived from rehearsing to trigger writing roughly.	3.07	0.85
2.	Take time to let ideas develop.	2.93	0.88
3.	Get ideas onto paper quickly and fluently.	2.33	0.78
4.	Don't focus on the rules of grammar.	2.36	0.89
5.	Use sufficient language resources: grammar to enable yourself to concentrate on meaning.	2.84	0.85
6.	Use sufficient language resources: vocabulary to enable yourself to concentrate on meaning.	3.26	0.81
7.	Use sufficient language resources: discourse to enable yourself to concentrate on meaning.	2.55	0.83
8.	Elaborate on personal and creative prior knowledge.	2.51	0.93

Table 12

Mean Rating of English Strategies on Drafting and Writing Stage
According to Female Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
9.	Transfer L1 concerning vocabularies and styles to sustain the composing process.	2.88	0.83
10.	As you write, you read over what you have written.	3.11	0.93
11.	Spend time reviewing what you wrote to allow for what you have written to trigger new ideas.	2.75	0.91
12.	Review at the sentence level.	3.05	0.86
13.	Review at the paragraph level.	2.89	0.98
14.	Use reviewing to solve composing problems and then to trigger planning.	2.69	0.94
15.	Refer back to rehearsing data to maintain focus and to trigger further writing.	2.78	0.97
	Average mean	2.80	0.59

3. Behaviors for the Revising Stage According to Female students

The information obtained showed that the female writing students rarely used the English writing strategies on the revising stage(average mean = 2.67).

The results are presented in Table 13.

Table 13

Mean Rating of English Writing Strategies for the Revising Stage According to Female Writing Students

Items	Behavior Statements	MEAN	S.D.
1.	Make formal changes at the surface level.	2.85	0.86
2.	Revise to clarify meanings.	2.94	0.83
3.	Change the direction and focus of the text.	2.68	0.90
4.	Revise at lexical level.	2.94	0.83
5.	Revise at grammar level.	2.95	0.81
6.	Review at discourse level.	2.79	0.81
7.	Don't adhere to rigid rules.	2.15	0.84
8.	Don't adhere to rigid style.	2.17	0.79
9.	Don't adhere to rigid usage.	2.26	0.74
10.	Add when revising.	2.83	0.79

Table 13

Mean Rating of English Writing Strategies for the Revising Stage
According to Female Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
11.	Delete when revising.	2.73	0.82
12.	Substitute when revising.	2.71	0.86
13.	Reorder when revising.	2.80	0.86
14.	Check forms and correct grammar errors.	2.76	0.90
15.	Rewrite incorrect parts of the assignment.	2.64	0.89
16.	Review and revise throughout when rewriting the first draft.	3.00	0.96
17.	Pause for reviewing and revising when rewriting the first draft.	2.70	0.85
18.	Use revision process to generate new content and trigger need for further revision.	2.69	0.76
19.	Work together with peers to solve a writing problem.	2.75	0.82
20.	Work together with peers to pool information.	2.54	0.91

Table 13

Mean Rating of English Writing Strategies for the Revising Stage
According to Female Writing Students (Cont.)

Items	Behavior Statements	MEAN	S.D.
21.	Work together with peers to check the task.	2.55	0.91
22.	Work together with peers to get feedback.	2.51	0.90
23.	Have one-to-one writing conferences. with the teacher.	2.30	0.80
24.	Evaluate the task yourself.	2.60	0.94
	Average mean	2.67	0.56

N = 80

Research Question Four

Is there any significant difference between good/poor and male/female language learners' writing strategies?

To answer research question four, an analysis of the data was conducted in the following categories:

1. students' use of English writing strategies for the planning stage.

2. students' use of English writing strategies for the drafting and writing stage.

3. students' use of English writing strategies for the revising stage.

The respondents were classified into two groups the good and poor English writing students, according to the scores on the students' writing test.

The mean scores of good and poor English writing students' use of English writing strategies in each stage were analyzed. Since the good writing students were expected to perform the English writing strategies more frequently that the poor student do, the English writing performance of good and poor language students was compared by means of a t-test.

The results as well as comparison of the three categories mentioned above are presented in Table 14. The results and comparison of the three stages are presented Tables 15, 16, 17.

Finding Three

It was found that there was no significant difference between the good and poor writing students.

The information obtained presented in Table 14.

Table 14

The Comparison Between Good And Poor Writing Students According to Their Performance in Using English Writing Strategies at Each Stage.

Writing stage		MEAN	S.D.	T value	Degree of freedom	2-tai Prob
Planning	Good	2.92	0.40	-1.37	49	0.18
stage	Poor	2.77	0.36			
Drafting	Good	2.90	0.40	-1.19	48	0.24
and	Poor	2.73	0.59			
Writing						
Revising	Good	2.75	0.40	-0.05	48	0.96
stage	Poor	2.75	0.30			

n of good writing students = 25

n of poor writing students = 25

3.1 Students Use of English Writing Strategies for the Planning Stage

According to writing strategies for the planning stage, the good students use the good English writing strategies more often than the poor writing students at the level of .05. They are as follows: spending time thinking about the task and planning how they will approach it, finding ideas about the topic, letting ideas interact and develop, and planning to use specific known items.

