



A STUDY OF PROBLEMS AND SOLUTIONS FOR ENGLISH WRITING SKILLS
OF STUDENTS OF MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Sanjib Barua

A Thesis Submitted in Partial Fulfillment of
The Requirements of the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2017



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Abstract

The purpose of this study was to investigate the writing problems of 3rd year students of Humanities faculty of Mahachulalongkornrajavidyalaya University. This study has two objectives, (1); to study of the problems of English writing skill and (2); to study the way to solve the problems of the English writing skill of students of Mahachulalongkornrajavidyalaya University. This study was conducted by the means of questionnaire were 45 questions for the 70 students and interview for five teachers. Statistical devices used in the data analysis were frequencies, percentages, means and standard deviations.

The result of the study indicate that most of the students think that writing is the most difficult to learn. Their most serious problem is grammar that overall mean $\bar{x} = 3.28$ indicated moderately high level of problems. But they are also find problem overall means $\bar{x} = 3.80$ that high level problems in vocabulary, $\bar{x} = 3.14$ in spelling, $\bar{x} = 2.72$ in punctuation. It also shows that the students often follow what they have learnt from the teachers, especially the organization of the essays when are in the process of writing. To solve writing problems, students should learn Syntax, grammar, process of writing, vocabulary and should practice more and more. The students could also benefit by being aware of their own problems and applying the findings to help them improve their writing skill. Finally, the findings could be used in the future to develop a more effective and appropriate writing that suits the students who can communicate orally, but cannot communicate through writing.

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Sanjib Barua
1st February 2018

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List of Abbreviation and Symbol

S'	=	Singular
's	=	Plural
MCU	=	Mahachulalongkornrajavidyalaya University
i.e.	=	That is
e.g.	=	Example
%	=	Percent
SD	=	Standard Deviation
\bar{x}	=	Mean
N	=	Never
S	=	Seldom
U	=	Usually
O	=	Often
A	=	Always
SPSS	=	Statistical Package for the Social Sciences

CHAPTER I

Introduction

1.1 Background and Significance of the Problems

A language is very important for a communication of human beings in the world. About one hundred years ago many educated people learned and spoke French as well as they met people from other countries. Today most of people speak English when they meet foreigners¹. English has become the new international language. There are plenty of people who speak English as a second language than people who speak English as a first language. Especially, English is a global language that they used for communication all over the world. English is regarded as an international language used for economic, education and academic purposes also.

English language is well known language in the world and it has long acquired the status of the world's lingua franca, with billions of native and nonnative speakers worldwide². People around the world use English language as the second language to communicate with another people from another country. As people know ASEAN or AEC is the new community among ten countries and the language that supposed to be use has to be English only, that the rule to make people use English language in 2018³. Some countries can speak English very good and some countries cannot speak well in English. So they use English language to develop their countries. To know other is the best way to competition. If we don't know English we may not know because ASEAN is like a big field of competition and the weapon is English language. So English is very important in AEC or ASEAN.

Languages are generally taught and assessed in terms of the 'four skills': listening, speaking, reading, and writing. Listening and reading are known as 'receptive' skills while speaking and writing are known as 'productive' skills. All

¹ **5 MinuteEnglish.com is an ESL** (English as a Second Language) (Online), Resource: <http://www.5minuteenglish.com/feb28.htm>, (28 Feb. 2016)

²Peeravudhi Thand, "Use of Writing strategies among first year students in the MA (English for Careers) programe",**MA thesis**, (Bangkok: Thammasat University, 2006), p.2

³Anusorn Asavajaroentavon, **Importance of English in ASEAN**, (Nov. 2013), (Online), Resource: <http://ceemeeagain.blogspot.com/>, (25 August 2016)

language learners will need to develop their skills in each of these areas, and language classes should incorporate activities related to all these skills.

Writing skill is one of the most important skills in English language. Learning English will be incomplete without writing skill. “Writing is such an important learning tool because it helps students to understand ideas and concepts better” (Voon Foo, 2007, p. 4)⁴. Writing in English language seems to be the most difficult language skill for EFL learners to acquire in academic contexts. English writing skill is complex one that needs not only time and practice in order to produce but also an interaction of various skills and knowledge. Heaton (1995) stated that writing skills are complex and difficult to teach. It requires skill from five main areas: grammatical knowledge, mechanical skill, treatment of content, stylistic skill and judgment skills⁵.

Writing skills are an important part of communication. Correct grammar, punctuation and spelling are keys in written communications. The reader will form an opinion of the writer, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression. To know how to use correct punctuation and spelling are known as the mechanical skill. Furthermore, writers need not only an ability to think creatively, but also an ability to “manipulate sentences and paragraph” (Heaton, 1995, p. 135)⁶. The judgement skills are also required to produce proper writing in a given context for a particular audience. This ability can only be achieved through experience and practice. Therefore, it is impossible to expect English non-native speakers to achieve these skills in a short time.

Writing skills help in university class performance. In English classes, typically write many papers that will become the main source of your grade for the semester. Strong writing skills are key to success. Other classes, including many

⁴Voon Foo, C. T. “The Effects of the Process-Genre Approach to Writing Instruction on the Expository Essays of ESL Students in a Malaysian Secondary School”, **Unpublished PhD thesis**, (Penang: University, Malaysia, 2007), p.4

⁵Heaton, J. B, **Writing English Language Tests (New ed.)**, (New York: Longman 1995), p. 133

⁶Heaton, J.B, **Writing English Language Tests (New ed.)**, (New York: Longman 1995), p. 135

business courses, also require strong writing skills. Professors, even in non-English courses, commonly assign written homework and papers. Students are often graded on writing skills as well as content: poor grammar, spelling and punctuation may lead to markdowns.

Writing skills also help in getting a job. When you prepare application materials, including a resume and cover letter, you have the chance to sell yourself and your abilities through articulate and persuasive writing. Additionally, employers often assess responses to application questions, resumes and cover letters to determine a candidate's written communication skills. Some employers may even set aside resumes and letters that have a single grammatical, spelling or punctuation error.

A study on EFL writing has been extensively conducted to provide writing teachers in order to understand the problems of EFL learners. A lot of writing methods have been created to assist the learners in order that they could master English writing very well. In this study it would show what the best teaching to develop writing skill is.

Mahachulalongkornrajavidyalaya University (MCU) is one of the biggest Buddhist Universities in Thailand and abroad. So many Thai monks are studying in this university. Also, a lot of foreign students are studying in this MCU University. Most of the foreign students are using English as a foreign language (EFL) or the second language (ESL). But they are facing many problems in learning English. English writing is one of the big problems for EFL learners. Although writing is an important skill, many students are not interested in it. According to Robert Todd Carroll (1990)⁷, many students were never required to learn proper Grammar, Vocabulary, Spelling, Punctuation and Capitalization. These poor students come to think that “English” and “writing” are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper Grammar, Vocabulary, Spelling, Punctuation and Capitalization. They don't have any knowledge about importance of writing skill also. They often get low grade in the examination. In fact, students have a lot of problems in writing about Grammar, Vocabulary,

⁷Carroll, R.T, **Student Success Guide-Writing Skills**. The Skeptic's Dictionary, (USA, May 1990). (Online), Resource: www.skeptdic.com, (25 August 2016)

Spelling, Punctuation and Capitalization skill, punctuation and organization. They also need more guidance and motivation in learning writing skill.

