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Investigating 6th Grade Bhutanese Students Self-Perceived use of Five Stages Writing Process and their Perception in Writing Essay.

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Abstract

Bhutanese writing curriculum was shifted to a process approach from product and the focus on this approach led to the introduction of the five stages writing process (FSWP). The FSWP is beneficial and many studies confirmed that it enhances the writing ability. However, many studies and reports have shared that Bhutanese students failed to perform good writing abilities. Therefore, this study aimed to investigate the self-perceived use of FSWP by 6th-grade Bhutanese students employing a survey questionnaire. Additionally, this study explored learners' perceptions towards the self-perceived use of FSWP through semi-structured interviews. Towards these objectives, 33 6th-grade Bhutanese students of Gyelpoizhing Higher Secondary School were selected using a simple random sampling technique. Adopting a mixed method research design known as explanatory sequential design, the qualitative data confirmed the findings of quantitative data. The findings from the two research instruments revealed that the participant of this study uses FSWP at a high level when writing their essays. These findings strongly suggest that the concerned stakeholders, policymakers, and teachers must support the groundwork related to FSWP instruction in enhancing writing abilities. More importantly, the teachers should teach students when, where, and how to use FSWP.

Keywords: self-perceived, five stages writing process, perception

Background and Rationale of the Study

Ever since Bhutan adopted modern education in the early 1960s, English has been the means of instruction for the rest of the subjects (LaPrairie, 2014; Zangmo, 2018). For this reason, all the subjects are taught in English except for Dzongkha as it plays a significant role in Bhutanese education (Rai & Chalermnirundorn, 2021). As a result, Bhutanese students begin receiving formal English language instruction at the age of six (Sherab, 2013). According to LaPrairie (2014), English proficiency is important for Bhutanese students because it affects their abilities in other subjects. Tajasanant and Robinson (2014) also shared that the English language plays an essential role in the Bhutanese English curriculum. The Bhutanese English curriculum encompasses four strands; reading and literature, listening and speaking, writing, and language and grammar (Royal Education Council [REC], 2017). Among the four strands, writing is emphasized in Bhutan's English curricula from pre-primary to grade twelve and the new English curriculum aims for proficient and lifelong writers.

Writing is an instrument of thinking that allows students to express their thoughts and help them understand and share their perceptions. Saniyah (2018) defines writing as a complicated method of arranging ideas and then transferring them to a piece of paper. Writing is the process of discovering ideas and using words, reshaping, and going over them again (Meyer, 2005). Suprpto, Anditasari, Sitompul and Setyowati (2022) claim that writing is a benchmark used to assess student's performance in their academic field. Additionally, according to Wright (2021) and Lhamu (2016), writing proficiency is a key indicator of educational quality. This is because students' writing performance is used in schools to assess both their academic performance and language proficiency. According to Ningrum, Rita & Hastini (2013), writing is used to reinforce and improve listening, speaking, and reading skills. The ability to communicate ideas through writing is highly valued because writing is used for a wide range of purposes and takes many forms, including essays, letters, emails, reports, and books (Harmer, 2004).

However, according to Harmer (2004), spoken language is a skill that a child naturally picks up through exposure, whereas writing requires planned instruction. In line with this Miftah (2015) confirm that writing is not a skill that we naturally develop as a means of communication; even in our first language, it needs to be taught. This means that writing is observed as a productive skill that needs to be paid lots of attention. Good writing is more complicated than producing good speeches. Grammar, spelling, punctuation, and other conventions are major areas of emphasis when teaching writing, and these aspects are frequently seen as a cause of writing difficulties. In this regard, Thinley (2013) argues that most Bhutanese students lack fundamental writing abilities like organization, sequencing, paragraphing, and focus. Furthermore, Tshering (2016) shares that Bhutanese students did not exhibit good performance in writing because students encounter problems in lexical, grammar, and ideas. Sherab and Dorji (2013) also confirm students' weak performance in writing due to linguistic factors such as word choice, grammar, article, spelling, and subject-verb agreement.

Even studies done outside of Bhutan agree that students have difficulty with writing because they lack vocabulary knowledge and make spelling, syntax, and grammatical errors. (Ceylan, 2019; Choi & Deane, 2020; Sánchez & López, 2019). Finally, another study was carried out by Choeda, Gyeltshen, Daker and Gyeltshen (2020) which reported that Bhutanese students face problems in their writing regarding punctuation, metaphor, grammar, word choice, and spelling. Thus, it is evident to conclude that Bhutanese students face difficulties in producing a good piece of writing.