However, there was no significant difference between good and poor English writing students at a confidence level of .05 for the other writing strategies.

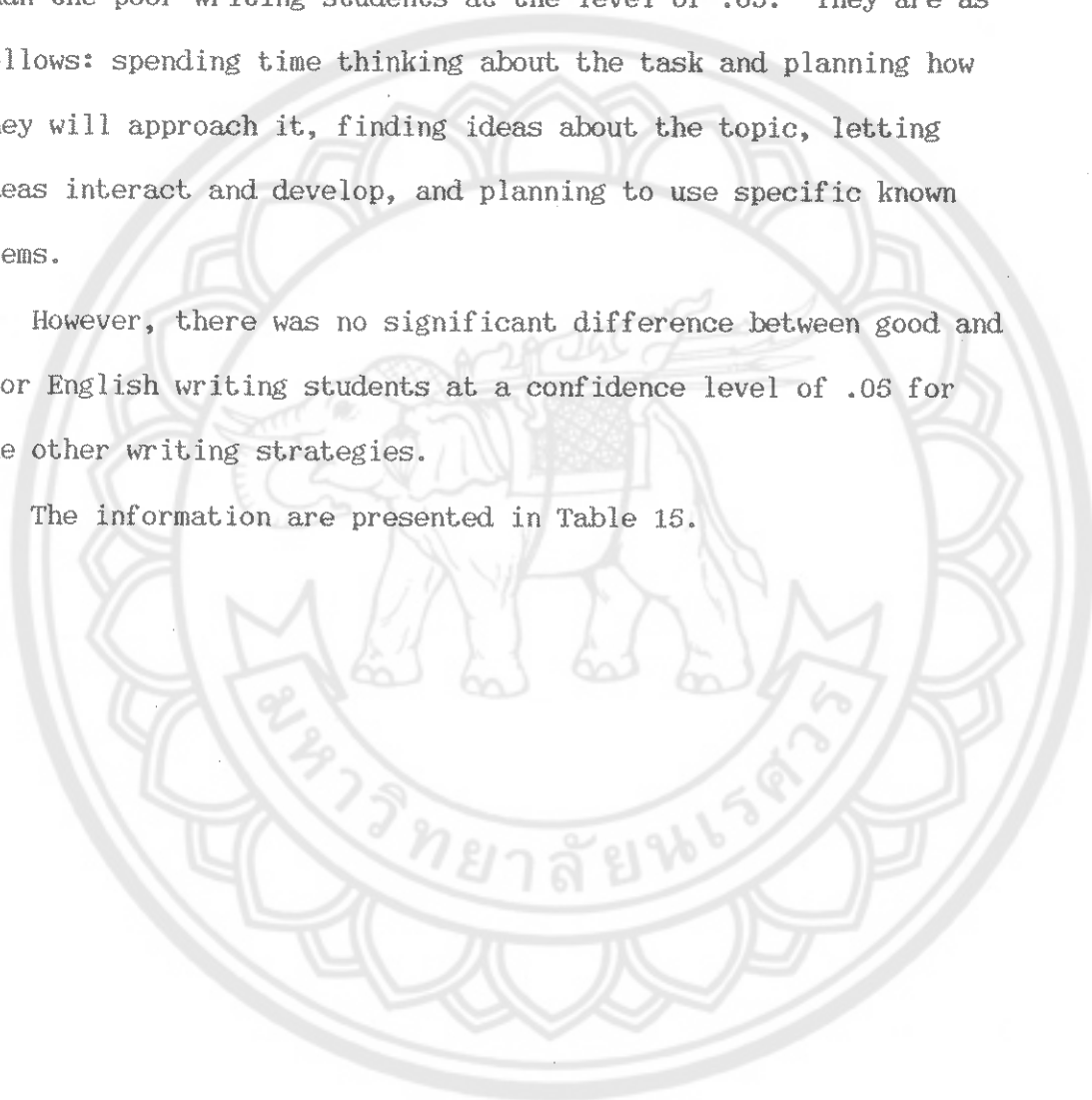The information are presented in Table 15.

