A PROCESS WRITING APPROACH MODEL COMBINED WITH THE EXIT TICKET CONCEPT TO FOSTER WRITING ABILITIES FOR GRADE 6 STUDENTS

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Abstract

Writing is an essential communication skill that requires continuous development, particularly in educational settings where effective teaching strategies are crucial for supporting student learning. This study aimed to enhance the writing abilities of Grade 6 students by integrating the Process Writing Approach with Exit Tickets as a formative assessment tool. A total of 28 students, selected through cluster random sampling, participated in the study. Data were collected using writing lesson plans, pre-and post-tests, and interviews to gather insights into students' opinions. The results revealed a statistically significant improvement in students' writing skills ($p < .01$) following the implementation of this approach. Exit Tickets provided real-time insights into student progress, enabling teachers to deliver timely and personalized feedback on key aspects of writing, such as topic selection, introductions, conclusions, and outlining. This method facilitated a systematic and effective development of students' writing skills. Furthermore, most students described the approach as creative, practical, and easy to implement. However, challenges like internet connectivity issues and equipment limitations in online learning were noted. This study offers valuable insights for educators on integrating formative assessment tools like Exit Tickets into writing instruction. It also highlights the adaptability of this approach across diverse educational contexts to systematically and effectively enhance students' writing proficiency.

Keywords: Process Writing Approach; writing abilities; Exit ticket; Writing Skills Development

Introduction

Writing is a critical communication skill that shapes individual expression, creativity, and national identity. According to the Ministry of Education's Academic Affairs Department (2002), writing enables individuals to effectively convey thoughts, emotions, and experiences, fostering mutual understanding. Beyond communication, writing reflects creativity and critical thinking, making it a fundamental skill for learners to develop. Thus, improving students' writing abilities has become a global educational priority.

In the 21st century, fostering writing skills requires innovative teaching strategies that engage students and enhance their creativity and critical thinking. Effective learning environments combine three essential elements: (1) physical resources, such as diverse learning materials; (2) cognitive activities involving creative and innovative teaching methods; and (3) emotional support, fostering trust and participation among students (Boonyaporn Thongchan, 2017). However, the shift to online learning during the COVID-19 pandemic has posed significant challenges, including reduced student engagement and difficulty developing writing skills (Suwit Munkham, 2007).

Global studies highlight the persistent challenges in writing proficiency. For instance, the National Assessment of Educational Progress (NAEP) in the United States found that only 27% of students achieved proficiency in writing. Similarly, in the United Kingdom, many students fail to meet expected writing standards by the end of their schooling. These challenges are mirrored in Thailand, where Grade 6 students' writing performance in the Ordinary National Education Test (O-NET) remains below the desired standard. In the 2019 academic year, the national average O-NET score was 54.63, while a demonstration school's average score was slightly higher at 62.96 (National Institute of Educational Testing Service, 2021). Despite this, both scores fall short of expectations, underscoring the need for improved writing instruction.

Writing is vital to Thailand's national curriculum, particularly creative writing, which fosters critical thinking, expression, and imagination. However, students lack interest, insufficient writing-focused tasks, and unengaging materials hinder effective writing instruction. These issues require innovative approaches to enhance writing skills and creativity in modern classrooms.

Research has shown that integrating technology can significantly impact students' creative writing abilities. For instance, Benjawan Tipprachaban. (2024) H ighlights how technology has successfully engaged students in creative writing tasks, enabling them to

express themselves more effectively while addressing common challenges such as grammar errors and structural inconsistencies. This emphasizes the importance of designing innovative strategies incorporating peer reviews and iterative writing processes to support students' writing development.

This research addresses these challenges by integrating Raimes' Process Writing Model with formative assessments like Exit Tickets. Raimes' model provides a structured framework encompassing Pre-writing, While-writing, and Post-writing stages, while Exit Tickets is a reflective tool for real-time feedback and self-assessment. By combining these approaches, the study seeks to develop an effective instructional strategy to improve students' writing abilities, address challenges in online and onsite learning environments, and foster a deeper engagement with writing tasks.