Therefore, to help students become proficient writers, many efforts and initiatives were taken by the Ministry of Education and one of them is the introduction of the five stages writing process (hereafter referred to as FSWP). This is consistent with a prior study that the writing process is one of the most effective ways to deal with writing issues (Choi & Deane, 2020; Eliwarti & Maarof, 2017; Suprpto et al, 2022). The FSWP is introduced and reflected in the Bhutanese English curriculum and beginning from the fourth grade, children in Bhutan practice the FSWP mainly while writing essays. In Bhutan, essay writing is one of the writing activities that the students practice in the writing class to improve their skills. An essay is a brief piece of writing that expresses information as well as the writer's point of view. It is often concluded that using FSWP while writing an essay has lots of benefits and Miftah (2015) reveals in his study that the student's essay was clear and organized when they used the FSWP such as prewriting, drafting, revising, editing, and publishing. The use of the FSWP is aimed to bring proficient writers as it is seen as writer-centered (Hassan; Kazi, Shafqat, Ahmed, 2020; REC, 2022), which can help the writer to discover and construct meanings (Zangmo, 2013). Moreover, it is encouraged as an immediate replacement for product approach writing (Li et al, 2015; Yassin, Razak, & Maasum, 2019). Teaching writing as a process allows students to make suitable writing compositions because it includes several steps to identify their own mistakes and learn from them. Silin (2015) mentioned that instead of emphasizing spelling, grammar, and other writing conventions, educators should emphasize on the writing process because the writing process targets issues like grammar, spelling, punctuation, and logical sequencing of ideas. In this regard, there is no doubt that the students would not be able to produce their essays closer to perfection as they go through several processes before the final publication (Haiyan & Rilong, 2016).

Owing to the importance of the writing process, a few studies were concerned with investigating students' perception of the writing process but most of them did not focus on self-perceived use and perception. This means that past research has been carried out and reported that the students had positive perceptions (Dewi, 2021; Eliwarti & Maarof, 2017; Kurniasih Sholihah, Umamah & Hidayanti (2020). However, there remains a paucity of evidence on the self-perceived use of FSWP in writing essays specifically in Bhutan. Moreover, self-perceived use is essential to investigate because it provides immediate information on their behaviour and willingness to use (Nind, Holmes, Insenga, Lewthwaite & Sutton, 2019; Olifant, Cekiso & Rautenbach, 2020). In another sense, students' self-perceived reflect how closely they are related to their willingness to use

FSWP while writing essays. Furthermore, Poomarin (2016) asserted that perception facilitates knowledge and behaviour, and behavior has a significant impact on a person's ability to comprehend and respond. Additionally, it can affect one's actions and desires, including one's desire to learn (Lathifa, 2021). Most importantly, each student perceives and experiences FSWP differently. Hence, it is important to know the students' perception on the self-perceived use of FSWP. According to a study on students' perceptions, perception offers insight into how, why, and what each person feels about their perception of experience (Nhu, 2012). The ability of students to express their own beliefs and interpret experiences can be understood as a measure of their perception (Rofiqoh & Chakim, 2020; Weintraub, Thomas-Maddox, & Byrnes, 2015).

Thus, this current study investigates 6th-grade Bhutanese students' self-perceived use of FSWP, along with their perception on the self-perceived use of FSWP. This is firstly because the English curriculum of Bhutan mandates teachers to teach and students to practice FSWP, and for the participants of this study, it is their third year of engagement with FSWP. In this regard, no research has been conducted to investigate the 6th-grade Bhutanese students' self-perceived use of FSWP and perception although FSWP has been a part of Bhutanese curricula for a very long time. Secondly, the data of this study can gain information on how often the students use FSWP and it can also explore the perception on the usage of FSWP which is emerged from their learning experience while writing essays using FSWP. Moreover, exploring their perception can provide an in-depth understanding on the self-perceived use of FSWP. Having found the self-perceived use of FSWP and perception, the researcher can gain insight into the weak performance in writing. Consequently, it can help teachers, educators, and administrators to carry out deeper analysis in developing more varied teaching writing strategies. Therefore, it is necessary to take further studies to elicit empirical evidence and investigate students' self-perceived use of FSWP and perception towards the usage of FSWP.