Table 15

<u>The Comparison Between Good And Poor Writing Students According</u>
<u>to Their Performance in Using English Writing Strategies for the</u>
<u>Planning Stage</u>

Items	MEAN	S.D.	MEAN	S.D.	T	Degree of	2-Tail
	Good		Poor		value	Freedom	Prob
1.	3.52	0.65	3.08	0.64	-2.41	48	0.02 *
2.	3.08	0.70	2.72	0.74	-1.77	47.89	0.08
3.	3.36	0.63	3.12	0.78	-1.19	46.15	0.02 *
4.	3.16	0.62	2.72	0.84	-2.10	46.15	0.04 *
5.	3.16	0.85	3.20	0.71	0.18	48	0.86
6.	2.56	0.71	2.28	0.68	-1.42	48	0.16
7.	2.36	0.75	2.40	0.76	0.19	48	0.85
8.	2.68	0.69	2.64	0.99	-0.17	48	0.87

Table 15

The Comparison Between Good and Poor Writing Students According
to Their Performance in Use English Writing Strategies for the
Planning Stage

Items	MEAN Good	S.D.	MEAN Poor	S.D.	T value	Degree of Freedom	2-Tail Prob
9.	2.48	0.92	2.64	0.86	0.64	48	0.53
10.	2.56	0.58	2.68	0.80	0.61	48	0.55
11.	2.68	0.80	2.35	0.69	-1.60	49	0.12
12.	2.84	0.74	2.80	0.98	-0.13	49	0.90
13.	2.56	0.71	2.50	0.86	-0.27	49	0.79
14.	2.92	0.75	2.84	0.67	-0.37	49	0.71
15.	3.08	0.64	2.92	0.68	-0.84	49	0.40
16.	3.12	0.66	2.61	0.69	-2.64	49	0.01 *

Table 15

The Comparison Between Good and Poor Writing Students According to Their Performance in Use English Writing Strategies for the Planning Stage

Items	MEAN Good	S.D.	MEAN Poor	S.D.	T value	Degree of Freedom	2-Tail Prob
17.	3.00	0.70	3.08	0.52	0.22	49	0.83
18.	3.00	0.70	2.84	0.78	-0.73	49	0.47
19.	3.52	0.65	3.42	0.70	-0.51	49	0.61
20.	2.79	0.59	2.69	0.73	-0.36	49	0.72

Writing Strategies for Planning stage

1. Spend time thinking about the task and planning how you will approach it.

2. Consider audience.

3. Find ideas about the topic.

4. Let ideas interact and develop.

5. Consider purpose.

6. Read widely.

7. When reading, internalize sentence pattern.

8. When reading, internalize discourse types.

9. When reading, internalize ways about how to write.

10. Imitate a language model including overt practice and silent rehearsing.

11. Read about what you will write and take notes.

12. Take notes about key words and concepts.

13. Gather and organize information.

14. Plan to compose the text.

15. Plan individual goals that will result in completion of particular sentences and other items.

16. Plan to use specific known items.

17. Plan particular sentences.

18. Formulate a framework for the overall product at the discourse level.

19. Use resource material: dictionaries, encyclopedias, textbooks or human resource.

20. Use visual images to understand and remember new information to make mental representation of a problem.

3.2 <u>Student's use of English Writing Strategies for the Drafting</u>

    <u>and Writing Stage</u>

According to each individual behavior, it is found that there was a significant difference between good and poor English language writers at a confidence level of .05. In other words, the good English writing students' mean use of English writing strategies was significantly higher than those of the poor students for the following strategies: getting ideas onto paper quickly and fluently, using sufficient language resources: grammar to enable themselves to concentrate meaning and using sufficient language resources: discourse to enable themselves to concentrate meaning.

There was no significant difference between good and poor English writing students at a confidence level of .05 for other writing strategies such as using information and ideas derived from rehearsing to trigger writing roughly, and using reviewing to solve composing problems and then to trigger planning.

The data obtained are presented in Table 16.

Table 16

The Comparison Between Good and Poor Writing Students According to Their Performance in Using English Writing Strategies for the Drafting and Writing Stage

Items	MEAN Good	S.D.	MEAN Poor	S.D.	T value	Degree of Freedom	2-Tail Prob
1.	3.08	0.70	3.12	0.88	0.18	48	0.86
2.	3.04	0.68	2.88	0.83	-0.75	48	0.46
3.	2.60	0.65	2.16	0.75	-2.23	48	0.03 *
4.	2.28	1.06	2.24	0.78	-0.15	48	0.88
5.	3.20	0.71	2.56	0.87	-2.85	48	0.01 *
6.	3.56	0.51	3.00	0.87	-2.79	38.70	0.01 *
7.	2.76	0.78	2.40	0.82	-1.60	48	0.12
8.	2.72	0.94	2.28	0.94	-1.66	48	0.10

Table 16

The Comparison Between Good and Poor Writing Students According
to Their Performance in Using English Writing Strategies for the
Drafting and Writing Stage

Items	MEAN Good	S.D.	MEAN Poor	S.D.	T value	Degree of Freedom	2-Tail Prob
9.	2.92	0.70	2.88	0.97	−0.17	48	0.87
10.	3.16	0.80	3.16	1.10	0.00	48	1.00
11.	2.84	0.80	2.64	0.95	−0.80	48	0.43
12.	3.20	0.65	3.04	0.98	−0.68	41.57	0.50
13.	2.92	0.91	2.88	0.97	−0.15	48	0.88
14.	2.68	0.94	2.72	0.98	−0.15	48	0.88
15.	2.60	0.91	3.08	0.91	1.91	48	0.06

