

FOREIGN LANGUAGES AND VIETNAMESE

L2 WRITING STRATEGIES OF HIGH SCHOOL STUDENTS: A CASE STUDY

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ABSTRACT: The research aims to investigate the English (L2) writing strategies used by 166 high school students at Phan Ngoc Hien (PNH) and examines their relationship with writing achievement using a quantitative method and a *Writing Strategies Questionnaire*. The findings reveal that students use various strategies, with S03, S11, and S10 being the most frequently used in their respective groups, while S04, S06, and S13 are the least used. Students with good and moderately good performance utilize strategies related to organization, vocabulary, and feedback more than those with average and poor performance. High-performing students also tend to use specific strategies, such as S03, S04, S05, S06, S07, S12, S13, S14, S15, and S16, more frequently and effectively.

KEY WORDS: EFL; writing strategies; high school

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1. Introduction

Writing is a necessary skill for students to master in high school in order to be successful in their academic and professional lives. However, not all students are equally proficient in writing, and many struggle to express their thoughts and ideas effectively. This case study focuses on the high school students' writing strategies, aiming to identify the most effective approaches that students use to improve their writing skills. The study also explores the challenges that students face in writing and the resources they use to overcome them. The findings of this case study can provide valuable insights into how high school educators can better support their students in developing their writing skills.

1.1. Background of the study

Developing communicative skill in writing is an important part of language development and academic performance. Mukulu et al. (2006) expressed that writing is the most significant language skill learners need to gain their language development and academic success. Also, learning to write well can assist learners with their academic demands and their jobs in the future. In addition, writing is a complicated process which relates to the proficiency of various skills that add to the difficulty of writing. Thus, writing is considered as one of the most difficult language skills for people to learn and understand, so learners need to be hardworking and patient to achieve their goal. As reported by Graham and Perin (2007), students must battle with the details, wrestle with the facts, and transform raw material and barely understood concepts into language that they can express to others if they are to make knowledge their own. In short, students must write in order to learn. Writing is emphasized in language classes, but it is rarely given the credit it deserves for all that it can do. As a result, learning efficient writing techniques is an essential activity for humans to do to enhance their acquisition of skilled writing.

1.2. Statement of the problem

The ability to write effectively plays an important role in students' communicative competence. However, to become skilled at writing skills is a challenge to students at all levels of the education system. According to Norrish (1983), writing is not easy at all, and in some ways, it is more complicated than other language skills because it tests an individual about the ability to use a language and the ability to express ideas. Lui & Braine (2005) stated that to produce a writing product, writers need to write it both coherently and cohesively, which requires more time and effort.

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At present, regarding the case of students at Phan Ngoc Hien (PNH) – a high school in Bac Lieu province, the students admit that they do not know whether their writing strategies are appropriate or not. Moreover, they are not competent to write in English because they fail to do certain things such as organizing the discourse in terms of references, which results from the ineffective use of English writing conventions. From that point, the PNH students run into difficulties in finding good ways to learn English writing. Practically, the scholastic achievements of writing subject of the English majors are not as an expectation. Because the PNH students' writing performance is rather poor, this research is initiated. From that point, an insight into the real situation of students' writing performance as well as a solution to overcome this challenge is an imperative need for not only the students but also the language teachers and the school board.

1.3. Purposes of the study

The purpose of the study is to establish the writing strategies employed by PNH students. Besides, the research aims to find out whether there is a relationship between the students' writing strategies and their writing performance. For further exploration, the researcher wants to learn about the causes and barriers leading to their unexpected writing performance so as to recommend feasible solutions to these obstacles with the hope to help the students improve their writing skill. If the solutions are constructed firmly, they can help the students go higher in English writing in particular as well as in English knowledge in general.

2. Literature review

This section gives a look at L2 writing strategies, presents some prior scholars' perspectives on L2 writing strategies, and offers some insights to writing in EFL contexts.