Research Objectives

To investigate the 6th-grade Bhutanese student's self-perceived use of FSWP.

To explore the 6th-grade Bhutanese student's perception on the self-perceived use of FSWP.

Research Questions

What is the 6th-grade Bhutanese student's self-perceived use of FSWP?

What is the 6th-grade Bhutanese student's perception on the self-perceived use of FSWP?

Literature Review

Traditionally writing was considered as a product approach, however, writing in the 1970s has shifted to a process approach. With this shift, writing class provided learners with the experience of going through the processes of writing as writers (Faraj, 2015). According to Kurniasih et al. (2020), the process approach encourages students to experience the learning process rather than concentrating solely on the product. This approach to writing views all writing as a creative endeavor requiring perseverance and supportive feedback where the teacher acts as a facilitator (Hassan, Kazi, Shafqat &

Ahmed, 2020). In Bhutan, a new English curriculum was introduced in 2006, and consequently, after the introduction of the new English curriculum, writing instruction in Bhutan is perceived as a process approach (REC & Education Initiatives, 2008). Graves (1983) claims that the FSWP includes prewriting, drafting, revising, editing, and publishing. Similarly, REC (2022) also reinforces the use of the FSWP and strongly mandates to practice.

The first stage of the writing process is prewriting, where everything happens before writing. Before beginning their writing, the writer will have thoroughly thought and planned what they are going to write (Faraj, 2015). Similarly, Suprpto et al (2022) share that pre-writing is the process of generating ideas before writing that involves free writing, discussing ideas, and outlining. According to Evmenova and Regan (2019), this process begins with thinking about the topic, planning, and organizing ideas using graphic organizers.

Drafting is the second stage of the writing process and in this stage, students write a rough draft (Faraj, 2015). This means that students continue to arrange their ideas according to the prewriting plans (Suprpto et al, 2022). As a result, the drafting stage may be filled with mistakes, and therefore Shin and Crandall (2014) agree that the emphasis should be on getting ideas down on paper rather than on spelling, grammar, or even word choice. The writer develops the main ideas into some supporting sentences and later into a paragraph in this stage. To sum up, drafting is a form of free writing that emphasizes meaning and getting ideas down on paper so they can be polished in the next stage (Sánchez & López, 2019).

The third stage of writing is revising and Tompkins (2017) asserts that revision entails more than just improving writing, here the writers add, substitute, delete, and rearrange the ideas. Suprpto et al. (2022) and Miftah (2015) claim that the revision stage modifies by corresponding to the developed ideas, and the most important aspect of this stage is peer review, which involves asking for recommendations from teachers and friends for an improved text. According to Faraj (2015), students are supposed to reread their writings and make substantiative changes.

Editing is the fourth stage of the writing process and here the student corrects grammar, spelling, punctuation, and sentence structure (Evmenova & Regan, 2019). When editing, students make their writing clear and concise by focusing on writing mechanics (Miftah, 2015; Suprpto et al, 2022). According to Faraj (2015), students proofread their writings and increasingly fix their mechanical errors. Tompkins (2017) states that editing is the final phase of putting writing in its final form and therefore the teacher needs to provide certain checklists that would facilitate students to proofread their writings. Johnson (2008) recommends students carry out peer editing as it is beneficial for both the parties involved.

The last stage is publishing, which refers to sharing the text with a specific audience and here the audience consists of their teachers and friends (Laksmi, 2006; Miftah, 2015). This stage is presumed to be a social activity where students develop sensitivity to audiences and built confidence

as writers through sharing their work (Tompkins, 2017). To sum up, when students reach this stage, they create the final copy of their writings in appropriate forms. (Evmenova & Regan, 2019; Faraj, 2015; Harmer, 2004). As the students complete this stage, students feel a sense of satisfaction and accomplishment. In conclusion, students' usage, and perception of FSWP in writing can affect the quality of writing.

Research Methodology

This section mainly addresses the research design, population and sample group, research instruments, data collection procedure, and data analysis.