In conclusion, in order to develop their writing skills, the main purpose of the study is to find out ways to make the students learning the language faster. The need to gain an insight into learners' writing skill led to this study, which aims: (1) to study the MCU students' problems or weakness to develop the English writing skill and (2) to study how MCU students' can solve the problems of the English writing skill. The focus group of the study is Bachelor of Arts International Students of the Faculty of Humanities at Mahachulalongkornrajavidyalaya University. As a result, the current study not only concerns about some of the common writing problems among EFL students, but also suggests some solutions based on teachers and the researchers' experiences which can be helpful and supportive in developing writing skills. I choose this topic because I want to investigate the difficulties in writing skill among foreign students at Mahachulalongkornrajavidyalaya University and find out the problems they commonly make so that I can suggest solutions to improve their writing skill.

1.2 Objectives of the Study

1.2.1 To study of the problems of English writing skill of students of Mahachulalongkornrajavidyalaya University

1.2.2 To study the way to solve the problems of the English writing skill of students of Mahachulalongkornrajavidyalaya University

1.3 Statement of the Research Questions

1.3.1 What are the problems of English writing skill of students of Mahachulalongkornrajavidyalaya University?

1.3.2 What is the way to solve the problems of the English writing skill of students of Mahachulalongkornrajavidyalaya University?

1.4 Scope of the Study

This research is aimed to study of problems and solutions for English Writing Skill of students of Mahachulalongkornrajavidyalaya University:

1.4.1 Scope of content

This research will investigate the problems, reason of problems and the guidelines for difficulties in developing the English writing skill from both teachers and the third year students at Bachelor of Arts, English major of Faculty of Humanities. This research study will have the purpose to collect information from both teachers and 70 students of the third year, Bachelor of Arts, English Major of Faculty of Humanities through questionnaire and conducting an interview, English textbooks, and some English books written by foreign scholars. Additional information will be collected from other sources such as journals, articles, newspapers, encyclopedias, or modern IT media.

1.4.2 Scope of population

The population of this research contains 5 teachers and 70 third year students, Bachelor of Arts, English Major of Faculty of Humanities at Mahachulalongkornrajavidyalaya University.

1.4.3 Scope of place

The location of this research study will be taken place at Mahachulalongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand.

1.4.4 Scope of time

This research study will take time from August 2016 to February 2017.

1.5 Definition of Terms Used in the Research

Problem refers to a situation, matter, or person that is hard to deal with or understand about writing skill.

Guideline refers to a statement or other indication of policy or procedure by which to determine a course of action to develop writing skills.

Development refers to improving skills based on foundation knowledge about English skills. Motivation and diligently practice in daily communication to up level.

English skills refers to there are four kinds of skills or level to learn English well. They are listening, speaking, reading, and writing.

English Writing Skill refers to the ability to write well or knowledge of writing which helps to write correctly.

EFL refers to an abbreviation for "English as a Foreign Language". This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. (For example, a Thai person is learning English in Thailand.)

ESL refers to an abbreviation for "English as a Second Language". This is mainly used to talk about foreign students learning English while living in an English speaking country. (For example, a Thai person is learning English in Canada.)

Bachelor of Arts refers to a degree conferred on a person who has successfully completed his or her undergraduate studies, usually in a branch of the liberal arts or humanities or a bachelor's degree (from Middle Latin baccalaureus) or baccalaureate (from Modern Latin baccalaureatus) is an undergraduate academic degree awarded by colleges and universities upon completion of a course of study lasting three to seven years (depending on institution and academic discipline)⁸

International students who are the foreign citizens students come to study in Thailand in Mahachulalongkornrajavidyalaya University.

Mahachulalongkornrajavidyalaya University is one of two public Buddhist universities in Thailand.

1.8 Expected Benefits

1.8.1 This research will help to know about writing skill of Students at Mahachulalongkornrajavidyalaya University.

1.8.2 It will help to know the best teaching to develop English writing skill of Bachelor of Arts international students at Mahachulalongkornrajavidyalaya University.

1.8.3 It will identify the problems and solution about writing skill of Students at Mahachulalongkornrajavidyalaya University.

⁸ **Bachelor of arts**: Resource: https://en.wikipedia.org/wiki/Bachelor_of_Arts

CHAPTER II

Literature Review and Research works Concerned

The chapter is to point out concept, theories review and research concerned, it is to identify to come good concept and good literature review of some famous linguist as well as possible. At the same time researcher will focus to prominent problem that should be mentioned about below:

- 2.1 Significance History of English Language
- 2.2 Characteristic of writing
- 2.3 Writing
- 2.4 Theory of Writing
- 2.5 Types of writing
- 2.6 The writing Process
- 2.7 English Writing Skill in the Curriculum
- 2.8 Importance of Writing Skill
- 2.9 Related Research Concerned of English Writing Problems

2.1 Significance History of English Language

English is the world's leading international language⁹. English belongs to the Germanic branch of the Indo-European family of language. Indo-European is the major Linguistic family of the world, in that language belong to it have the widest geographic distribution and spoken by the greatest number of people.

English is a West Germanic language that originated from Anglo-Frisian dialects brought to Britain in the mid-5th to 7th centuries AD by Germanic invaders and settlers from what is now northwest Germany, west Denmark and the Netherlands, displacing the Celtic languages that previously predominated¹⁰. English was developed and changed with the passing of time, as do all living entities. During the long period after the Norman Conquest when English was neglected in favor of French, English become practically a spoken dialect. At this time it was

⁹Linguapress.com. <https://linguapress.com/grammar/english.htm> (1st January 2018)

¹⁰History of English, https://en.wikipedia.org/wiki/History_of_English (1st January 2018)

transformed into a new standard speech, casting off much that was superfluous and borrowing from its rival, Norman French. By the time, it emerged again as a literary language around 1200; it had assumed the form known as Middle English.

Considered in more details, the period of English are:

- (1) Old English (Anglo-Saxon) period: starting with the coming of the Germanic tribes into England (449-1100 AD.). In old English, there were four main dialects; 1. Northumbrian 2. Mercian 3. Kentish 4. West Saxon
- (2) Middle English period (1100-1500 AD.): The French and Latin borrowings made English a richer language, with many synonyms. The use of French words in Middle English texts gradually increased, reaching its height between 1300 and 1400 AD.
- (3) Early Modern period (1500-1700 AD.): the language developed many of the features that characterize it today.¹¹

The geographical spread of English is unique among the language of the world, not only in our time but throughout history. English is the majority first language in twenty-three countries. It is an official language or joint official language in about fifty other countries, where it is used in addition to the indigenous first language for a variety of public and personal functions. It is also used as a second language, though without official status, in countries such as Bangladesh and Malaysia. Countries where English is a first or second languages are located in all five continents. The total population of these countries amounts to around 2.5 billion, about 49 percent of the world's population. Where English is first or second language, it is used internally for communication between nationals of the same country. In addition, English is used extensively as a foreign language for international communication by people who do not ordinarily employ it when speaking or writing to their compatriots.

The number of first-language speakers of English has been estimated at well over 300 million over 216 million live in the United States. The United Kingdom has about 53 million, Canada over 17 million, and Australia about 14 million. Countries where English is a majority first language may have large percentages of bilingual speakers and speakers for whom English is a second language. For example, Canada has a large minority of unilingual French speakers nearly 17 percent as well as an almost equal percentage of speakers who is bilingual in French and English.¹²

¹¹The New Lexicon Webster's Dictionary of the English Language, pp.11-14.