Research Objectives

1. To develop a Process Writing Approach model combined with the Exit Ticket concept to enhance writing skills.

2. To compare students' writing abilities before and after the implementation of the model.

3. To explore Grade 6 students' opinions regarding the Process Writing Approach model combined with Exit Tickets.

Literature Review

This literature review provides an in-depth exploration of the key concepts, methodologies, and tools that support the development of writing skills:

1. Process Writing Approach: Focuses on systematic stages of writing, including planning, drafting, and revising, to develop writing skills effectively.

2. Exit Tickets: A formative assessment tool that evaluates student understanding, provides timely feedback, and encourages reflection.

3. Developing Writing Skills in Primary Students: Enhances critical thinking and creativity by engaging students in structured writing activities.

4. Impact of Online Learning: Highlights the role of flexibility and engagement in fostering writing skills during online instruction.

5. Use of Teaching Materials: Emphasizes the importance of selecting engaging and appropriate materials to stimulate student interest in writing.

6. Thai Language Curriculum: Aligns with national guidelines and indicators for teaching writing, particularly in fostering creativity and fluency.

7. Creative Writing: Promotes the development of innovation, self-expression, and imagination in student writing.

8. Online Learning Design: Introduces approaches for effectively teaching writing through digital platforms, ensuring accessibility and interactivity.

9. Media and Technology in Learning: Utilizes digital tools and media resources to support and enhance the writing process.

Research conceptual framework

This framework represents the integration of Raimes' Process Writing Model and Exit Ticket strategies into the ADDIE Model to improve students' writing skills. Figure 1 Conceptual Framework illustrates how these elements interact to provide a structured and systematic approach to writing instruction

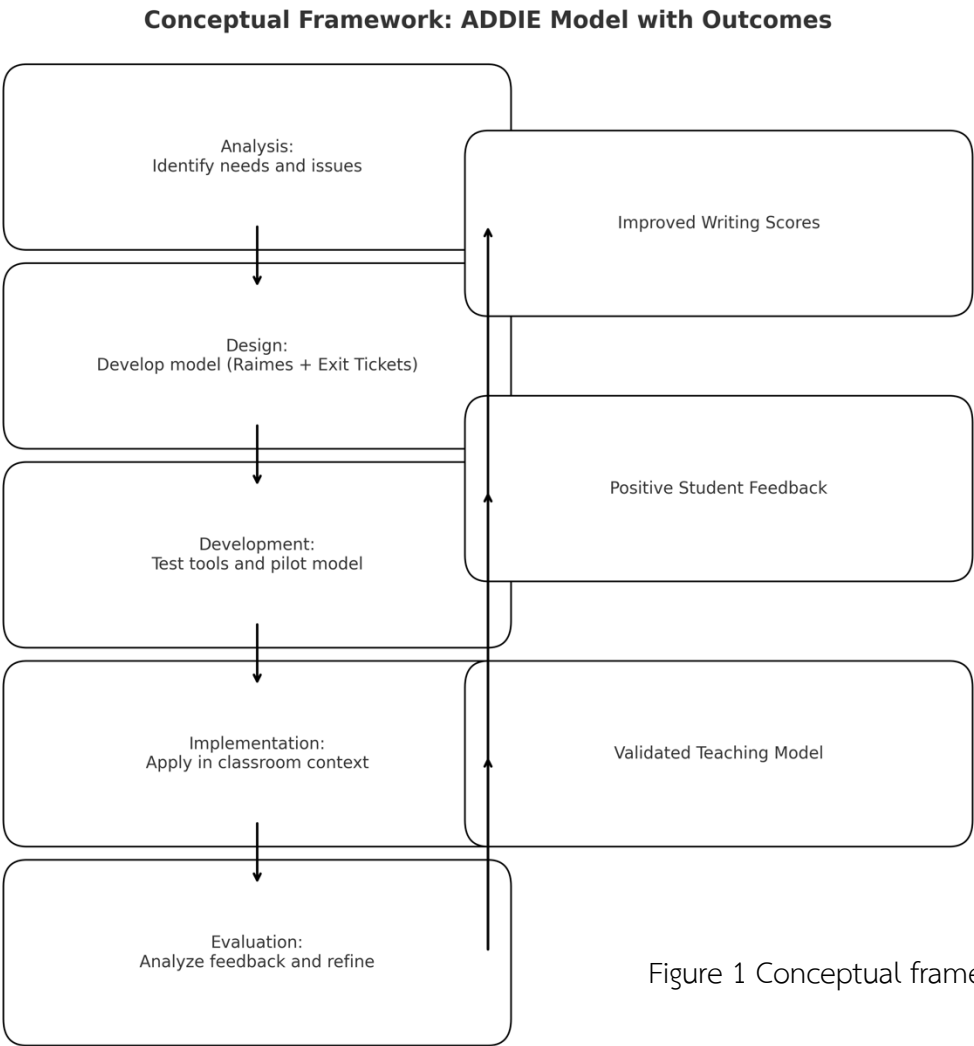**Conceptual Framework: ADDIE Model with Outcomes**