Research Design

According to Creswell and Creswell (2018), research designs are kinds of inquiry that provide direction for procedures in a research study using a qualitative, quantitative, or mixed-methods approach. This study employed a mixed method design and based on the scope of the study; this study used an explanatory sequential design. Mixed method research combines elements of quantitative and qualitative research to answer the research question (Creswell & Creswell 2018; Timans et al. 2019), and it provides deeper information regarding the research phenomena (Dawadi, Shrestha & Giri, 2021; Maxwell, 2016). Furthermore, explanatory sequential design involves two different engaging phases, which are the collection and analysis of quantitative data followed by qualitative phase based on the quantitative findings (Creswell & Plano Clark, 2018; Schoonenboom & Johnson, 2017). Dawadi et al. (2021) and McKim (2017), argue that in explanatory sequential design, quantitative and qualitative data can generate results and interpretations that are deeper, comprehensive, reliable, and valid.

Research Population and Sampling

The present study was undertaken in Gyelpoizhing Higher Secondary (hereafter referred to as GzHSS), which lies in eastern Bhutan. The target population of this study comprised of forty (40) 6th-grade Bhutanese students of GzHSS. In determining the number of samples in this study, the researcher used Krejcie and Morgan's (1970) sample size formula. The total population of this study is 40 and a sample of 36 students had to be drawn using the given formula, $s = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P(1-P)}$. However, 3 students' responses to the survey questionnaire were considered invalid because they failed to clearly choose the available options.

Thus, 33 6th-grade students of GzHSS were considered as the sample of the study. Generally, the two basic types of sampling are probability and nonprobability sampling and this study opted for probability sampling which is known as simple random sampling. According to Taherdoost (2016), simple random sample has the advantage of providing an equal probability of inclusion in the sample. Random selection assures that there are no possibilities for the researcher to bias the sample in any way. (Dencombe, 2017).

Research Instruments

This study used two research instruments; i) a survey questionnaire, and ii) a semi-structured interview. A questionnaire was designed by the researcher based on a literature review on FSWP and it consisted of two sections (See Appendix A). Section “A” focused on the demographics and background information of the participants. Section “B” consisted of twenty-five statements corresponding to five stages and investigated the self-perceived use of FSWP. All the items were close-ended based on a 5-point Likert scale ranging from 1 to 5 with (1- means ‘Strongly Disagree’, 2- means ‘Disagree’, 3- means ‘Neutral’, 4- means ‘Agree’, and 5- means ‘Strongly Agree’). To answer the questionnaire items, the respondents chose the numerical values on a 5-point Likert scale ranging from 1 to 5.

The second instrument is a semi-structured interview for five student participants who were selected by using the volunteer response sampling method. The interview sessions lasted for 5-10 minutes and were recorded using mobile phones after seeking permission from the interviewees. The medium of communication used to conduct the interview was English. Five open-ended interview questions were asked to explore the self-perceived use of FSWP while writing essays.

Validity and Reliability of Survey Questionnaire

In this study, the validity of the questionnaire was ensured by having three expert evaluations. Two experts have TESOL certificates and one expert has teaching experience of more than fifteen years. In this regard, they examined the content validity of the questionnaire. IOC results by the three experts are shown in Table 1.

Table 1

IOC Results by Three Experts

		IOC Value			
Experts	Expert	Expert	Expert	Mean	
	1	2	3		
Questionnaire	+1	+1	+1	+1	

From Table 1, the IOC value for the questionnaire was confirmed at +1. It indicates that the validity of the questionnaire was valid and acceptable to use in this study

To confirm the reliability of the questionnaire, the researcher administered the pilot test to fifteen (15) 6th graders of a neighboring school. Cronbach’s Alpha coefficient was used to interpret the reliability of the pilot test. The result of the pilot test is given in Table 2.

Table 2

Result of Pilot Test

Reliability Statistics	
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Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
	0.90	25

As illustrated in Table 2, the reliability results of the questionnaire were confirmed at alpha 0.90, which was greater than 0.7. According to Turner and Carlson (2009), this value indicates excellent reliability.

Validity and Reliability of Semi-Structured Interview

Furthermore, the semi-structured interview was developed based on FSWP. The reliability of the interview questions was checked by carrying out a trial run as suggested by (Dornyei, 2007), with one non-participant. In response to the trial run, necessary changes were made. Moreover, to confirm the credibility and transferability of the semi-structured interview, the present study employed a member-checking strategy. Creswell and Creswell (2018) claim that employing a member-checking strategy determines the accuracy of the results because participants can confirm whether their responses have been correctly interpreted.