¹²Sidney Green Baum. *The Oxford English Grammar*, (Uk: Oxford University Press, 1996), pp.3-4.

Most countries with second language speakers of the English are former British colonies, such as India and Nigeria. English has been retained as an official language in the majority of these countries after independence because none of the indigenous languages was accepted by all citizens as the sole national language. As an official second language, English is used in a variety of public functions: in government, in the law court, in broadcasting, in the press, and in education. In many African and Asian countries it serves as the means of interpersonal communication between speakers of different indigenous languages. Because of both its national and its international reach, English is often used for literature, sometimes in forms that draw heavily on local colloquial forms of English. Writers and politicians in some African and Asian countries are ambivalent about the role of English: English may be viewed as an imperialist language, imposed by colonial oppressors and impeding the role of indigenous language, or as the language of liberation and nationalism in countries divided by tribal loyalties.

The problem in calculating the numbers of second-language speakers is how to decide who counts as a speaker of the language. Should we include in our totals those who have a rudimentary knowledge of vocabulary and grammar but can make themselves understood only in certain types of exchange, for example, giving street directions or offering goods for sale? If so, we might recognize as second language speakers perhaps most of the 2.5 billion that live in countries where English is used as second language. On the other hand, conservative estimates, requiring much greater competence in the language, tend to put the number at about 300 million.¹³

A similar problem arises in calculating the numbers of users of English as a foreign language. Estimates have ranged wildly from 100 million to 600 million. English is extensively studied as a foreign language. It is a compulsory subject or the preferred optional language in most countries where it is not a first language. It has been estimated that over 150 million children are studying English as a foreign language in primary or secondary schools. Many millions of foreigners listen to BBC broadcast in English, and millions follow the BBC English lesson on radio and television. "Follow me", the BBC English by television 60 programme course for beginners, produced in 1979 with a consortium of European television stations, has been shown in over 80 countries. It attracted vast audience of over 50 million. Over

¹³Sidney Green Baum. **The Oxford English Grammar**, (Uk: Oxford University Press, 1996), pp. 3-4

half a million visitors, mostly from the European continent, currently visit the United Kingdom each year to study English as a foreign language. A poll conducted in December 1992 showed that English is the most popular language in the European Union (then called the European Community) among young people (aged 15 to 24), and while 34 percent of that age group spoke English in 1987 the figure in 1990 had risen to 42 percent. A European Community report for 1991-2 showed that 83 percent of secondary school students in the European Union were learning English as a second language, compared with just 32 percent learning French, the nearest competitor.¹⁴

2.2 Characteristic of writing

Institutional writing is the type of writing which people produce in their professional or institutional roles; such as, something they write in the school or work places for teachers, Doctors, technicians, administrators and so on. On the other hand, personal writing is something they write to friend and family.

Writing involves to more than just producing sentences. To be able to write a piece of prose, learners must be able to write a connected series of sentences, which are grammatically and logically linked. People write in order to communicate some messages to other people. Since these people (the audience), who read the writing, are not physically present, the writing must be very clear, precise and unambiguous. In that regard, the writers have to produce a piece of discourse, which represents in correctness of form, appropriateness of style and unity of theme and topic.¹⁵

2.2.1 Writing and Speaking

The difference between writing and speaking are discussed by Raimes (1983)¹⁶, Bygate (1988)¹⁷, Ur (1996)¹⁸ as follows:

1. Speech is universal; everyone acquires a native language in the first few years of life. Not everyone learns read and write.

¹⁴**Ibid.** p. 3-4

¹⁵White, R. V. **Teaching Written English**. London: George Allen & Unwin, (1980), p.34

¹⁶Raimes, A. **Techniques in Teaching Writing**. China: Oxford University Press (1983), p.12

¹⁷Bygate, A. **Language Teaching: A scheme for teacher education**. In C. N. Candlin & H. G. Widdowson (Eds.), *Speaking* (2nd ed). Hong Kong: Oxford University press. (1988), p.23

¹⁸Ur,P. **A course in language teaching: Practice and theory**. Great Britain: Cambridge University Press. (1996)., p.56

2. The written language generally demands standard forms of grammar, syntax and vocabulary. On the other hand, the spoken language has dialect variations.

3. Written discourse is constant. Readers may read the text any time they wish. On the other hand, spoken discourse is fast and dynamic during the interaction between a speaker and listeners. In order to understand the speech, the listeners have to follow what the speakers have said, and speed of the spoken discourse also depends on the speakers.

4. Writing is explicit. It has to clarify the context and all references because there is no actual interaction between the writer and the readers. The writer needs to anticipate the reader's reactions and take the readers themselves into consideration. However, speaking is implicit as it occurs when the speakers actually interact with the listeners.

5. Writing is more formal and compact. It progresses logically with fewer digressions and explanations. Speech is usually informal and repetitive. The speaker can use more words to convey the meaning.

6. Most writing takes time. The written sentences are normally well-organized and planned. The writer can go back and change what he has written. On the other hand, speaking is usually spontaneous and unplanned.

7. Writers generally work alone and don't know exactly who the readers are. Speakers; on the other hand, immediately interact with listeners and get immediate feedback from them.

8. Writers have to rely only on the words on the page to express their meanings. Speakers use voice (pitch, stress and rhythm) and body expressions (gesture and facial expressions) to help convey their ideas.

9. Writing is a skill that needs to be taught and learnt; in contrast, speaking is a skill people acquire intuitively.

2.3 Writing

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. According to Robert Todd Carroll (1990), the most important invention in human history is writing. It

provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc.¹⁹

Writing is a difficult process even in the first language. It is even more complicated to write in a foreign language. Many studies indicate for the beginning English Foreign Language (EFL) students, there tends to be interference from their first language in the process of writing in English (Cedar, 2004²⁰; Chen & Huang, 2003²¹; Collins, 2002²²). Writing in a foreign language often presents the greatest challenge to the students at all stages, particularly essay writing because in this activity, writing is usually extended and therefore it becomes more demanding than in the case of writing a short paragraph.

A system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the uttered.²³ A set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.²⁴In *The writing systems of the world*, Florian Coulmas describes that “As the most visible items of a language, scripts and orthographies are 'emotionally loaded', indicating as they do group loyalties and identities. Rather than being mere instruments of a practical nature, they are symbolic systems of great social significance which may, moreover, have profound effect on the social structure of a speech community.”²⁵

¹⁹Carrol, R.T, **Student Success Guide-Writing Skills**. The Skeptic’s Dictionary, (USA, May 1990). (Online), Resource: www.skepdic.com, (25 August 2016)

²⁰Cedar,P. S. Transferability and translatability of idioms by Thai-speaking learners of English. **Dissertation Abstracts International**, 64(08), 2570.(2004), (UMI No. 3101068)

²¹Chen, C. Y., & Huang, H. Y.”**L2 acquisition of subject-prominence by EFL students in Taiwan**”. English Teaching & Learning, 27(4), (2003).pp. 99-122.

²²Collins, L. “**The role of L1 influence and lexical aspect in the acquisition of temporal morphology**”. Language Learning, 52(1), (2002).pp.43-94.