2.1. L2 Writing strategies

Cohen (1998) defined writing strategies as actions or behaviors that writers use to make their writing more efficient. Writers use them to pen their texts logically and effectively. Successful writers usually take advantages of mental methods to manipulate the product of writing. That is, they always base on the previous approaches to writing in EFL to find good way to make their writing skill better. These approaches can be called writing strategies which are considered useful tools to help them to do their work easily. Besides, the contents of their writing are plentiful and meaningful. Moreover, writing strategies help writers save time to write, and unconfused in structuring the outline or organizing the ideas. A study about the degree of likeness in L1 and L2 writing processes as well as differences between the two ones carried out by Silva (1993) showed that there is a borrowing of teaching methods from L1, and in any language, writing adheres to the same stages: planning, transcribing and reviewing. He has contributed to the improvement of L2 writing strategies because he highlights the necessity of amending the existing writing strategies to L2 learners' rhetorical and linguistic resources. Peng (2011, p. 5) held the view that linguists have worked to develop efficient methods for organizing the content of writing, like starting with topic sentences, then moving on to reasons and examples, and concluding the writing; or they have sought to enhance the writing process, like writing a composition in a specific order: planning, writing, and revising. Nevertheless, it takes L2 learners much time to improve their writing; especially, when they do not know which strategies are conformable to their wishes, they cannot choose the most effective method to apply in their writing.

Until now, there have been some studies on the correlation between the learners' strategic understanding and their writing achievements. These researches give out worthwhile perceptiveness about the writing process. The impact of metacognition on the writing proficiency among the ESL students conducted by Kasper (1997) proclaimed that there is an optimistic correlation between the progress of metacognition and levels of writing proficiency. Besides, Wolfersberger (2003) argued that it is hard for learners to transfer their L1 writing strategies to the L2 writing ones when the tasks are so difficult for them to do. Teachers need to do more to help their students overcome the language

barrier. Also, learners can make their writing better if they have perceptive skills about their writing goals and writing process. In addition, Sengupta (2000) declared that the more the strategic training is applied, the more the writing skills develop. In so many words, the strategic instructions have positive influence on the learners' writing.

2.2. Review of relevant studies in L2 writing strategies

For decades, L2 writing strategies have been consistently concerned by Teaching English to Speakers of Other Languages (TESOL) researchers and educators. Conducting a research survey on L2 writing strategies of PNH students appears to be essential because there has been limited research about this aspect at high schools, especially Phan Ngoc Hien high school. However, some researchers have conducted previous studies on this side in other contexts. Because of being conducted in varied circumstances, the effectiveness of L2 writing strategies may be different in each situation. Studies into the teaching of writing skills have shown that there exist certain teaching strategies that enrich learners' proficiency in L2 writing. In the current study, the researcher comes across several important studies which are relevant to this study in the field of the relationship between students' L2 writing strategies and their writing performance. Followings are summaries of some previous studies:

Mohite (2014) conducted a study called 'An Investigation into the English Language Writing Strategies Used by Polish EFL Secondary School Learners'. This study looks on the L2 writing strategies employed by Polish secondary school students. In Poland, it was distributed to three junior high school classrooms and one private after-school program. One hundred-two participants took part in answering the writing strategy questionnaire and seven interviewees responded to the interview questions. A mixed method approach was applied in this study. It combines quantitative analysis of the writing approach surveys' Likert scale statements with semi-structured interviews, student samples, and qualitative analysis of the questionnaire's open-ended questions. The results revealed that good language students used different writing strategies. They showed the causes resulting in struggling with their L2 writing. Besides, the results express the learners are short of an understanding of the compositional aspect of the L2 writing and do not consider their L2 written text as a means of communication.

Alnufaie and Grenfell's (2012) study aimed to explore the writing strategies used by 121 second-year undergraduate Saudi student writers who were studying EFL at Jubail Industrial College. The study focused on two categories of writing strategies: product-based and process-based. The findings revealed that many of the participants used a combination of both types of writing strategies. Additionally, the top five writing strategies utilized by the participants followed the process-oriented approach. It is important to note that the study by Alnufaie and Grenfell sheds light on the effective writing strategies used by EFL and ESP students in Saudi Arabia. The results of the study can help educators and students alike in improving their writing skills and achieving better outcomes. By understanding and utilizing a variety of writing strategies, students can become more confident and proficient in their writing abilities. This can lead to better academic and professional opportunities, as well as overall personal growth.