Data Collection Procedures

To collect both data, the researcher first sought approval from the principal of GzHSS. Following that, the researcher sought consent from the participants of the study. In this regard, the researchers distributed consent sheets to be read, signed, and returned to them prior to their participation in this study. To carry out this task, the participants received a general overview of the purpose of the research and were requested to respond honestly to each statement. Finally, to ensure the confidentiality of the research respondents, the participants were named Student 1, Student 2, and so on. Both the survey and the semi-structured interview were administered on two Saturdays.

Data Analysis

Two kinds of data were analyzed in this study; i) a survey questionnaire, and ii) a semi-structured interview. Table 3 shows the summary of the data analysis.

Table 3

Summary of Data Analysis with Research Questions, Objectives, and Instruments

Research Objectives	Research Questions	Research Instruments	Data Analysis
To investigate the 6 th -grade Bhutanese Students Self-Perceived use of FSWP.	What is the 6 th -grade Bhutanese students' Self-Perceived use of FSWP?	Survey Questionnaire	Descriptive Statistics Mean and standard deviation
To explore the 6 th grade Bhutanese student's perception towards the usage of FSWP.	What is the 6 th -grade Bhutanese student's perception towards the usage of FSWP?	Semi-structured interview	Thematic Analysis

Data Analysis of Survey Questionnaire

The questionnaire was analyzed by applying descriptive statistics which provided the mean and standard deviation. The data were interpreted using the mean score interpretation adapted from Haupt, Akinlolu, Simpeh, Amoah and Armoed (2022) and Urdan (2001) to determine the level of self-perceived use of FSWP (See Table 4)

Table 4
Mean Score Interpretation for the self-perceived use of FSWP

Level of opinion	Score	Scale for means	Level of self-perceived use of FSWP
Strongly Agree	5	4.51-5	Very high
Agree	4	3.51-4.50	High
Neutral	3	2.51-3.50	Moderate
Disagree	2	1.51-2.50	Low
Strongly Disagree	1	1-1.50	Very low

Note. Adapted from Haupt et al. (2022, p. 223) and Urdan (2001, p. 12)

As illustrated in Table 4, there are five ranges of a mean score with interpretation as very high, high, moderate, low, and very low. The highest mean score is 4.21 to 5.00 indicating the self-perceived use of FSWP to be very high and the lowest mean score is 1 to 1.80 indicating the level of self-perceived use of FSWP is very low. There are three other mean scores representing the level of self-perceived as high, moderate, and low.

Data Analysis of Semi-Structured Interview

A face-to-face interview was conducted with four (4) 6th-grade students of GzHSS and the audio was also recorded using mobile phones. The current study employed Braun and Clarke’s (2006) six steps thematic analysis because of its flexibility and compatibility with all ranges of research paradigms. Provided with the advantage of flexibility and applicability, thematic analysis potentially serves as a recursive and iterative process that can provide detailed data (Byrne, 2021). The six steps of Braun and Clarke’s (2006) thematic analysis involve; 1) familiarizing with data; 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes and 6) producing reports.

Hence, in this study, familiarizing data was done through active listening to the audio before transcribing the recording and checking the transcripts back against the original audio recordings for accuracy. Then the transcriptions were read repeatedly and then the entire data set were grouped after identifying similar aspects. After this, the grouped data were combined, regrouped, discarded, and

separated and the researcher searched for meaningful themes. Having found the themes, then the researcher firstly analyzed the grouped data and assessed whether the themes work in the context of the entire data set. Consequently, the themes were further refined and named by analyzing all the main themes and sub-themes, codes, and extracts. Finally, the report of the findings was written in a logical and meaningful manner.