²³ Daniels, Peter T. & Bright, William, **The world's writing systems**, (Oxford, Oxford University Press, 1996). p.3

²⁴Coulmas, Florian, **The Blackwell Encyclopedia of Writing Systems** (Oxford, Blackwell, 1999), p.560

²⁵Coulmas, Florian, **The Writing Systems of the World** (Oxford, Blackwell, 1991), p.27

2.4 Theory of Writing

All people write differently. Some may have no problems when writing as they can write as smoothly as they think. Other's however, face difficulty when they write. Writing for them is not as easy as speaking (Westwood, 2004, p. 106²⁶). Nation (2009, p. 119²⁷) stated that writing is not as easy as speaking; if details are put in a wrong place or missing; the receiver may misunderstand and misinterpret it. To write effectively, Hyland (2003)²⁸ suggested that there are six main steps of EFL writing as follows:

Focus on language structures

This approach focuses on lexical and grammatical structure. It consists of four processes: familiarization, controlled writing, guided writing and free writing. The main purpose of this theory is too built up vocabulary, accuracy and students' proficiency.

Focus on text function

This approach aims to use particular language forms performing certain communicative functions as teaching materials. The students will be taught how to create topic sentences, supporting sentences, transitions and develop different kinds of paragraph.

Focus on creative expression

This approach aims to encourage students to express their ideas through writing. It allows students to think creatively and also helps them to build self-expression.

Focus on the writing process

The writer is considered as an independent producer of the texts. The role of the teacher is to teach the writing process. This theory is known as basic cognitive process. It helps the students develop their abilities in planning, defining the problem, proposing and evaluating solution.

Focus on genre

Following the theory, writing is a tool to communicate with readers. Students are taught how to write to achieve some specific purposes. Here are some

²⁶Westwood. P. "What teachers need to know about Reading and writing Difficulties", ACER Press, an imprint of Australian Council for Educational Research Ltd, (2004), p.106

²⁷Nation, Jonathan Newton, "Teaching ESL/EFL Listening and Speaking", ESL & Applied Linguistics Professional Series, (2009), p.119

²⁸Hyland, Ken. **Second Language Writing**, (Cambridge University Press. 2003).pp 3-18

examples of factual genres: emails, procedures, descriptions, reports and explanations.

2.5 Types of writing

Writing style is much like any other type of style in that it helps us express who we are. It is how the writer chooses to express himself or herself through writing. There are four kinds of writing²⁹.

Exposition

Expository writing's main purpose is to explain. Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

Argumentation

Argumentation writing that states the opinion of the writer and attempts to influence the reader. Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting. To convince others to agree with the author's point of view, Argumentation writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

Description

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions. Description is one of four rhetorical modes (also known as modes of discourse). It is

²⁹Carrol, R.T, **Student Success Guide-Writing Skills**. The Skeptic's Dictionary, (USA, May 1990). (Online), Resource: www.skeptdic.com, (25 August 2016)

also the fiction – writing mode for transmitting a mental image or the particulars of a story.

Description is a rhetorical mode. The purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes.

Description as a fiction - writing mode. Fiction is a form of narrative, fiction – writing also has distinct forms of expression, or modes, each with its own purposes and conventions.

Narration

Narrative writing's main purpose is to tell a story. Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

2.6 The writing Process

According to Sokolik (2003), writing is a combination of process and product. The process refers to the act of gathering ideas or the steps we take when we produce a piece of writing. Whereas the product is known as a final piece of writing. While writing as a productive skill, it requires high demands to do it³⁰.

According to Ploeger (2001)³¹, the writing process usually refers to the production process which is under taken to produce a piece of written work. This process includes three stages: planning, drafting, and revising.

2.6.1 Planning / Pre-writing Stage

The planning or pre-writing stage is the first stage. One may begin to write by thinking about the writing task and topic. Then writers move on to the drafting and revising stages.

Planning involves two activities: gathering or gathering ideas, and organization.

³⁰Sokolik, M. Writing. In D. Nunan (Eds), **Practical English language teaching (PELT)**, New York: McGraw Hill, (2003), pp.87-88

³¹Ploeger, K.M. **Simplified essay skills**. Illinois: National Textbook (2001), p.23

2.6.1.1 Gathering Information or Gathering Ideas

Firstly, the writers gather information or generate ideas they need in writing an essay. The writers have to choose the topic of the essay and think about the purpose and the audience of the essay. There are many techniques used for gathering ideas and uncovering knowledge, questions or ideas the writers have about the topic, such as brainstorming (group activity) and simple listing (individually), free writing, clustering and using questions, which will be discussed below. The writes may also gather information by using outside sources, such as reading books or articles, surfing the internet, talking to friends and even applying their personal experiences to inform their writing.

The following techniques may be used in gathering information.

a. Brainstorming

Brainstorming is one of several effective ways widely used to get ideas for the content of the essay. These ideas may be the actual ideas for the content or ideas for organizing the content. It can be done individually or as group work. Brainstorming involves thinking quickly and without inhibition so that contributors will be able to produce as many ideas as possible related to the topic chosen by the writer or provided by the teachers. The writers have to write down every word or phrase that pops into their mind about the topic. This technique is to put the word in the form of simple listing.

b. Free writing

Free writing is a method of putting all ideas on paper as the writers think of the topic of their essay. Free writing is like another form of brainstorming. The writers write everything they think related to the given topic in the given time. After they have finished this free writing, they cross out the ideas they think not interesting and not related to the topic, and underline or circle the ideas they think interesting. Then, they write it again and again until they think they get enough useful information for their writing. This technique can help the writers generate new ideas that may be better than their first ideas.

c. Clustering

Clustering is a combination of drawing and brainstorming, but with clustering the writers will organize their ideas easily. This technique is like drawing a mind map. Firstly, the writers write topic or key words at the center of the paper and then write the related ideas in circles or bubbles around the topic. Next, the writers have the ideas flow by branching off existing circles around the topic in smaller circles. It is likely that the initial ideas will be larger and more general than later

thoughts. The farther ideas from the center, the more details and specific ideas may become. These clusters can also help the writers create the outline of the essay.

d. Using Questions

A series of wh-questions asking for the points that are related to the topic can also help the writers generating ideas. The purpose of the technique is to stimulate thinking and to develop the ideas that can be used in the writing.

2.6.1.2 Organization

During this stage, the writes read through all the notes and organize the information in order to find the main points they want to write about. The writers also have to try to organize the information logically and sequentially, and ignore the information that is not useful for the essay. Lastly, creating and outline can make the writing process easier. The outline can help the writers easily complete their first draft. Below are some techniques for organizing ideas.

Outline

An outline is an essential tool for making writing easier.

The outline helps the writers think about the topic in a logical manner. The formal outline uses roman numerals and indented letters. The outline presents the thesis statement of the essay, the topic sentences of each body paragraph, and is followed by general details and specific details respectively. An example of the formal outline is shown below.

Title

Thesis statement: _____

I. Topic sentence: _____

A. General details: _____

i. Specific details: _____

ii. Specific details: _____

B. General details: _____

i. Specific details: _____

ii. Specific details: _____

II. Topic sentence: _____

A. General details: _____

i. Specific details: _____

ii. Specific details: _____

B. General details: _____

- i. Specific details: _____
 - ii. Specific details: _____
 - III. Topic sentence: _____
 - A. General details: _____
 - i. Specific details: _____
 - ii. Specific details: _____
 - B. General details: _____
 - i. Specific details: _____
 - ii. Specific details: _____
- Concluding sentence: _____

2.6.2 Drafting Stage

A draft is a first start where the writers attempt to clarify their thinking about the essay's main idea. A draft is never perfect, and it is not a final version of the writing. A draft should be written quickly using the outline as a writing guide. After the writers have finished writing the draft, they should put the draft aside for a time which could be an hour, a day or a week. This part of the drafting process is called simmer. This will help the writers see their own writing problems more clearly when they return to the draft. During the simmer period, the writer should not think about the writing assignment. This will bring new vision to the writers when they return to the writing assignment.