From the foregoing, it is evident that writing is one of the most important language skills that learners are required for their academic advancement. Writing allows learners to communicate their ideas effectively, engage in critical thinking, and demonstrate their understanding of course material. In addition, students' learning strategies have an effect on their learning of writing skills in L2. Learning strategies can help learners to develop their writing skills by improving their ability to organize their thoughts, use appropriate vocabulary and grammar, and develop coherent and well-supported arguments. Besides, researchers in L2 writing have paid attention to the role of feedback on learners' written essays, assessment practices in essay writing, and use of teaching and learning resources as the ways to enhance learners' writing skills.

2.3. Research gaps

Although there is research on writing strategies for students in general, there may be a gap in the literature regarding specifically studying high school students, such as those in Phan Ngoc Hien (PNH) high school, Bac Lieu province, who may have unique writing needs, preferences, and challenges. Furthermore, while the importance of writing strategies is well-established, exploring their relationship with academic achievement among PNH students is necessary. Thus, understanding the relationship between the students' writing strategies and their writing performance could be a valuable area of research to bridge this gap in the literature.

2.4. Research aims

This study aims to determine the writing strategies used by students at PNH high school. In addition, the research seeks to investigate if there is a correlation between the students' writing strategies and their writing performance. To further explore the topic, the researcher aims to identify the causes and barriers that hinder the students' writing development, with the intention of recommending viable solutions to overcome these obstacles and improve their writing skills. By addressing these issues effectively, the study hopes to elevate the students' English writing proficiency and enhance their overall understanding of the language.

2.5. Research questions

RQ1. What are the English writing strategies used by PNH students?

RQ2. Is there any relationship between students' writing strategies and their writing achievement?

3. Methodology

3.1. Pedagogical setting

- *Location:* The study was conducted at Phan Ngoc Hien high school, located in Bac Lieu province, Vietnam. Phan Ngoc Hien high school is a public school that offers education for students from grade 10 to 12.

- *Teaching Approach:* The teaching approach used by Phan Ngoc Hien high school to teach writing was a process-oriented approach that emphasized the writing process, including *planning* (before writing), *execution* (during writing), and *revision* (after writing). The school used a variety of instructional methods, such as teacher-led instruction, peer review, and self-assessment, to develop students' writing skills. The curriculum included a range of writing genres, including narrative, descriptive, expository, and argumentative writing.

- *Assessment Practices:* The assessment practices used by Phan Ngoc Hien high school to evaluate the writing skills of its students included regular writing assignments, exams, and projects. The grading criteria used for writing assignments included content, organization, language use, and mechanics. The school provided feedback on students' writing through written comments, oral feedback, and rubrics.

3.2. Participants

The participants of the study were high school students enrolled in Phan Ngoc Hien high school. The sample size was 166 students from four grade 11 classes selected through purposive sampling based on their grade level, gender, and academic performance. The researcher arranges suitable time for these participants to fill in the questionnaire for surveying and these four classes are chosen as the research samplings randomly.

3.3. Design of the study & instruments

To find the answers to the research questions, a survey is carried out at PNH high school, located at Nguyen Tat Thanh Street, Ward 1, Bac Lieu Province. To fulfill the objective, the researcher needs to be dependent on a certain method. According to Cohen, Manion, and Morrison (2005), a method is any of a number of techniques used in educational research to gather data that will be the foundation for interpretation, inference, and other conclusions as well as for explanation and prediction, that is,

methods are techniques and procedures used to collect data. In this research, the data is gathered through a questionnaire for students called *Writing Strategies Questionnaire*.