Writing Strategies for Drafting and Writing Stage

1. Use information and ideas derived from rehearsing to trigger writing roughly.

2. Take time to let ideas develop.

3. Get ideas onto paper quickly and fluently.

4. Don't focus on the rules of grammar.

5. Use sufficient language resources: grammar to enable yourself to concentrate on meaning.

6. Use sufficient language resources: vocabulary to enable yourself to concentrate on meaning.

7. Use sufficient language resources: discourse to enable yourself to concentrate on meaning.

8. Elaborate on personal and creative prior knowledge.

9. Transfer L1 concerning vocabularies and styles to sustain the composing process.

10. As you write, you read over what you have written.

11. Spend time reviewing what you wrote to allow for what you have written to trigger new ideas.

12. Review at the sentence level.

13. Review at the paragraph level.

14. Use reviewing to solve composing problems and then to trigger planning.

15. Refer back to rehearsing data to maintain focus and to trigger further writing.

3.3 <u>Students' Use of English Writing Strategies for the Revising</u>

   <u>Stage</u>

   The results, regarding the use of the English writing strategies

for the revising stage showed that there was a significant

difference between good and poor English writing students at the

confidence level of .05 for not adhering to a rigid style. The

good writings students used this strategy significantly more than

the poor writing students. However, for other behaviors, it was

found that there was no significant difference between good and

poor English writing students at a confidence of .05.

   The data obtained are presented in Table 17.

Table 17

The Comparison Between Good and Poor Writing Students According to Their Performance in Using English Writing Strategies for the Revising Stage

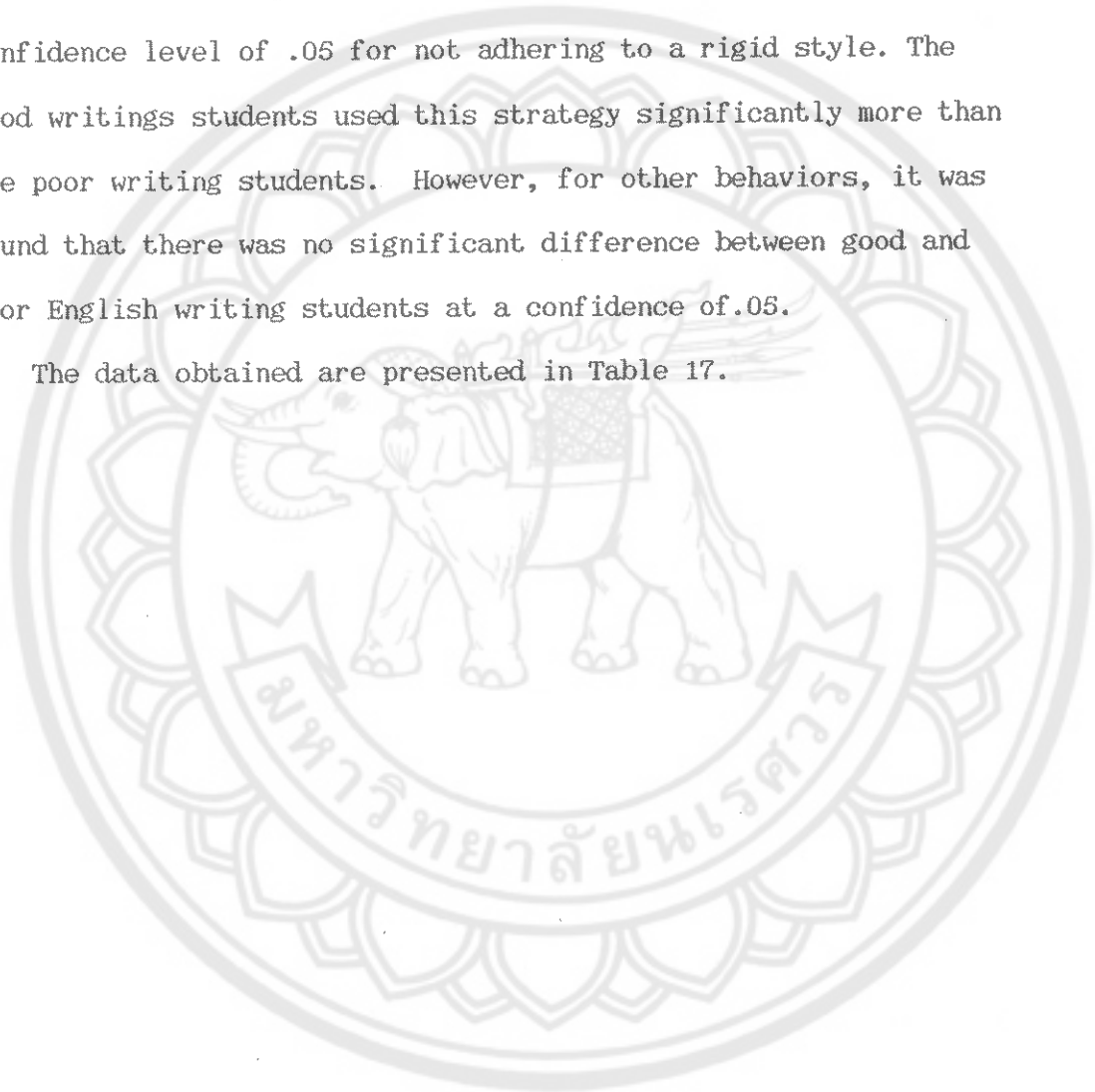| Items	MEAN Good	S.D.	MEAN Poor	S.D.	T value	Degree of Freedom	2-Tail Prob
1.	3.00	0.58	2.84	0.85	−0.78	48	0.44
2.	3.16	0.69	3.04	0.54	−0.69	48	0.50
3.	2.44	0.65	2.80	0.82	1.72	48	0.09
4.	3.00	0.61	3.12	0.78	0.40	48	0.69
5.	3.08	0.40	3.16	0.80	0.45	35.29	0.66
6.	2.88	0.53	2.92	0.81	0.21	41.11	0.84
7.	2.32	0.75	1.96	0.73	−1.72	48	0.09
8.	2.40	0.70	1.96	0.73	−2.16	48	0.04 *