Result for Research Question One

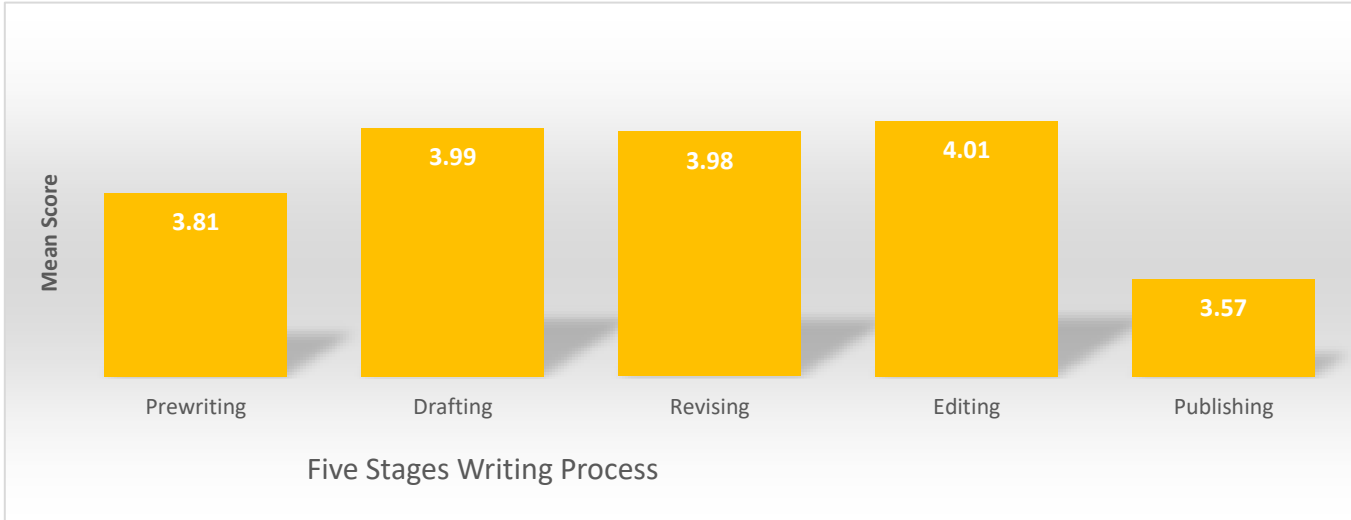
To answer the first research question, “*What is the 6th-grade Bhutanese students’ Self-Perceived use of FSWP?*”, Section “B” of the survey questionnaire was analyzed. The mean scores for each stage of the writing process and overall mean score are shown in Table 5.

Table 5
Summary of Self-Perceived Use of FSWP

Five Stages Writing Process	Mean	S. D	Interpretation
Prewriting	3.81	0.44	High
Drafting	3.99	0.50	High
Revising	3.98	0.44	High
Editing	4.01	0.49	High
Publishing	3.57	0.68	High
Overall	3.87	0.10	High

Based on Table 5, all five stages of the writing process are used at a high level with the mean varying from 3.57 – 4.01. Participants of the study perceived themselves as the high users of the prewriting stage of the writing process with a mean score ($\bar{x} = 3.81$). The drafting stage obtained a mean score of ($\bar{x} = 3.99$), the revising stage secured ($\bar{x} = 3.98$), the editing stage received a mean score of ($\bar{x} = 4.01$), and the publishing stage scored a mean score of ($\bar{x} = 3.57$) respectively indicating high users. Among all the five stages of the writing process, the editing stage received the highest mean score, followed by the drafting stage, revising stage, and prewriting stage. In contrast, the publishing stage received the lowest mean score. The overall mean score for the self-perceived use of FSWP was ($\bar{x} = 3.87$) indicating that the participants of the study were high users of the writing process. Thus, it can be reported that the 6th-grade Bhutanese students self-perceived that they use FSWP at a high level. Further, the summary mean of self-perceived use of FSWP are shown in figure 1.

Figure 1
Mean on the Self-Perceived use of FSWP



Note. Self-Perceived Mean on FSWP

Result for Research Question Two

To answer the second research question, “*What is the 6th-grade Bhutanese student’s perception on the self-perceived use of FSWP?*” qualitative data which was a semi-structured interview was analyzed. The qualitative data was collected from the four selected interviewees. The results of the interview questions were categorized into five themes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) editing. The findings from the interviews corresponded with the findings from the questionnaire, which revealed that students highly use writing process in writing essays. The results of the interview for each stage are reported below.