Questionnaire: The questionnaire are adapted from Mohite's (2014) published Master's dissertation, Alnufaie and Grenfell's (2012) published journal, Petric and Czár's (2003) published research, and some of them are rewritten. The questionnaire on writing strategies is formatted in 5-point Likert type scale with five degrees of how well the statement describes the students (1 - *never*, 2 - *rarely*, 3 - *sometimes*, 4 - *often*, 5 - *always*). The questionnaire is designed in such a way that different strategies and techniques of writing employed in *planning* (before writing), *execution* (during writing), and *revision* (after writing).

3.4. Data collection

The participants are set up a convenient time to take part in the survey. The questionnaire is given to the students who join in the study. The questionnaire is related to the strategies that the students have used in writing classroom. If a student has trouble comprehending or interpreting something, they are instructed to ask for clarification. After the participants answer the questionnaire, the information is collected and available to analyze then.

3.5. Methods of analysis

This study was carried out using the quantitative method. All of the data from the questionnaire are analyzed by a computer software called SPSS version 20 to provide answers for the research questions. Because the study purpose is to establish the writing strategies that the PNH students have used and the relationship between writing strategies and writing performance, the researcher chooses the descriptive method to describe information related.

4. Findings

4.1. Cronbach's Alpha coefficient testing

To serve the determination of the Exploratory Factor Analysis (EFA), collected data needs to be cleaned to make sure the reliability of variables. Therefore, Cronbach's Alpha coefficient of variables and variable groups is calculated to analyze their reliability. Cronbach's Alpha analysis brings in results as follows:

Table 4.1. Results of Analyzing Cronbach's Alpha of Strategies' Scales

Strategy Code	Strategy Name	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PLANNING (Before Writing) Cronbach's Alpha = .780			
S01	I revise rules of writing in English before I start writing.	.469	.758
S02	I practice grammatical structures which are required for a writing task beforehand.	.382	.769
S03	I plan out text organization before I write.	.460	.759
S04	I make a timetable for the writing process.	.471	.758
EXECUTION (During Writing) Cronbach's Alpha = .800			
S05	If I lack the right word, I describe what I	.609	.770

	wanted to say.		
S06	If I don't know a word in English, I find a similar English word that I know.	.542	.775
S07	If I don't know a word in English, I stop writing and look it up in the dictionary.	.562	.775
S08	I edit for organization as I am writing.	.529	.777
REVISION (After Writing) Cronbach's Alpha = .841			
S09	I check my vocabulary.	.384	.838
S10	I check my spelling and punctuation.	.453	.833
S11	I check if the content is relevant to the topic.	.366	.838
S12	I discuss my work with other students to get feedback on how I can improve it.	.393	.837
S13	I discuss my work with my teacher to get feedback on how I can improve it.	.567	.825
S14	I evaluate other students' writing and give them feedback on how they can improve it.	.474	.832
S15	I make notes and try to remember feedback I get in order that I can use it the next time I write.	.631	.820
S16	I benefit from peer feedback a lot.	.695	.819

The above table shows that the Cronbach's Alpha coefficients of the strategies in the three writing stages (planning, execution, and revision) are greater than the required value (Cronbach's Alpha > 0.6). Besides, the Corrected Item-Total Correlation coefficients of these strategies are greater than 0.3. That is to say that the Cronbach's Alpha and the Corrected Item-Total Correlation of strategies' scale now are appropriate for analyzing the 'Exploratory Factor Analysis' (EFA).

4.2. EFA testing

EFA is a statistical analysis technique used to condense a large collection of interdependently observed variables into a smaller collection of variables (referred to as factors) to give them more meaning while retaining the majority of the information content of the original set. At last, the following table (Table 4.2a) shows the results of EFA analysis as follows:

Table 4.2a. Results of EFA Analysis							
No.	Strategy Code	Factor/ Strategy Group					
		1	2	3	4	5	6
1	S16	.817					
2	S14	.677					
3	S15	.629					
4	S12	.585					
5	S13	.539					
6	S05		.850				

7	S07		.798				
8	S06		.559				
9	S03			.904			
10	S04			.544			
11	S08				.877		
12	S11				.649		
13	S09					.886	
14	S10					.783	
15	S02						.681
16	S01						.629
Cumulative of variance = 57.772%							
Eigenvalues = 1.127							
KMO = .805, Sig. = .000							

The results of the analysis show that KMO coefficient is equal to 0.805 ($0.5 \leq \text{KMO}=0.805 \leq 1$) and Sig. coefficient in Bartlett's Test is 0.000 (Sig. = $0.000 < 0.05$). That is to prove that the variables in the overall are interrelated.