Table 17

The Comparison Between Good and Poor Writing Students According
to Their Performance in Using English Writing Strategies for the
Revising Stage

Items	MEAN Good	S.D.	MEAN Poor	S.D.	T value	Degree of Freedom	2-Tail Prob
9.	2.40	0.65	2.04	0.89	−1.64	48	0.11
10.	2.95	0.68	3.00	0.50	0.24	48	0.81
11.	2.84	0.62	2.84	0.74	0.00	48	1.00
12.	2.80	0.65	3.08	0.64	1.54	48	0.13
13.	2.96	0.61	2.88	0.78	−0.40	48	0.69
14.	2.96	0.74	2.84	0.75	−0.57	48	0.57
15.	3.08	0.86	2.92	0.70	−0.72	48	0.48
16.	3.12	0.83	3.20	0.76	0.35	48	0.73

Table 17

The Comparison Between Good and Poor Writing Students According
to Their Performance in Using English Writing Strategies for the
Revising Stage

Items	MEAN	S.D.	MEAN	S.D.	T	Degree of	2-Tail
	Good		Poor		value	Freedom	Prob
17.	2.80	0.58	2.76	0.72	-0.22	48	0.83
18.	2.76	0.60	2.76	0.78	0.00	48	1.00
19.	2.76	0.66	2.96	0.74	-1.01	48	0.32
20.	2.48	0.92	2.56	0.82	0.32	48	0.75
21.	2.48	0.77	2.84	0.85	1.57	48	0.12
22.	2.52	0.87	2.72	0.79	0.85	48	0.40
23.	2.40	0.76	2.52	0.82	0.53	48	0.60
24.	2.68	0.99	2.52	0.96	0.58	48	0.60

Writing Strategies for Revising Stage

1. Make formal changes at the surface level.

2. Revise to clarify meanings.

3. Change the direction and focus of the text.

4. Revise at lexical level.

5. Revise at grammar level.

6. Review at discourse level.

7. Don't adhere to rigid rules.

8. Don't adhere to rigid styles.

9. Don't adhere to rigid usage.

10. Add when revising.

11. Delete when revising.

12. Substitute when revising.

13. Reorder when revising.

14. Check forms and correct grammar errors.

15. Rewrite incorrect parts of the assignment.

16. Review and revise throughout when rewriting the first draft.

17. Pause for reviewing and revising when rewriting the first draft.

18. Use revision process to generate new content and trigger need for further revision.

19. Work together with peers to solve a writing problem.

20. Work together with peers to pool information.

21. Work together with peers to check the task.

22. Work together with peers to get feedback.

23. Have one-to-one writing conferences with the teacher.

24. Evaluate the task yourself.

Finding Four

It was found that there was no significant difference between the male and female writing students.

The information obtained is presented in Table 18.

Table 18

The Comparison Between Male and Female Writing Students According to Their Performance in Using English Writing Strategies for the Each Stage

Writing Stage		MEAN	S.D.	T value	Degree of Freedom	2-Tail Prob
Planning	Male	2.85	0.37	0.43	89	0.67
Stage	Female	2.79	0.38			
Drafting	Male	2.91	0.31	1.02	21.65	0.32
and	Female	2.80	0.59			
Writing						
Stage						
Revising	Male	2.80	0.28	1.24	22.70	0.23
Stage	Female	2.67	0.56			

1.1 Students' Use English Writing Strategies for the Planning Stage

According to writing strategies for the planning stage, the male and female use the English writing strategies often. However, there was no significant difference between male and female students at a confidence level of .05 for the planning stage.

The information are presented in Table 19.