Figure 1 Conceptual framework

Figure 1 illustrates the conceptual framework developed for this study, which utilizes the ADDIE model to structure the research process. The Design phase incorporates Raimes' Process Writing Model and Exit Tickets, while the Implementation phase applies these strategies in classroom settings. The outcomes—Improved Writing Scores, Positive Student Feedback, and a Validated Teaching Model—are the direct results of this structured approach.

Research Instruments:

1. Lesson Plans: Ten lesson plans were developed using the 5E instructional model and incorporated Raimes' Process Writing Model (Raimes, 1983, pp. 3-23). These plans were designed to guide students through the Pre-writing, While-writing, and Post-writing stages, ensuring alignment with the research objectives.

2. Writing Ability Tests: Writing tests were conducted before and after the intervention. Each test included 30 multiple-choice questions and two subjective questions. The difficulty index (p), discrimination power (r), and reliability were calculated using Kuder-Richardson Formula 20 (KR-20). Thirty items with a difficulty index between 0.25 and 0.79 and a discrimination power between 0.29 and 0.59 were selected. The reliability coefficient was 0.89.

3. Interview Questions: Five semi-structured interview questions were used to collect students' opinions on their writing ability development after utilizing the writing process. These interviews provided qualitative insights into the effectiveness of the instructional model.

The research instruments were approved by the Human Research Ethics Committee, Burapha University (Project No. Hu 077/2564) and covered the research period from 20 August 2022 to 20 August 2023.

Research Findings and Discussion

The findings of this study revealed that using the process writing model, combined with the exit ticket strategy, significantly improved the writing skills of Grade 6 students. The writing process was divided into three phases: pre-writing, while-writing, and post-writing. Importantly, students could move back and forth between these phases as necessary, allowing flexibility and iterative improvements in their writing. At the end of each lesson, the exit ticket strategy was implemented, where students summarized what they had learned.

This helped students consolidate their understanding and allowed teachers to assess comprehension and identify areas for further improvement. The collected data were presented in a chart, clearly illustrating the effectiveness of the combined process writing approach and the exit ticket strategy. These results suggest that this teaching method can effectively develop writing skills and promote deeper learning in the classroom.

- Pre-Writing: In this phase, students engaged in freewriting to gather ideas, generate questions, and break down sub-topics. After gathering initial thoughts, they created a first draft, which was reviewed and revised according to the teacher's instructions. This step emphasized idea development and content organization before moving to more detailed revisions.

- While-Writing: This phase represents the core of the writing process, where students use the Process Writing Approach model. They refined their drafts after receiving teacher feedback or brainstorming further ideas. The focus was on improving structure, clarity, and coherence through multiple revisions, which encouraged continuous improvement in their writing.

- Post-Writing: After completing the first draft, students revised their work by adding, removing, or modifying content. This phase emphasized content completeness and grammatical accuracy, ensuring the final product was polished and well-structured.

The following shows the results of comparing students' writing abilities before and after using a Process Writing Approach model combined with the exit ticket concept found. The approach was effective and well-received by the students.