The eigenvalues coefficient is equal to 1.127 (Eigenvalues = $1.127 > 1$). It points out that the factors (strategy groups) are converged.

The factor loadings are all greater than 0.5. Thus, they are considered to be practical and meet the significant requirements of EFA.

The cumulative of variance is 57.772, which indicates that these six factors (strategy groups) may explain 57.772% variability of the data.

In order to continue the regression analysis, the elements in the rotation are denoted into groups like the followings:

- The first group (**G1**) contains five variables (strategies): S12, S13, S14, S15, S16 and is named *Feedback Strategy Group*.
- The second group (**G2**) contains three variables (strategies): S05, S06, S07 and is named *Vocabulary Strategy Group*.
- The third group (**G3**) contains three variables (strategies): S03, S04 and is named *Organization Strategy Group*.
- The fourth group (**G4**) contains two variables (strategies): S08, S11 and is named *Editing Strategy Group*.
- The fifth group (**G5**) contains two variables (strategies): S09, S10 and is named *Revising Strategy Group*.
- The sixth group (**G6**) contains two variables (strategies): S01, S02 and is named *Preparation Strategy Group*.

Then, it is essential to test the Cronbach's Alpha of these strategy groups and the results are shown as the following table (Table 4.2b):

Table 4.2b. Reliability statistics of factors/ strategy groups

Stage	Strategy Group	Cronbach's Alpha	N of Items
Planning	G3	.759	2
	G6	.625	2

Execution	G2	.832	3
	G4	.786	2
Revision	G1	.787	5
	G5	.815	2

As Table 4.2b reveals, all the Cronbach's Alpha coefficients of factors/ strategy groups are greater than the required value (Cronbach's Alpha > 0.6). That is to say, these strategy groups are enough reliability to use for the quantitative analysis in the research.

4.3. The quantitative data analysis

The content of the questionnaire is categorized into three parts: the *planning* process, the *execution* process, and the *revision* process. Each part contains some writing strategies that PNH students use in their writing. The Cronbach's Alpha is used to assess the construct validity of each component. The test of internal reliability known as Cronbach's Alpha is frequently employed (Bryman, 2008). Basically, it determines the mean of all potential split-half reliability coefficients. In this case, the Cronbach's Alpha of *planning* process is 0.780 (> 0.6); the Cronbach's Alpha of *execution* process is 0.800 (> 0.6) and the Cronbach's Alpha of *revision* process is 0.841 (> 0.6) (see Table 4.1). Therefore, these magnitudes of Cronbach's Alpha are sufficient, and the variables are reliable to establish writing strategies (Cronbach, 1951).

Comparison of strategy group by students' performance:

- Planning Strategies

+ *Preparation Strategy*: The mean ranks given to this strategy group by students with *poor* performance, *average* performance, *moderately good* performance, and *good* performance are 43.13, 83.73, 86.61, and 92.50 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. The p-value of 0.093 (> 0.05) indicates that there is not a statistically significant difference between this students' writing strategy group (see Table 4.3b).

+ *Organization strategy*: The mean ranks given to this strategy group by students with *poor* performance, *average* performance, *moderately good* performance, and *good* performance are 33.00, 82.30, 84.41, and 112.69 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. The p-value of 0.002 (< 0.05) indicates that this result is statistically significant, i.e., there is a correlation between this students' writing strategy group and their writing performance (see Table 4.3b). Specifically, the students with good and moderately good performance use the writing strategies S05, S03, and S04 more than the students with average and poor performance respectively.