2.6.3 Revising Stage

Revising is the process of re-viewing or re-seeing the writing. It involves more than proofreading for spelling, punctuation, or other mechanical details. It is more important that the writer have to revise the essay's rhetorical element: worthwhile content, sensible organization, and readable style³². The rhetorical elements determine whether the essay connects with the readers, which can lead the writers to rethink, rewrite or make changes to the first draft of the essays.

The draft must be revised several times. Every time the writers revise their writing, they will see new problems to solve. After that, the writers edit their writing which involves correcting for mechanical mistakes or surface mistakes. The mistakes involve punctuation, spelling, capitalization, and wording problems. The writers should not rely only on the computer spelling program since it is a machine. It

³²Lannon, J.M. *The writing Process: A concise rhetoric, reader, and handbook* (8th ed.). 2004. New York: Pearson Education

checks only the spelling, but it cannot identify the misused words. A writer may use the following revision strategies.

2.6.3.1 Revising with peers

All writing can benefit from feedback. The feedback can be from peer reviewing and editing. Good peer evaluators do not simply look through the paper and try to find only misspelling and grammatical mistakes. They should read critically; and look for gaps in structure, and other communication problems, which the writers might overlook because they are so close to their own writing.

After the peer evaluators make comments on the writing, the writers have to look over them critically and try to accommodate them as much as possible. The writers have to be aware of their own kinds of mistakes since every writer may not face the same kinds of mistakes. During revising, the writers have to make sure that they are not trying to impress the instructors with the volume. The writers may change, correct, and adjust the writings to make them as a good as possible.

2.6.3.2 Revision Strategies

Lannon has suggested three distinct purposes of revision process: (1) checking for content, organization, and clarity; (2) checking for grammar and style; and (3) checking for spelling, punctuation, and capitalization³³.

2.7 English Writing Skill in the Curriculum

Technically, researcher and educators weigh the importance of writing skill as the final skill level to attain. There are four language skills: listening, speaking, reading and writing, which people use to communicate. Finocchiaro mentioned that the Academic department, Ministry of Education put the writing skill importance as the final step. In fact, students can study listening and speaking skills themselves, while reading and writing skills, they need to be taught, modeled and trained in institutes. It means that these two skills must be included in the university curriculum and be formally taught students. Moreover, writing is a visual communication skill, in which learners need to apply proper spellings, grammar, punctuations, vocabulary, and thinking analysis in order to communicate successfully. Because of the pressure involved in teaching writing, many educated

³³Lannon, J.M. *The writing Process: A concise rhetoric, reader, and handbook* (8th ed.). 2004. New York: Pearson Education, p.23

teachers are rarely interested in teaching it. Thus, students have little background in this skill when they study at higher levels.³⁴

However, Wong Wongsornthorn et al. investigated the level of language skill used in business organizations in Thailand. She found that 86.64% of language used in communication was English. Reading was the most important skill, followed by writing, listening and speaking. Therefore, it is very important to teach reading and writing skill which can be applied to daily communication, in the business world and in higher education.

Because of the need for learning foreign language, especially, English writing skill, which contains difficult basic factors to learn, such as spelling, verb forms, tenses, connectors, punctuations or even thinking analysis, the teachers should utilize practical techniques to encourage learners to write and to consistently and systematically improve their writing skill and production.³⁵

2.8 Importance of Writing Skill

English is a global language that helps people around the world to communicate with each other. People learn a second language in order to understand people from different cultures. Language also plays an important role in helping people to acquire knowledge. Sometimes people need to communicate with someone, who is not physically present, which means communications through writing. In that regard, writing has become essential these days. “It is an important tool, which enables man to communicate with others people in many ways” (Rita Rani Mandal, 2009)³⁶.

Writing is one of language skills that are very important to be mastered in learning English as a foreign language. According to Raimes (1983), writing also helps students learn the language. Firstly, writing reinforces the grammatical structures, idioms, and vocabulary that have been learnt in English classes. Secondly, students have a chance to be adventurous with the language and go beyond what they have learnt from the classes while they write. Thirdly, when students write, they become very involved with the new language as they attempt to express their ideas; and struggle with what to put down next and how to put it down. These will help them

³⁴ Finnochiro. M. et al., “The Foreign Language Learner”, A Guide for Teachers, (New York: Regent. 1980), p. 12.

³⁵ Wongsornthorn, A, “Techniques in Constructing English Test”. 1st ed., (Aksorncharoenthat, Bangkok. 1986), p. 13.

³⁶ Rita Rani Mandal, Cooperative Learning Strategies to Enhance Writing Skill, *The modern Journal of Applied Linguistic*, Vol. 1:2, (March 2009), p.34

discover something new about the language and also help them learn the language.³⁷

The number of International schools and universities in Thailand has increased and recently these institutions have become more popular among Thai parents. Writing skill has played an important role in the entrance examinations of these international schools and university program. It is one of the most important qualifications, which a lot of universities use to distinguish able students from weak students.

Students in universities write for many reasons. They write e-mails and letters because they want to keep in touch with family and friends. They write notes when they are listening to their teachers and professors. They write papers for their teachers or professors too. This kind of writing is called academic writing or thesis. It is different from other types of writing. It is more formal. It's also the style that teachers and professors expect from their students. Foreign language students and native speakers of English both have to learn how to write using the academic style.

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in university do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill.

To students, good at writing will bring many benefits for us. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English courses. With those benefits, writing is really very important to every student.

Nowadays, writing is also the key to success in college and university. Most context of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands. Proficient writers can adapt their writing flexibly to the context in which it takes place. Otherwise, almost university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Good at writing can help students get a good job. At present, many foreign

³⁷Raimes, A. **Techniques in teaching writing**. (China: Oxford University Press, 1983), p.2

companies need people with high writing skill level to help them makes contracts or documents in English.

2.9 Related Research Concerned of English Writing Problems

There have been a number of previous researches revealing English writing problems of EFL learners, which provides very practical guidelines of writing skill for the present study as follows:

According to Setiawan (2014), reported this study is to investigate about the challenges of teaching writing for young language learners, especially in Junior High School. This study used qualitative method in which two English teachers were interviewed to get information about teaching writing in terms of problems and solutions. The results revealed that teacher faced some problems in teaching writing for young language learners³⁸.

Nguyen Thanh Huy (2015) stated that discussed about problems effecting learning problems of writing skill. Writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields. However, many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small. In addition, there are a lot of mistakes in students' written works, this come from the less concentration on writing skill in most of students. This article mainly focus on the problems students often have in learning writing skill and the main reasons lead to these problems³⁹.

According to Shahrohan Binti Yaakob (2015), discussed this research was conducted to identify and investigate the factors affecting students writing skills in primary school. There are endless possibilities for appropriate solution to improve writing and it is impossible to investigate every single one there is in a research action however researcher has selected appropriate methods to elaborate the various factors affecting students' writing skills and to shows that the intensity of all parties were related to each other's. Writing skills are indispensable in lifelong learning, without proper writing skills from primary level soon students will encounter problems when pursuing higher education. Researcher acknowledged that it was evidently true that learning writing skill poses a number of problems to the students, as it is a skill that is difficult to master; teachers too faces great challenge to teach writing skills as students may sometimes find it confusing and difficult to understand

³⁸Setiawan. A. "The Challenges in Teaching Writing Skill at Junior High school: Problems and Solutions", **English Study Program, Faculty of Teacher Training and Education**, Jambi University (2014), p.12

³⁹Nguyen Thanh Huy, "Problems Affecting learning Writing Skill of Grade 11at Thong Linh High School", **Asian Journal of Education Research**, Vol. 3, No. 2, (2015), p.65

or failed to produce effective writing in English. The findings of the study revealed that there are a number of factors that contribute to poor writing skills among students and consequently, these factors affect the quality of student writing and the issues need to be addressed if students' writing skill is to be improved⁴⁰.