Table 19

The Comparison Between Male and Female Writing Students According to Their Performance in Use English Writing Strategies for the Planning Stage

Items	Male MEAN	S.D.	Female MEAN	S.D.	T value	Degree of Freedom	2-Tail Prob
1.	3.18	0.75	3.28	0.62	-0.25	89	0.60
2.	3.09	0.94	2.91	0.72	0.75	89	0.46
3.	3.36	0.67	3.20	0.72	0.71	89	0.48
4.	2.90	0.83	2.94	0.72	-0.12	89	0.90

Table 19

The Comparison Between Male and Female Writing Students According to Their Performance in Using English Writing Strategies for the Planning Stag

Items	Male		Female		T value	Degree of Freedom	2-Tail Prob
	MEAN	S.D.	MEAN	S.D.			
5.	3.00	0.77	3.15	0.78	-0.59	89	0.56
6.	2.54	0.69	2.31	0.68	1.08	89	0.28
7.	2.63	0.92	2.26	0.65	1.68	89	0.09
8.	2.79	1.00	2.56	0.74	0.66	89	0.51
9.	2.36	1.20	2.45	0.69	-0.35	89	0.72
10.	2.27	0.65	2.55	0.71	-1.23	89	0.22
11.	2.36	0.80	2.44	0.81	-0.28	89	0.78
12.	2.82	1.08	2.74	0.88	0.28	89	0.78

Table 19

The Comparison Between Male and Female Writing Students According to Their Performance in Using English Writing Strategies for the Planning Stage

Items	Male MEAN	S.D.	Female MEAN	S.D.	T value	Degree of Freedom	2-Tail Prob
13.	2.63	0.67	2.40	0.84	0.90	89	0.37
14.	2.90	0.83	2.78	0.89	0.47	89	0.64
15.	3.09	0.83	2.93	0.73	0.70	89	0.49
16.	2.90	0.83	2.90	0.67	0.04	89	0.97
17.	3.09	0.53	2.96	0.74	0.91	89	0.37
18.	2.63	0.80	2.96	0.74	-1.36	89	0.18
19.	3.27	0.78	3.49	0.68	-0.97	89	0.34
20.	3.18	0.60	2.78	0.69	1.85	89	0.07

Writing Strategies for the Planning Stage

1. Spend time thinking about the task and planning how you will approach it.

2. Consider audience.

3. Find ideas about the topic.

4. Let ideas interact and develop.

5. Consider purpose.

6. Read widely.

7. When reading, internalize sentence pattern.

8. When reading, internalize discourse types.

9. When reading, internalize ways about how to write.

10. Imitate a language model including overt practice and silent rehearsing.

11. Read about what you will write and take notes.

12. Take notes about key words and concepts.

13. Gather and organize information.

14. Plan to compose the text.

15. Plan individual goals that will result in completion of particular sentences and other items.

16. Plan to use specific known items.

17. Plan particular sentences.

18. Formulate a framework for the overall product at the discourse level.

19. Use resource material: dictionaries, encyclopedias, textbooks or human resource.

20. Use visual images to understand and remember new information to make mental representation of a problem.

1.2 Students' Use English Writing Strategies for the Drafting and Writing Stage

According to writing strategies for the drafting and writing stage, the male and female students use the English writing strategies often. However, there was no significant difference between male and female students at a confidence level of .05 for the drafting and writing stage.