Four participants acknowledged that they carry prewriting. They stated prewriting as a step they take before writing an essay. They do these activities by making notes on paper. They all agreed that they spend 30 to 40 minutes before writing their essays organizing and planning their ideas. In addition to practicing the drafting stage, the participants in this study agreed that they also write introductions, bodies, and conclusions. They begin their essays with hook sentences, add more information in the body by writing at least two paragraphs, and then sum up the main points in their conclusion. For one participant, attention is not paid to grammar and spelling. The student shared that “.....*I think of the topic that I am going to write, then I write all thoughts on a sheet of paper without any concern of grammar and spelling.*”

The revising stage is carried out by changing unnecessary words and sentences through

repeated proofreading. Student 1 declared that “.....*I rewrite the essay and put the correct words.*” Three participants shared that they invite their friends and teachers to read their essays. The fourth stage of the writing process, which is editing is carried out by checking the aspects of writings like punctuation, capitalization, spelling, and grammar. Student 4 pointed that “.....*I make my friends to read whether it is good or not and request them to check grammar and spelling.*” The participants confirmed that they read their essays repeatedly. All the participants agreed that they feel confident, satisfied, and proud as they advance to the final stage. They shared that this stage is practiced by making their friends and teachers read as well as sharing with the whole class. Student 2 revealed that “..... *I make my friends read and even give to the teacher. I feel happy because I have put a lot of time into it.*”

Discussion, Conclusion, and Recommendations

This section presents the discussion, conclusion, and recommendations of the result's findings based on the two research questions. The 6th-grade Bhutanese students self-perceived that they are high users of FSWP while writing essays. This means that the students were proficient users of FSWP. They have the maximum knowledge of when, where, and how to use FSWP in writing essays. In this regard, this study is similar to the study conducted by Dewi (2021), which found that students believed they could use the writing process to enhance their essays. Similar to how Suprpto et al. (2022) stated in their study that the drafting and editing stages were less difficult, the participants of this study believed that they had a lot of experience with these two stages and easily practice. Furthermore, participants self-perceived that revising stage was practiced effectively, and this result corresponds to the study conducted by Fadhly, Agustiana & Hasanah (2017). To summarize, the participants have a positive perception of their ability to use FSWP and this was confirmed by Abas and Aziz (2016), who discovered in their study that participants used the writing process effectively and had positive attitudes towards it.

According to the interview results, the main activity that they carry out in prewriting is making notes on a piece of paper, which is consistent with the study conducted by Tahira, Yousaf & Haider (2022). Similarly, participants of Dewi (2021) shared that they collect ideas while prewriting. The findings from the drafting stage revealed that participants paid more attention to the content and ideas, which is similar to the previous study (Miftah, 2015). Peer feedback is used in both the revising and editing stages, which could be due to its usefulness (Dewi, 2021). The findings on the publishing stage, where they share with their friends and class, felt confident and satisfied, were consistent with the previous studies (Abas & Aziz, 2016). To sum up, the participants of this study emphasized the importance of proofreading. According to Suprato et al. (2022), proofreading is essential for students to learn from their mistakes and improve as writers. Furthermore, Abas and Aziz (2016) confirmed the significance of rereading drafts to organize ideas and check writing aspects.

The ability to choose relevant vocabulary and to write meaningful sentences, and paragraphs

is very important. Good writing skills allow to communicate with clarity and ease. On the other hand, poor writing skills create negative impressions, and many judges as poor academic and language standards. For these reasons, this skill is required for the development of language skills and academic growth. Many factors enhance writing skills and one of them is the effective use of FSWP. Therefore, having known the factors that enhance writing ability, this study aimed to find out the self-perceived use of FSWP. The findings from the qualitative data confirmed the quantitative findings that the participants use FSWP at a high level. This implies that the 6th-grade Bhutanese students have good knowledge regarding the FSWP and they use it daily in their writing process. In this regard, the concerned stakeholders, policymakers, and teachers must support the groundwork related to FSWP instruction in enhancing writing abilities. Hence, the teachers should teach students when, where, and how to use FSWP. To sum, this study theoretically and pedagogically sheds light on Bhutanese education and can contribute a data point from the context of Bhutanese ESL to the field of ELT research.

The current study concludes that the 6th-grade Bhutanese students of GzHSS use FSWP effectively and optimally. Among all the stages, the editing stage received the highest mean score, whereas the drafting stage received the lowest mean score. In this regard, future researchers can further explore the challenges faced by the learners in using FSWP. Additionally, as the results revealed that students use FSWP, their writing skill is expected to be acceptable. This means that students need to perform satisfactorily in essay writing tasks. Therefore, a correlational study can be undertaken to investigate the correlation between the use of FSWP and writing skill.

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