Oranoot. K. (2009) described that the study indicated that most of the students think that writing is the most difficult skill to learn. They think that content is the most important thing for good essay and their most serious problem is grammar. It also shows that the students often follow what they have learnt from the course, especially the organization of the essays when are in the process of writing. They sometimes face grammatical problems. Moreover, most of them agree that they often use informal language in their essay. However, almost all of them agree that the writing process really helps them improve their writing skill⁴¹.

Reported by Xiaoyu He (2016), English writing plays an indispensable part in EFL (English as a Foreign Language) learning for Chinese students, which accounts for a high score in an English test in China. And it is also a comprehensive reflection of students' abilities in L2 application. However, most non-English majors in vocational and technical colleges have great trouble in English writing and writing incorrect and inappropriate sentences ranks number one among all the English writing problems. English writing teaching is always a weak part in English teaching. The researcher conducted an eleven-week action research on basic sentence pattern translation drills among 50 non-English majors from 4 classes who didn't pass CET-3 in a Vocational and Technical College. Before the action research, students' writing problems were identified via questionnaire, sentence test and writing pretest. Then an eleven-week action plan was carried out and one adjustment was made to the plan in the light of results of interviews. Writing posttest was taken and another interview was made afterwards. It was found from data collection and analysis as well as analysis of students' writing samples that students could write correct sentences in English and their English writing scores and abilities improved a lot after the action research⁴².

Agreement with Hui-mien Tan (2017), Good English writing competence is widely recognized as an important skill for educational, business and personal

⁴⁰Shahrohan, B. Y. "Factors Affecting Students' Writing skills in Primary School", Bachelor of Education TESL (Primary Education), University Teknologi Mara, (December 2015), p.11

⁴¹Oranoot. K. "A Survey of Students' Writing Problems at Mahidol University International College in the Second Trimester of the Academic year 2008", Teaching English as a Foreign Language, Language Institute, Bangkok: Thammasat University, (March 2009), p.5

⁴²Xiaoyu He, "An Action Research on Improving Non-English Majors' English Writing by Basic Sentence Pattern Translation Drills", *Journal English Language Teaching; Canadian Center of Science and Education*, Vol.9, No.1. (January 2016), p.142

reasons. English writing instruction is thus assuming an increasing role in foreign language education. The present study seeks to explore EFL learners' major writing difficulties by analyzing the nature and distribution of their writing errors. The participants were 95 second year non-English majors of Kun Shan University. The error analysis revealed that the top four most commonly made errors were word choice, verb form, missing subject and verb tense. The major causes of these errors were attributable to limited vocabulary size, poor grammar knowledge and interference from first language. Six appropriate instructional strategies were suggested so that teachers can adopt a more effective approach to enhance students' writing proficiency⁴³.

Huang (2001)⁴⁴ stated that investigated the nature and distribution of different kinds of grammatical errors made by 46 English majors of a Taiwanese university. A total of 1700 errors were found and categorized into 13 error types. The top six common errors were (1) Verb, (2) Noun, (3) Spelling, (4) Article, (5) Word Choice and (6) Preposition.

⁴³Hui-mien Tan, "A Study of EFL Learners' Writing Errors and Instructional Strategies", Center for General Education, Kun Shan University, (19 December 2017), p.8

⁴⁴Huang, S.L. Error analysis and teaching Composition. **Master Thesis**. National Tsing Hua University. (2001), p.21

CHAPTER III

Research Methodology

This chapter totally describes the method for the study according to the objectives of the study, statement of the study questions and scope of the study. The researcher studies the problems of writing skill students of Mahachulalongkornrajavidyalaya University.

So the main purpose of the study in this thesis is to study the problems of writing skill of undergraduate students of Mahachulalongkoonrajavidyala University who are now studying English major. About methodology, it is mainly related to the element of observation, interviewing people, test, description and the analysis of data the researcher has found from the study. Therefore, this chapter can be divided into five major parts as follows:

3.1 Study design

3.2 Respondents and Sample Design

3.3 Tools of data collection

3.4 The Procedures used in the collection and analysis of the data

3.5 Methods of data analysis

3.1 Study Design

This research study is combined between quantitative and qualitative method. Which mainly purposes are to find out weakness aspects of students through questionnaires and conducting interviews to point out that problems and the solutions. The research process will be carried on 70 third year students, Bachelor of Arts, English major of Faculty of Humanities and 5 teachers. Every stage of data collection is managed step by step to make things easier and useful to value the study. The study design is, therefore, the most important part of data collection methods benefiting the study and help the study succeed in terms of data collection. The way of the study first begins with pre-test which is given to students. The information of this research study will be collected from English textbooks, and some English books written by foreign scholars. Additional information will be collected from other sources such as journals, articles, newspapers, encyclopedias, or modern IT media.

3.2 Respondents and Sample Design

3.2.1 The Respondents

The respondents of the study were 70 undergraduate students from the third year who are studying in the Faculty of Humanities in English program at the MCU main campus at Lamsai Sub-District, Wangnoi District, Ayuthaya Province. So, it is possible that the undergraduate students at this level have acquired sufficient English writing skills that are needed to be examined/ tested in this research.

3.2.2 Sample

The selection of participants is purposive sampling, there are 70 undergraduate students from the third year who are studying in the Faculty of Humanities in English program. The background will be used as the variables of study for information of respondents include Gender, age, Level of study, Academic year, Number of year studying English, IELTS test.

3.3 Tools of Data Collection

The research materials in this study consist of two tools that in-depth interview, and questionnaire, designed specifically for the study of English program third year students.

a. In-Depth Interview

This researcher will be asked about writing skill to teachers about problems of academic writing skill in this time.

b. Questionnaire

The questionnaire is developed by using questions it provides specific details, with space provided for further recommendation/suggestion. So the respondents take an average of 15-20 minutes.

Part 1: General Background Information

In this part, questions are comprised of questions on personal information, educational background, institutions and how many times they studied about writing skill before. The participants are asked about the general background information, gender, education background, English learning experience of the respondents. The consist of status Monk-Novice and Lay who are studying in, major English Program third year at Faculty of Humanities, Bachelor Degree in Mahachulalongkornrajavidyalaya University.

Part 2: The subjects' opinions on problems of writing skill

In this part, there were two main questions. The first questions asked which English skill the subjects think was the most difficult to learn. The second question was the heart of the questionnaire. There are seven part questions and

seventy two sub-questions asking the subjects to put “√” in the box that matches their behavior when they write an essay or something. These questions were dealing with how often the subjects do this behavior when write an essay or something by following the sequence of the writing process. The last question dealt with the conclusion by asking them whether they agree or disagree that the writing process really helps them to improve their writing skill.

There were six main sub-part of the second question, which was divided into six sections: (1) Vocabulary, (2) grammar section, (3) spelling section, (4) punctuation section, (5) planning/pre-writing section, (6) drafting/writing section, (7) revising/post-writing section.