- Execution strategies

+ *Vocabulary strategy*: The mean ranks given to this strategy group by students with *poor* performance, *average* performance, *moderately good* performance, and *good* performance are 43.50, 78.67, 89.90, and 110.56 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. The p-value of 0.006 (< 0.05) indicates that this result is statistically significant, i.e., there is a correlation between

this students' writing strategy group and their writing performance (see Table 4.3b). Specifically, the students with good and moderately good performance use the writing strategies S05, S06, and S07 more than the students with average and poor performance respectively.

+ *Editing strategy*: The mean ranks given to this strategy group by students with *poor* performance, *average* performance, *moderately good* performance, and *good* performance are 75.88, 80.43, 86.31, and 95.81 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. The p-value of 0.615 (> 0.05) indicates that there is not a statistically significant difference between this students' writing strategy group and their writing performance (see Table 4.3b).

- *Revision strategies*

+ *Feedback strategy*: The mean ranks given to this strategy group by students with *poor* performance, *average* performance, *moderately good* performance, and *good* performance are 37.38, 76.67, 93.45, and 113.69 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. The p-value of 0.001 (< 0.05) indicates that this result is statistically significant, i.e., there is a correlation between this students' writing strategy group and their writing performance (see Table 4.3b). Specifically, the students with good and moderately good performance use the writing strategies S12, S13, S14, S15, and S16 more than the students with average and poor performance respectively.

+ *Revising strategy*: The mean ranks given to this strategy group by students with *poor* performance, *average* performance, *moderately good* performance, and *good* performance are 57.25, 83.45, 86.33, and 87.88 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. The p-value of 0.441 (> 0.05) indicates that there is not a statistically significant difference between this students' writing strategy group and their writing performance (see Table 4.3b).

Table 4.3b. Relationship between students' writing strategies and their writing performance

Strategy Group		Performance	N	Mean Rank	p-value (Sig.)
PLANNING (Before writing)	Preparation Strategy (G6)	Poor	8	43.13	0.093
		Average	91	83.73	
		Moderately Good	51	86.61	
		Good	16	92.50	
		Total	166		
	Organization Strategy (G3)	Poor	8	33.00	0.002
		Average	91	82.30	
		Moderately Good	51	84.41	
		Good	16	112.69	
		Total	166		
EXECUTION (During writing)	Vocabulary Strategy (G2)	Poor	8	43.50	0.006
		Average	91	78.67	
		Moderately Good	51	89.90	
		Good	16	110.56	

REVISION (After writing)	Editing Strategy (G4)	Total	166		0.615
		Poor	8	75.88	
		Average	91	80.43	
		Moderately Good	51	86.31	
		Good	16	95.81	
	Feedback Strategy (G1)	Total	166		0.001
		Poor	8	37.38	
		Average	91	76.67	
		Moderately Good	51	93.45	
		Good	16	113.69	
	Revising Strategy (G5)	Total	166		0.441
		Poor	8	57.25	
		Average	91	83.45	
		Moderately Good	51	86.33	
		Good	16	87.88	
		Total	166		

Table 4.3b indicates that the p-values of the three strategy groups (G1, G2, and G3) are less than 0.05. Therefore, there is a significant difference between these students' writing strategy groups and their writing performance. However, in the cases of the three other strategy groups (G4, G5, and G6), the p-values are greater than 0.05. That is, there is no evidence to suggest that there is a correlation between these students' writing strategy groups and their writing performance) (see Figure 4.1 for more information).

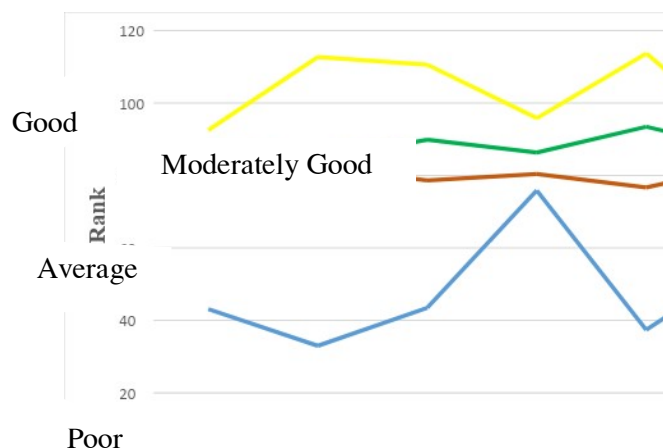


Figure 4.1. Comparison of Strategy Group by Student's Performance

5. Discussion

The aim of the research is to determine the writing strategies used by PNH students and the relationship between the students' writing strategies and their writing performance. Therefore, the quantitative data analysis is implemented in the survey research to answer the research questions. The results of the research have answered the two research questions and confirmed the two hypotheses