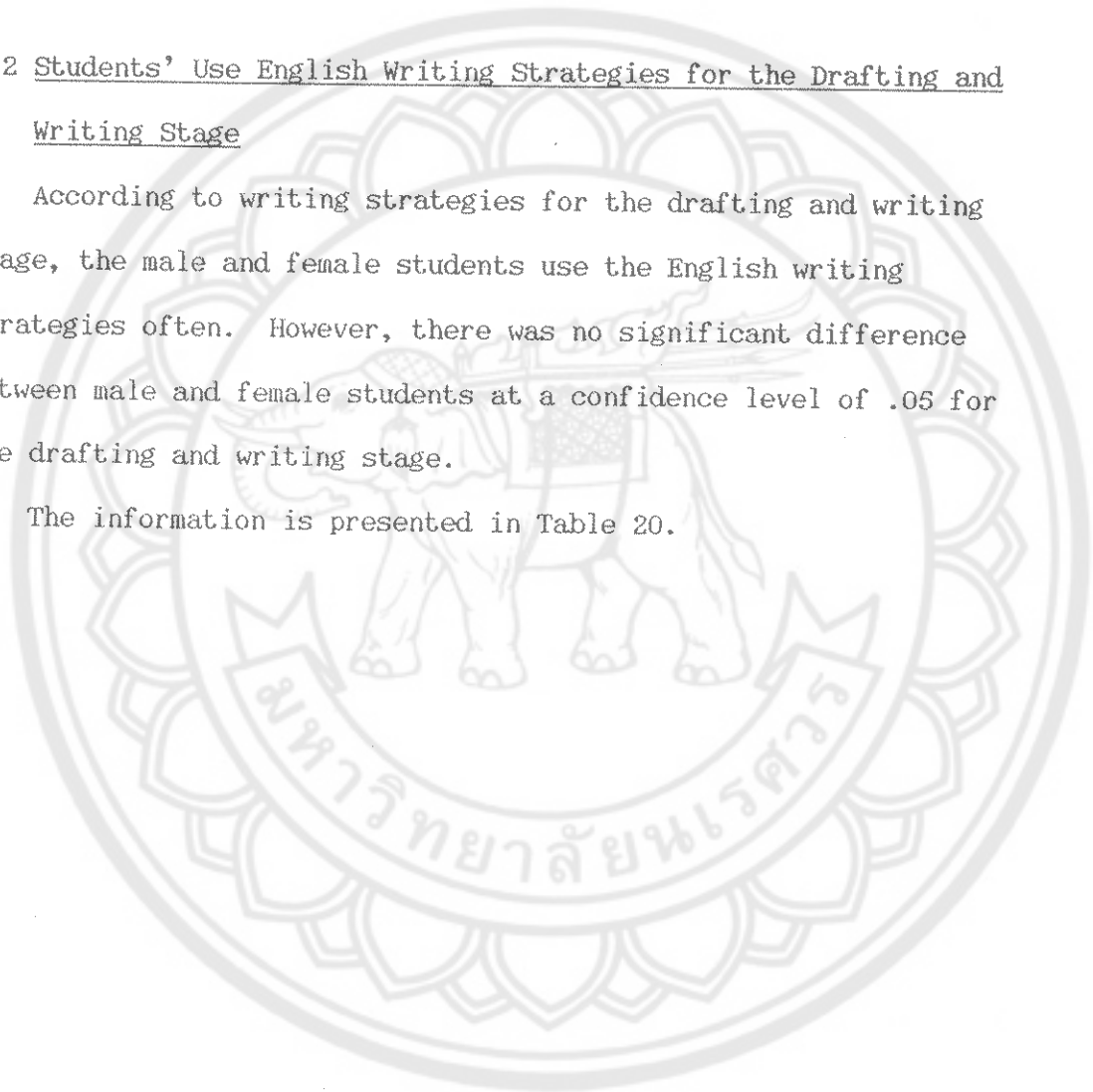The information is presented in Table 20.

Table 20

The Comparison Between Male and Female Writing Students According
to Their Performance in Using English Writing Strategies for the
Drafting and Writing Stage

Items	Male MEAN	S.D.	Female MEAN	S.D.	T value	Degree of Freedom	2-Tail Prob
1.	3.36	0.67	3.07	0.85	1.07	89	0.29
2.	3.09	0.71	2.93	0.88	0.60	89	0.56
3.	2.72	0.65	2.33	0.78	1.64	89	0.10
4.	1.90	0.83	2.36	0.89	-1.60	89	0.11
5.	2.81	0.87	2.84	0.85	-0.07	89	0.94
6.	3.36	0.67	3.26	0.81	0.40	89	0.69
7.	2.18	0.98	2.55	0.83	-1.36	89	0.18

Table 20

The Comparison Between Male and Female Writing Students According
to Their Performance in Using English Writing Strategies for the
Drafting and Writing Stage

Items	Male MEAN	S.D.	Female MEAN	S.D.	T value	Degree of Freedom	2-Tail Prob
8.	2.73	0.65	2.51	0.93	0.74	89	0.46
9.	3.00	1.09	2.88	0.83	0.45	89	0.66
10.	3.28	0.79	3.11	0.93	0.55	89	0.59
11.	2.73	0.65	2.75	0.91	-0.08	89	0.94
12.	3.36	0.67	3.05	0.86	1.17	89	0.25
13.	2.91	0.54	2.89	0.98	0.11	20.62	0.91
14.	3.09	0.54	2.69	0.94	1.39	89	0.17
15.	3.18	0.60	2.78	0.97	1.35	89	0.18

Writing Strategies for the Drafting and Writing Stage

1. Use information and ideas derived from rehearsing to trigger writing roughly.

2. Take time to let ideas develop.

3. Get ideas onto paper quickly and fluently.

4. Don't focus on the rules of grammar.

5. Use sufficient language resources: grammar to enable yourself to concentrate on meaning.

6. Use sufficient language resources: vocabulary to enable yourself to concentrate on meaning.

7. Use sufficient language resources: discourse to enable yourself to concentrate on meaning.

8. Elaborate on personal and creative prior knowledge.

9. Transfer L1 concerning vocabularies and styles to sustain the composing process.

10. As you write, you read over what you have written.

11. Spend time reviewing what you wrote to allow for what you have written to trigger new ideas.

12. Review at the sentence level.

13. Review at the paragraph level.

14. Use reviewing to solve composing problems and then to trigger planning.

15. Refer back to rehearsing data to maintain focus and to trigger further writing.

1.3 <u>Students' Use English Writing Strategies for the Revising Stage</u>

    According to writing strategies for the revising stage, the
male and female students use the English writing strategies often.
However, there was no significant difference between male and
female students at a confidence level of .05 for the revising stage.