Scoring in this part consists of answering one of five choices: always, usually, often, seldom and never. The criteria are classified as below;

Rating Score	Interpretation of the Score
1 (N)	Never
2 (S)	Seldom
3 (O)	Often
4 (U)	Usually
5 (A)	Always

Analyzing the data, the problems of English Writing skill and the ways to improve English Writing skill, that were created five levels in the following;

The average 4.50 – 5.0 means the highest level of problems

The average 3.50 – 4.49 means the high level of problems

The average 2.50 – 3.49 means moderately high level of problems

The average 1.50 – 2.49 means low level of problems

The average 1.00 – 1.49 means very low level of problems

Part 3: Comments or Recommendations

So in this final section of the questionnaire, questions were given to the undergraduate students and they were asked to write their suggestions on the proper strategy and suggestions on English writing skill for the students.

3.4 Procedures used in the collection and analysis of the data

Collecting data of the study is consisted of two methods, namely primary data and secondary data.

3.4.1 Primary Data

Primary data is directly collecting information from the target group of which is consisted of 70 bachelor degree students of Mahachulalongkornrajavidyalaya University, 5 English teachers, observation, and face to face interview. In part of questionnaire and observation, researcher makes up the questions and lets the students give the opinion to improve the writing skill of them. For in-depth interview, the researcher emphasized those who are professional in English such as English scholar of Mahachulalongkornrajavidyalaya University.

3.4.2 Secondary Data

Secondary data is collecting information from documentary survey like thesis, books, academic books, academic articles and journal. The information of this research study collected from English textbooks, and some English books written by foreign scholars. These things are used for supporting information and study.

3.4.3 Method of data collection

The research materials in this study consist of in-depth interview, and questionnaire designed specifically for the study of English program third year students.

In-Depth Interview

This researcher will be asked about writing skill to the teachers about problems of academic writing skill in this time.

Participant Observation

So in this part uses to observe overall performances and reactions about English writing skills of the respondents who participated in interview. So the observe is very important in this time researcher making.

Questionnaire

In this part, there are two main point of questionnaire as follows:

Part one consist of general information of participants

Part two consist of questions about writing skill problems. The first questions asked which English skill the subjects think was the most difficult to learn. Next, there were seven main sub-part of the third question, which was divided into seven sections:

- (1) grammar section,
- (2) spelling section,

- (3) punctuation section,
- (4) vocabulary section,
- (5) planning/pre-writing section,
- (6) drafting/writing section,
- (7) revising/post-writing section.

Part three Comments or Recommendations

So in this final section of the questionnaire, questions were given to the undergraduate students and they were asked to write their suggestions on the proper strategy and suggestions on English writing skill for the undergraduate students.

3.5 Method of data analysis

Statistical package for the Social Science (SPSS) program was used in order to analyze the collected data by using descriptive statistics that were appropriate for each part of the questionnaire and also analyze in-depth interview.

3.5.1 Part one: Percentages, frequencies, and means were used to describe the respondents' general background information.

3.5.2 Part two: Analyzing the first and second question in the questionnaire and also sub-questions of the third question from the questionnaire on the writing skill for 70 third year students of Mahachulalongkornrajavidyalaya University which is the consisted of respondents'

3.5.3 Part three: Analyzing the Comments or Recommendations of the respondents'

3.5.4 Part four: Analyzing the data from in-depth interview and note taking of five teachers about the problems and improving writing skill of students of third year of Mahachulalongkornrajavidyalaya University which is the consisted of respondents'

CHAPTER IV

Results of the Study

This chapter presents the result of data, analysis and interview's result. Then, the salient points of the findings of questionnaire for English writing skill problems and interview in the results of the study are divided into four points as the following:

4.1 Analysis of personal information of the participants.

4.2 The analysis of problems of English writing skill of Bachelor of Arts of the third year students of Humanities faculty, MCU

4.3 In-depth interview with five lecturers to find out the ways to solve the writing skill problems

4.1 Analysis of personal information

The data analysis results of the respondents are the basic of the students in Academic Year 2017 who are Bachelor of Arts of the students in English at Mahachulalongkornrajavidyalaya University, and the questionnaire are distributed to 70 person. Thereafter, the researcher uses frequency and percentage to analyze the data as shown in the following table.

Table 4.1.1 Shows status of participants'

Status of participants	Frequency	Valid Percent
Monk (male)	68	97.1%
Laity (female)	2	2.9%
Total	70	100.0%

After distribution of the questionnaires to the participants, there were 70 participants who returned the questionnaires. **Table 4.1.1** shows that the majority of the participants were Bachelor of Arts third year monk (Male) students in English,

consisting of 68 participants or 97.1%, while the minorities were Bachelor of Arts third year laity (Female) students in English, consisting of 2 participants or 2.9%.

Table 4.1.2 Shows nationality of participants'

Nationality	Frequency	Valid Percent
Thai	2	2.9%
Myanmar	64	91.4%
Cambodia	2	2.9%
Nepal	1	1.4%
Bangladesh	1	1.4%
Total	70	100.0%

Table 4.1.2 shows that most of participants were Bachelor of Arts third year Myanmar students, consisting of 64 participants or 91.4%, while 2 participants or 2.9% were Bachelor of Arts third year Thai students, there is 2 from Cambodia or 2.9%, there is only 1 participant or 1.4% of Bangladesh students and there is only 1 participant or 1.4% of Nepal students.

Table 4.1.3 Shows age of participants'

Age of participants	Frequency	Valid Percent
Between 20-30 years	40	57.1%
Between 31-40 years	20	28.6%
40 years up	10	14.3%
Total	70	100.0%

Table 4.1.3 shows that average age of participants between 20-30 years, consisting of 40 participants or 57.1%, while 20 participants or 28.6% had the age between 31-40 years, and 10 participants or 14.3% had the age 40 years up.

Table 4.1.4 Shows number of year studying of English of participants'

Number of years	Frequency	Valid Percent
0 to3	35	50.0%
4 to 6	25	35.7%
7 to 10	5	7.1%
more then 10	5	7.1%
Total	70	100.0%

Table 4.1.4 shows that average number of years studying English 0 to 3 years, consisting of 35 participants or 50%, while 25 participants or 35.7% had 4 to 6 years, 5 participants or 7.1% had 7 to 10 years and 5 participants or 7.1% had more than 10 years.

Table 4.1.5 Shows IELTS test of participants'

IELTS	Frequency	Valid Percent
Yes	2	2.9%
No	68	97.1%
Total	70	100.0%

Table 4.1.5 shows that IELTS test of participants that 2 or 2.9% said YES in IELTS test and 1 is passed. While 68 or 97.1% said NO.

Table 4.1.6 Shows favorite language of participants'

Favorite language	Frequency	Valid Percent
English	50	71.4%
Thai	10	14.3%
Chinese	10	14.3%
Bengali	0	0%
Total	70	100.0%

Table 4.1.6 shows that favorite language of participants that 50 participants or 71.4% is English, while 10 participants or 14.3% is Thai, next Chinese language favorite by 10 or 14.3%, and for Bengali language not found.

Table 4.1.7 Shows that most difficult to learn of participants'

Difficult to learn	Frequency	Valid Percent
Listening	10	14.3%
Speaking	5	7.1%
Writing	50	71.4%
Reading	5	7.1%
Total	70	100.0%

Table 4.1.7 shows that most difficult to learn that average participants 50 or 71.4% think about writing, while 10 or 14.3% think listening, then speaking 5 or 7.1% participants, last 5 or 7.1% participants thinks about reading problems.