regarding the writing strategies employed by PNH students, and the relationship between the students' writing strategies and their scholastic achievements.

5.1. RQ 1: *What are the English writing strategies used by PNH students?*

This research question aims to establish the writing strategies that students employ at PNH high school. Regarding this question, the results show the writing strategies used by these students in three stages of writing: planning, execution, and revision.

5.1.1. Planning Stage

In this stage of writing, there are two groups of writing strategies containing preparation strategy (G6: S01, S02) and organization strategy (G3: S03, S04) which are used by PNH students (see Table 4.3b). The mean values for S01, S02, S03, and S04 are 3.03, 2.89, 3.51, and 2.40 respectively. This indicates that the students tend to use the writing strategy S03 the most, followed by the writing strategy S01 and then the writing strategy S02. The students use the writing strategy S04 the least.

5.1.2. Execution Stage

In this stage of writing, there are two groups of writing strategies called vocabulary strategy (G2: S05, S06, S07) and editing strategy (G4: S08, S11) which are employed by PNH students (see Table 4.3b). The mean values for S05, S06, S07, S08, and S11 are 3.82, 3.70, 3.77, 3.99, and 4.07 respectively. This indicates that the students tend to use the writing strategy S11 the most, followed by the writing strategy S08, then the writing strategy S05 and the writing strategy S07. The students use the writing strategy S06 the least.

5.1.3. Revision Stage

In this stage of writing, there are two groups of writing strategies namely revising strategy (G5: S09, S10) and feedback strategy (G1: S12, S13, S14, S15, S16) which are employed by PNH students (see Table 4.3b). The mean values for S09, S10, S12, S13, S14, S15, and S16 are 3.65, 3.77, 3.39, 3.10, 3.11, and 3.58 respectively. This indicates that the students tend to use the writing strategy S10 the most, followed by the writing strategy S16, the writing strategy S09, the writing strategy S15, and the writing strategy S12 respectively, then the writing strategy S14. The students use the writing strategy S13 the least.

5.2. RQ 2: *Is there any relationship between students' writing strategies and their writing performance?*

This research question aims to determine whether there is a relationship between the students' writing strategies and their writing performance. Regarding this question, the results are in three stages of writing: planning, execution, and revision.

5.2.1. Planning Stage

In the planning stage of writing, there are two groups of writing strategies containing preparation strategy (G6: S01, S02) and organization strategy (G3: S03, S04) which are used by PNH students (see Table 4.3b). However, according to the quantitative data analysis, only the writing strategies in G3 with p-value of 0.002 (< 0.05) influences on the students' writing performance. The mean ranks from the quantitative analysis given to the organization strategy group by students with poor performance, average performance, moderately good performance, and good performance are 33.00, 82.30, 84.41, and 112.69 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. Specifically, the students with good and moderately good performance use the writing strategies S03, and S04 more than the students with average and poor performance respectively.

5.2.2. Execution stage

In the execution stage of writing, there are two groups of writing strategies called vocabulary strategy (G2: S05, S06, S07) and editing strategy (G4: S08, S11) which are employed by PNH students (see Table 4.3b). Of these, according to the quantitative data analysis, the strategies in vocabulary strategy group with p-value of 0.006 (< 0.05) impact on the students' writing

performance. The mean ranks from the quantitative analysis given to the vocabulary strategy group by students with poor performance, average performance, moderately good performance, and good performance are 43.50, 78.67, 89.90, and 110.56 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. Specifically, the students with good and moderately good performance use more the writing strategies S05, S06, and S07 than the students with average and poor performance respectively.