Table 1 The findings from the analysis of students' pre-test and post-test writing scores demonstrate the effectiveness of the Process Writing Approach combined with Exit Tickets. Table 1 illustrates the statistically significant improvement in students' writing abilities after the intervention.

achievement written	total	$\bar{X}$	SD	n	t	p
Before	28	20.68	3.32	28	5.96**	.000
After	28	24.18	2.57	28		

** $p \leq .01$

As shown in Table 1, the average writing score increased from 20.68 (pre-test) to 24.18 (post-test), with a statistically significant t-value of 5.96 ($p \leq .01$). This result indicates

that the Process Writing Approach model effectively enhanced students' writing skills. The integration of iterative feedback through Exit Tickets allowed students to systematically refine their drafts and address specific areas of improvement.

Students' Perceptions of the Process Writing Approach Model

After analyzing Grade 6 students' perceptions of the Process Writing Approach model combined with the Exit Ticket concept, six key conclusions emerged:

1. Satisfaction with the Teaching Method: Most students expressed satisfaction with the structured teaching method. They appreciated the opportunities to practice writing procedures, receive evaluations, and answer reflective questions after class.

2. Improvement in Writing Abilities: The model significantly enhanced students' writing skills, particularly in creative writing. Students effectively utilized feedback from evaluations to refine and improve their writing.

3. Development in Online Learning Environments: The Process Writing Approach model supported students' increased confidence in expressing opinions, speaking, and responding to questions in online learning environments.

4. Clarity and Practical Applications: Integrating the Process Writing Approach model and Exit Ticket strategy clarified valuable subject matter and practical applications, enriching the learning experience.

5. Positive and Negative Student Opinions: While many students highlighted the convenience and engagement of technology, some also noted challenges such as limited access to learning materials and weak internet connectivity.

6. Challenges in Online Learning: Despite its benefits, challenges included lack of peer interaction, excessive screen time, and technical limitations like unstable internet connections.

These findings illustrate the overall effectiveness of the Process Writing Approach model combined with Exit Tickets in fostering writing skills and enhancing student engagement.

Student Opinions on Process Writing Approach with Exit Ticket Concept

Improved creative writing abilities

Convenience of learning and technology

Increased confidence in online classrooms

Students' Opinions

Limited access & weak internet as negatives

Valuable subject matter & practical applications

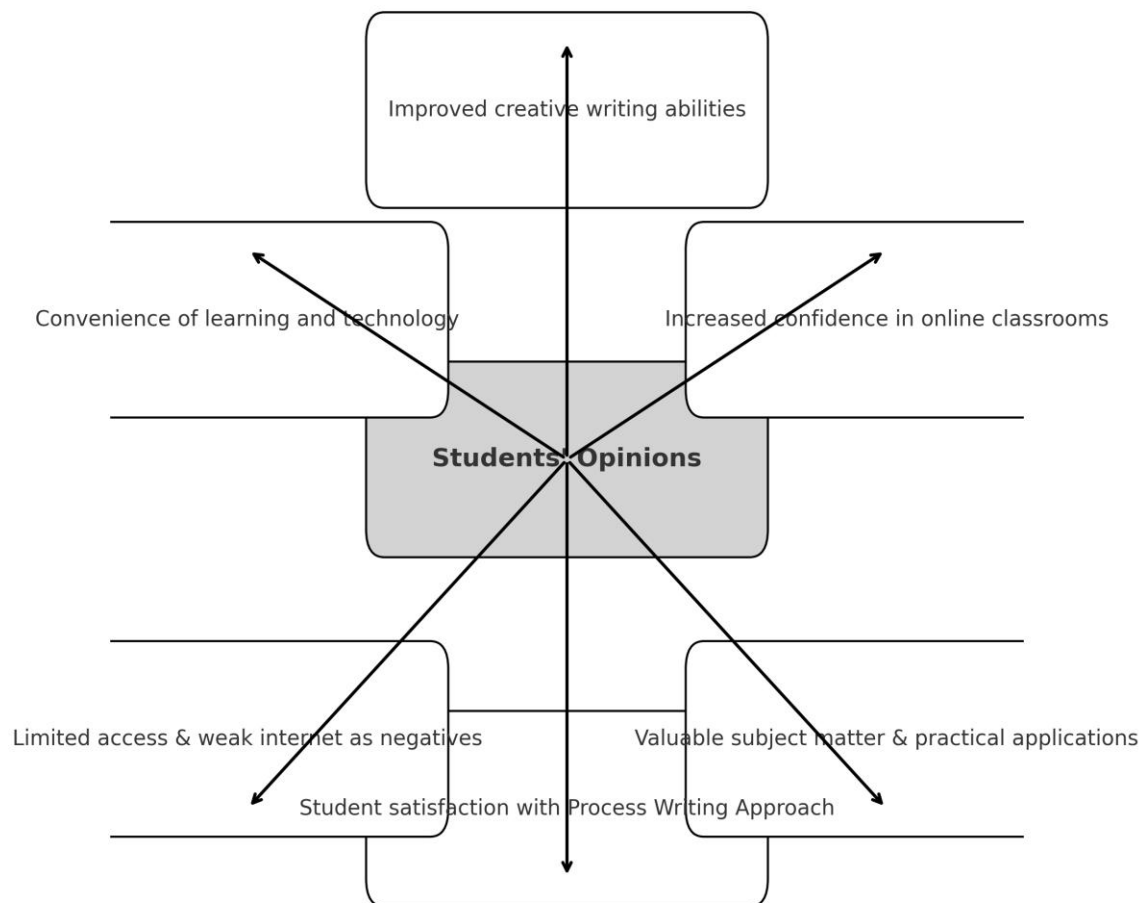Student satisfaction with Process Writing Approach