    The information is presented in Table 21.

Table 21

<u>The Comparison Between Male and Female Writing Students According</u>
<u>to Their Performance in Using English Writing Strategies for the</u>
<u>Revising Stage</u>

Items	Male MEAN	S.D.	Female MEAN	S.D.	T value	Degree of Freedom	2-Tail Prob
1.	3.09	0.54	2.85	0.86	0.90	89	0.37
2.	3.27	0.47	2.94	0.83	1.30	89	0.20
3.	2.36	0.81	2.68	0.90	−1.09	89	0.28
4.	3.18	0.41	2.94	0.83	0.96	89	0.35

Table 21

The Comparison Between Male and Female Writing Students According to Their Performance in Using English Writing Strategies for the Revising Stage

Items	Male		Female		T value	Degree of Freedom	2-Tail Prob
	MEAN	S.D.	MEAN	S.D.			
5.	3.27	0.47	2.95	0.81	1.29	89	0.20
6.	2.90	0.54	2.79	0.81	0.48	89	0.63
7.	2.27	0.91	2.15	0.84	0.45	89	0.66
8.	2.09	0.83	2.17	0.79	−0.33	89	0.74
9.	1.90	1.13	2.26	0.74	−0.64	89	0.17
10.	3.09	0.30	2.83	0.79	1.05	89	0.29
11.	2.90	0.54	2.73	0.82	0.67	89	0.50

Table 21

The Comparison Between Male and Female Writing Students According to Their Performance in Using English Writing Strategies for the Revising Stage

Items	Male MEAN	S.D.	Female MEAN	S.D.	T value	Degree of Freedom	2-Tail Prob
12.	2.90	0.70	2.71	0.86	0.72	89	0.95
13.	2.81	0.60	2.80	0.86	0.07	89	0.95
14.	3.09	0.70	2.76	0.90	1.16	89	0.25
15.	3.36	0.51	2.64	0.89	1.55	89	0.16
16.	3.36	0.51	3.00	0.96	1.24	89	0.22
17.	2.81	0.60	2.70	0.85	0.45	89	0.66
18.	3.00	0.76	2.69	0.76	1.28	89	0.20

Table 21

The Comparison Between Male and Female Writing Students According
to Their Performance in Using English Writing Strategies for the
Revising Stage

Items	Male		Female		T value	Degree of Freedom	2-Tail Prob
	MEAN	S.D.	MEAN	S.D.			
19.	2.55	0.52	2.75	0.82	−0.80	89	0.42
20.	2.36	0.51	2.54	0.91	−0.95	20.51	0.36
21.	2.54	0.82	2.55	0.91	−0.02	89	0.99
22.	2.54	0.69	2.51	0.90	0.12	89	0.91
23.	2.45	0.82	2.30	0.80	0.60	89	0.55
24.	2.81	0.87	2.60	0.94	0.73	89	0.47

Writing Strategies for the Revising Stage

1.   Make formal changes at the surface level.

2.   Revise to clarify meanings.

3.   Change the direction and focus of the text.

4.   Revise at lexical level.

5.   Revise at grammar level.

6.   Review at discourse level.

7.   Don't adhere to rigid rules.

8.   Don't adhere to rigid styles.

9.   Don't adhere to rigid usage.

10. Add when revising.

11. Delete when revising.

12. Substitute when revising.

13. Reorder when revising.

14. Check forms and correct grammar errors.

15. Rewrite incorrect parts of the assignment.

16. Review and revise throughout when rewriting the first
     draft.

17. Pause for reviewing and revising when rewriting the
     first draft.

18. Use revision process to generate new content and trigger
     need for further revision.

19. Work together with peers to solve a writing problem.

20. Work together with peers to pool information.

21. Work together with peers to check the task.

22. Work together with peers to get feedback.

23. Have one-to-one writing conferences with the teacher.

24. Evaluate the task yourself.

Conclusion of the Findings

The results of analysis of the data obtained from the present study are summarized as follows:

1. The good students rarely use writing strategies for the planning stage, the drafting and writing stage and the revising stage with mean average for use at 2.92, 2.90 and 2.75 respectively.

2. The poor writing students also rarely use writing strategies for the planning stage, the drafting and writing stage and the revising stage with the mean average for use at 2.77, 2.73, and 2.75 respectively.

3. The male writing students also rarely use writing strategies for the planning stage, the drafting and writing stage and the revising stage with the mean average for use at 2.85, 2.91, 2.80 respectively.

4. The female writing students also rarely use writing strategies for the planning stage, the drafting and writing stage and the revising stage with the mean average for use at 2.79, 2.80, 2.67 respectively.

5. There was no significant difference between good and poor English writing students for all writing stages.

6. According to the students' self-rated scores of their use of English writing strategies, there is a significant difference between good and poor English writing students in some strategies at the confidence level of .05.