5.2.3. Revision stage

In the revision stage of writing, there are two groups of writing strategies namely revising strategy (G5: S09, S10) and feedback strategy (G1: S12, S13, S14, S15, S16) which are employed by PNH students (see Table 4.3b). Of these, according to the quantitative data analysis, the strategies in feedback strategy group with p-value of 0.001 (< 0.05) influences on the students' writing performance. The mean ranks given to the feedback strategy group by students with poor performance, average performance, moderately good performance, and good performance are 37.38, 76.67, 93.45, and 113.69 respectively. The results show that students with good performance use this strategy group the most, followed by those with moderately good performance, then students with average performance. Students with poor performance use this strategy group the least. Specifically, the students with good and moderately good performance use the writing strategies S12, S13, S14, S15, and S16 more than the students with average and poor performance respectively.

5.3. Differences between this study results and the previous related research findings

The findings on writing strategies reveal distinct differences between the studies. Mohite's research highlighted that learners often lacked an understanding of the compositional aspects of L2 writing and did not view their texts as tools for communication. In contrast, the current study shows that good-performing students effectively use strategies related to organization, vocabulary, and feedback to enhance their writing. Similarly, while Alnufaie and Grenfell found that participants predominantly employed process-oriented strategies, the current study identifies a preference for specific strategies such as S03 (organization) and S11 (feedback), without explicitly categorizing them as product- or process-based.

6. Conclusion and recommendations

6.1. Conclusion

In conclusion, this study has explored the writing strategies employed by PNH high school students and their influence on writing achievement. The findings reveal that students use a variety of strategies, with S03, S11, and S10 being the most frequently used, while S04, S06, and S13 are the least employed. Students with good and moderately good performance tend to use strategies related to organization, vocabulary, and feedback more frequently than those with average or poor performance. Moreover, high-performing students show a stronger tendency to use a broader range of strategies, including S03, S04, S05, S06, S07, S12, S13, S14, S15, and S16, and use them more effectively.

This research supports the hypothesis that students use writing strategies throughout the three stages of writing - planning, execution, and revision - and that these strategies significantly influence their writing performance. The results indicate that the use of effective writing strategies is closely linked to higher writing achievement, especially when students actively apply strategies that support the organization, content development, and feedback integration in their writing process. Therefore, the strategic use of these approaches plays a crucial role in enhancing students' writing abilities.

6.2. Recommendations

To continue the current research, measuring the students' writing performance is essential to see the correlation between the students' writing strategies and their writing performance.

In addition, the current study establishes the relationship between the students' writing strategies and their writing performance by all three stages of writing. In spite of the fact that the research shows the significant effects of the students' writing strategies on their writing performance, it is needed to investigate each of the three writing stages: planning, execution, or revision for further detailed research./

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Chiến lược viết tiếng Anh của học sinh Trung học phổ thông: Một nghiên cứu tình huống

Tóm tắt: Nghiên cứu nhằm mục đích tìm hiểu các chiến lược viết tiếng Anh (L2) được sử dụng bởi học sinh trung học phổ thông. Nó cũng nhằm xác định liệu có mối quan hệ giữa các chiến lược viết của học sinh và thành tích học tập môn viết của các em hay không. Nghiên cứu này sử dụng phương pháp định lượng thông qua bảng câu hỏi khảo sát. Các đối tượng tham gia là 166 học sinh trường THPT Phan Ngọc Hiền (PNH). Kết quả cho thấy học sinh trường PNH đã có áp dụng các chiến lược viết L2. Tuy nhiên, không phải tất cả các chiến lược viết này đều ảnh hưởng đến thành tích môn viết của các em. Nghiên cứu cũng xác định rằng các học sinh có thành tích 'tốt' và 'khá tốt' có xu hướng sử dụng các chiến lược viết liên quan đến cấu trúc, từ vựng và phản hồi nhiều hơn so với học sinh có thành tích 'trung bình' và 'kém'.

Từ khóa: EFL; chiến lược viết; THPT.