Figure 2 summarizes the six key themes derived from students' perceptions of the Process Writing Approach and Exit Tickets. These include satisfaction with the structured teaching method, creative writing improvements, online learning confidence, and other observations.

This study aimed to develop a model for the process writing approach that could be enhanced by incorporating the exit ticket concept. The process writing model was segmented into three main steps: Pre-writing, While-writing, and Post-writing. In the Pre-writing phase, the writer collected information, generated ideas, planned, discussed with peers, and took notes before beginning to write. During the While-writing phase, the writer drafted and wrote while exchanging writing pieces with others, using feedback to create a second draft, reviewing it, and incorporating information to improve the content. This

reconceptualization of writing as a process that could be combined with the exit ticket concept was previously presented in another publication, proposing a writing model with three distinct stages.

1. Development and Validation of the Model: This study aimed to develop a model for the Process Writing Approach, enhanced by the Exit Ticket concept, to improve students' writing abilities. The model was segmented into three main phases: Pre-writing, While-writing, and Post-writing.

- Pre-writing Phase: Students gathered information, generated ideas, planned, discussed with peers, and took notes. This phase focused on brainstorming and organizing ideas before drafting.

- During the Writing Phase, Students created and revised drafts, incorporating feedback from peers and teachers. This iterative process emphasized the importance of clarity, structure, and coherence.

- Post-writing Phase: Students refined their work by revising content and ensuring grammatical accuracy. The inclusion of Exit Tickets encouraged self-reflection and iterative improvement at each phase.

Integrating Exit Tickets into this model allowed for iterative feedback, critical reflection, and systematic improvement. This aligns with Raimes (1983), who emphasized the recursive nature of writing, and Bertram's (2012) findings on the role of formative assessments in fostering self-awareness and deeper learning. One student remarked, "Using Exit Tickets helped me know what I needed to improve. After writing, I could see which parts of my work were strong and which needed more details."

2. Improved Writing Skills and Feedback Mechanisms: The significant improvement in students' writing abilities demonstrates the model's effectiveness. The analysis of pre-test and post-test scores highlighted measurable progress supported by the following mechanisms:

1) Iterative Feedback: Exit Tickets provided a structured mechanism for reflection and improvement. Students identified areas for enhancement and applied feedback in subsequent drafts. Huang (2020) highlighted that such iterative feedback is critical for writing development. One student shared, "I liked getting feedback after each lesson. It made me feel like I was making progress and not just writing for a grade."

2) Collaboration and Peer Learning: The inclusion of peer feedback fostered collaboration during the While-writing phase. This is consistent with Abu Hussein et al. (2020), who noted that peer interaction enhances learning outcomes in online environments. One student stated, "Working with my friends to review drafts helped me see different perspectives and improve my writing."

3) Students' Perceptions and Engagement: Analyzing students' opinions revealed valuable insights into the practical application and reception of the model:

4) Satisfaction with the Teaching Method: Most students appreciated the structured and iterative nature of the Process Writing Approach, which increased their confidence in writing. This aligns with Bertram (2012), who emphasized the importance of a clear structure in fostering student engagement. A student commented, *"I liked the step-by-step process because it made writing less overwhelming. Each part had a purpose."*

5.) Creative and Critical Thinking: The multi-phase approach encouraged students to think critically and explore creative ideas. These findings align with Pawliczak (2015), who noted that structured writing processes provide a foundation for creativity and innovation. A student stated, *"The brainstorming phase was my favorite because I could come up with ideas I hadn't thought of before."*

6) Challenges in Online Learning: While students reported overall satisfaction, challenges like weak internet connectivity and lack of face-to-face interaction were noted. These challenges echo Abu Hussein et al. (2020), underscoring the need for robust technological support in online learning environments. One student shared, *"Sometimes the internet would disconnect, and I couldn't keep up. It made me feel frustrated."*

Conclusion and Implications

This study validated the Process Writing Approach model integrated with the Exit Ticket concept as an innovative and effective teaching strategy for enhancing students' writing abilities. The findings highlight several practical implications for teaching writing:

1. Integration of Formative Assessments: The success of Exit Tickets demonstrates their potential as a tool for continuous assessment and feedback. By using Exit Tickets at each phase of the writing process, teachers can create interactive and reflective learning environments, enabling students to improve their writing systematically.

2. Adapting to Online Learning: The model's adaptability to online settings underscores its relevance in modern education. However, addressing challenges such as

unequal access to technology and internet connectivity is essential to ensure equitable student engagement.

3. Fostering Lifelong Learning Skills: Emphasizing reflection, critical thinking, and iterative improvement, the model equips students with essential skills for real-world challenges, including effective communication and problem-solving.

The 3-Step Writing Process Model with Exit Tickets has proven to be an effective instructional tool, addressing the research objectives by demonstrating improved writing performance and fostering positive student attitudes toward writing.

Figure 3 visualizes this comprehensive framework, illustrating the systematic integration of the Process Writing Approach and Exit Tickets to enhance learning outcomes**.**
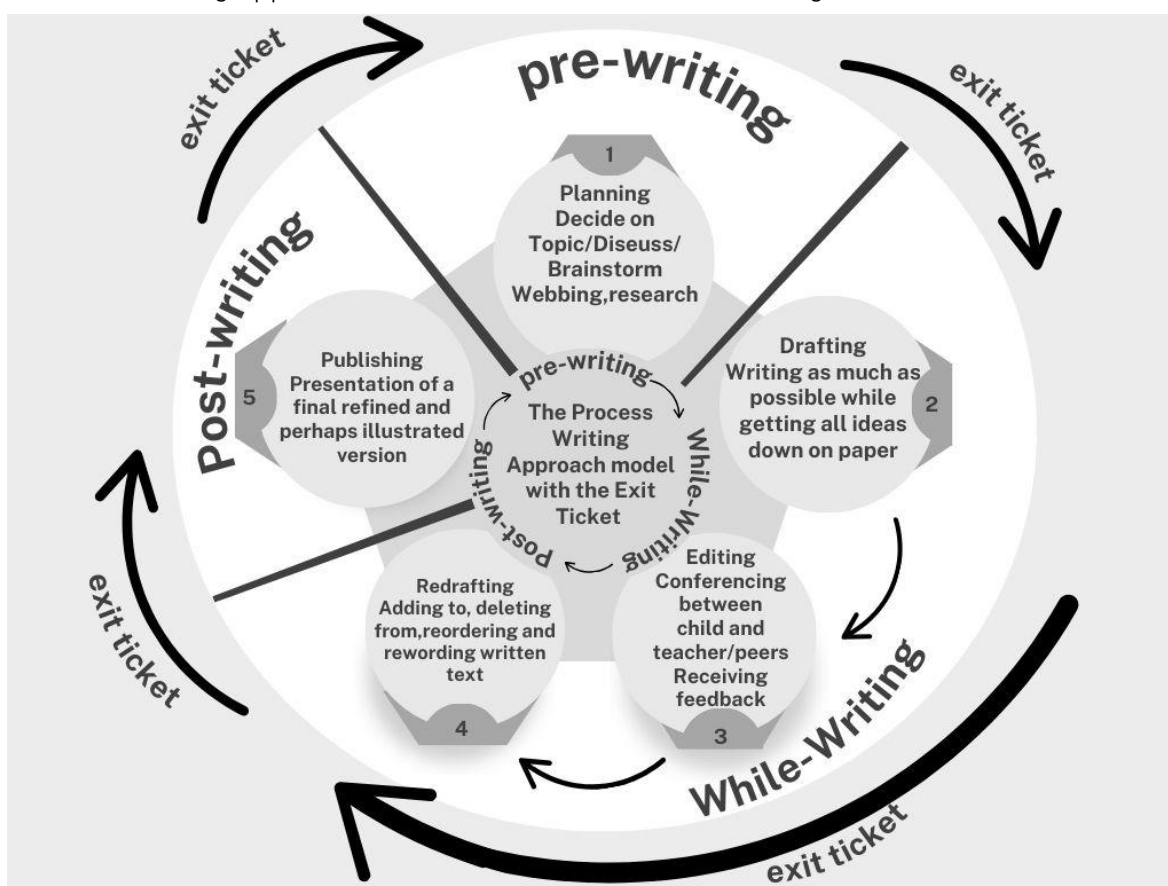

Figure 3 illustrates the integration of the Process Writing Approach model with the Exit Ticket concept, emphasizing its role in enhancing students' writing skills and fostering critical thinking. The diagram highlights three interconnected phases of writing instruction, supported by iterative feedback and formative assessment strategies, as outlined below**:**

- Pre-writing Phase: This phase focuses on brainstorming, planning, and outlining to help students generate and organize their ideas. Exit Tickets confirm students' understanding of their writing task's key concepts and objectives. These assessments provide valuable insights for teachers to identify gaps in comprehension and promptly adjust instructional strategies.

- While-writing Phase: During this phase, students engage in drafting and revising their work collaboratively. Peer feedback and Exit Tickets are pivotal in encouraging critical reflection, monitoring progress, and maintaining alignment with task objectives. This iterative process ensures that students remain focused and continuously improve their drafts.

- Post-writing Phase: Sstudent's refine their work in this phase by revising, reorganizing, or rephrasing their content. Exit Tickets facilitate structured opportunities for students to reflect on their drafts and make targeted improvements, ultimately enhancing the quality of their final submissions.

Significance of the Model:

This study validates the 3-Step Writing Process Model with Exit Tickets as a dynamic and comprehensive framework for teaching writing. By incorporating formative assessments into each phase, the model enables measurable improvements in students' writing performance, fosters critical thinking, and enhances engagement. Moreover, it bridges the gap between in-person and online learning environments, ensuring consistent and effective instruction across modalities, as depicted in **Figure 3**.

General Recommendations

1. Encouraging Practice and Peer Learning: Students enjoyed learning writing through structured teaching methods, particularly in Step 3 (Post-Writing Assessment).   To further enhance their writing skills, educators should provide more opportunities for students to practice writing and submit additional assignments. Displaying exemplary student work can inspire peer evaluation and motivate improvement.

2. Effective Communication in Online Teaching: Online teaching methods align well with the writing process, offering flexibility and engagement. Educators and researchers should strengthen communication with parents and students to ensure responsibilities, especially regarding assignments and homework, are well understood and supported.

Suggestions for Future Study

1. Exploration of Alternative Writing Techniques: Future research should investigate diverse writing techniques and compare the effectiveness of Raimes' Process Writing Model with other instructional approaches to identify best practices for writing instruction.

2. Integration of 21st-Century Instructional Materials: Writing instruction should incorporate modern, interactive materials tailored to students' skill levels. These materials should leverage digital technologies and resources to enhance accessibility and engagement.

3. Blended Instruction for Writing Development: Further studies should explore the potential of blended instruction, which combines on-site and online teaching methodologies, to improve the effectiveness of writing instruction and promote learning outcomes in diverse educational settings.

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