4.2 Analysis of problems of English writing skills of Bachelor of Arts of the third year students at MCU

Table 4.2.1 Analysis of English Grammar Section

N =Never, S =Seldom, U=Usually, O=Often, A=Always

No	Statement	N	S	U	O	A	\bar{x} Mean	SD
		%	%	%	%	%		
1	I afraid of grammar		42.9	42.9	7.1	7.1	2.79	.866
2	I find difficulties in grammar	2.9	28.6	7.1	11.4	50.0	3.77	1.395
3	I don't understand tense	14.3	7.1	28.6	42.9	7.1	3.21	1.153
4	I find difficulties in clause	4.3	12.9	27.1	30.0	25.7	3.60	1.134
5	I find problem in sentence structures	14.3	7.1	17.1	41.4	20.0	3.46	1.293
6	I better at English Grammar usage	22.9	8.6	38.6	17.1	12.9	2.89	1.303
	TotalN- 70						=3.28	=1.190

This table 4.2.1 indicated that, question no.1, 42.9% of respondents seldom, 42.9% usually, 7.1% often, and 7.1% of respondents always that afraid of grammar (mean \bar{x} =2.79). Question no.2, mean \bar{x} =3.77 indicated that 50.0% of respondents always, 28.6% seldom, 11.4% often, 7.1% usually that difficulties in grammar while 2.9% of respondents never find.

Then, question no.3, 42.9% of respondents often, 28.6% usually, 7.1% seldom, 7.1% always and 14.3% respondents never that don't understand tense (mean \bar{x} =3.21). Question no.4, mean \bar{x} =3.60 indicated that 30.0% often find difficulties in clause, 27.1% usually, 25.7% always, 12.9% seldom, and 4.3% respondents never that find difficulties in clause.

Finally, question no.5, 41.4% of respondents often finds problem in sentence structures, 20.0% always, 17.1% usually, 14.3% never and 7.1% respondents' seldom find problem in sentence structures (mean \bar{x} =3.46). Question no.6, mean \bar{x} =2.89 indicated that 38.6% of respondents usually better at English

Grammar usage, 22.9% never, 17.1% often, 12.9% always and 8.9% of respondents' seldom better at English Grammar usage.

It can be concluded that overall mean $\bar{x} = 3.28$ reported that students have moderately high level of problems in grammar.

Table 4.2.2 Analysis of English Spelling Section

N =Never, S =Seldom, U=Usually, O=Often, A=Always

No	Statement	N	S	U	O	A	\bar{x} Mean	SD
		%	%	%	%	%		
1	I find spelling problem when I write	2.9	12.9	30.0	32.9	21.4	3.57	1.057
2	I mistake spelling	1.4	25.7	18.6	35.7	18.6	3.44	1.112
3	I study about spelling	5.7	18.6	34.3	34.3	7.1	3.19	1.011
4	I need help from friends	37.1	10.0	38.6	5.7	8.6	2.39	1.277
	Total N- 70						=3.14	=1.064

Table 4.2.2 indicated that question no.1, 32.9% of respondents often find spelling problem when they write, 30.0% usually, 21.4% always, 12.9% seldom and 2.9% of respondents never find spelling problem when they write (mean $\bar{x} = 3.57$). Question no.2, where mean $\bar{x} = 3.44$ indicated that 35.7% of respondents often mistake spelling, 25.7% seldom, 18.6% usually, 18.6% always and 1.4% never mistake spelling.

Next, question no.3, 34.3% of respondents usually study about spelling, 34.3% often, 18.6% seldom, 7.1% always and 5.7% of respondents never study about spelling when mean $\bar{x} = 3.19$. Question no.4, 38.6% of respondents usually need help from friends for spelling, 37.1% never, 10.0% seldom, 8.6% always and 5.7% often need help from friends for spelling while writing (mean $\bar{x} = 2.39$).

It can be concluded that overall mean $\bar{x} = 3.14$ reported that students have moderately high level of problems in spelling problem in writing skill.

Table 4.2.3 Analysis of Punctuation Section

N =Never, S =Seldom, U=Usually, O=Often, A=Always

No	Statement	N	S	U	O	A	\bar{x} Mean	SD
		%	%	%	%	%		
1	I have problem about punctuation	52.9	18.6	28.6			1.76	.875
2	I study on punctuation	44.3	8.6	45.7	1.4		2.04	.984
3	Is it important in writing				64.3	35.7	4.36	.483
	Total N - 70						=2.72	=2.356

As indicated in **table 4.2.3** which shows that punctuation level of English writing skill. Question no.1, 52.9% of respondents never have problem about punctuation in writing English, 28.6% usually and 18.6% seldom have problem about punctuation (mean \bar{x} =1.76) while often and always never found.

Question no.2, 45.7% of respondents usually study on punctuation, 44.3% never study on punctuation, 8.6% seldom and 1.4% respondents often study on punctuation when mean \bar{x} =2.04.

Question no.3, 64.3% of respondents often think that punctuation is important in writing, 35.7% always think that punctuation is important in writing while mean \bar{x} =4.36.

It can be concluded that overall mean \bar{x} =2.72 reported that students have punctuation problems in writing moderately high level of problems.

Table 4.2.4 Analysis of Vocabulary Section

N =Never, S =Seldom, U=Usually, O=Often, A=Always

No	Statement	N	S	U	O	A	\bar{x} Mean	SD
		%	%	%	%	%		
1	Is it important for Writing			11.4	22.9	65.7	4.54	.695
2	I have problem of Vocabulary	4.3		55.7	30.0	10.0	3.41	.843

3	I learn vocabulary				67.1	32.9	4.33	.473
4	My English vocabulary is more accurate than before	7.1	15.7	54.3	22.9		2.93	.822
	Total N - 70						=3.80	=0.708

Table 4.2.4 shows that vocabulary skill level in English writing. Question no.1, mean \bar{x} =4.54 indicated that 65.7% of respondents are always think that vocabulary is very important, 22.9% often and 11.4% usually think that think that vocabulary is very important.

Question no.2, 55.7% of respondents have vocabulary problem, 30.0% usually, 10.0% always and 4.3% of respondents don't have vocabulary problem while mean \bar{x} =3.41 and seldom never found.

Question no.3, the mean \bar{x} =4.33 indicated that 67.1% of respondents often learn vocabulary, 32.9% always learn vocabulary.

Question no.4, by the mean \bar{x} =2.93 show that 54.3% of respondents think that their English vocabularies are more accurate than before, 22.9% often, 15.7% seldom and 7.1% respondents never think that their English vocabularies are more accurate than before.

It can be concluded that overall mean \bar{x} =3.80 reported that students have high level of problems in vocabulary.

Table 4.2.5 Analysis of Planning / Pre-Writing Section

N =Never, S =Seldom, U=Usually, O=Often, A=Always

No	Statement	N	S	U	O	A	\bar{x} Mean	SD
		%	%	%	%	%		
1	I read instruction of my essay			40.0	48.6	11.4	3.71	.663
2	I understand the topic			71.4	21.4	7.1	3.36	.615
3	I consider the topic interesting and relevant				64.3	35.7	4.36	.483
4	I know who is the audience is	5.7	4.3	24.3	41.4	24.3	3.74	1.059

5	I understand the purpose of the essay. (e.g. illustration, compare/contrast, or classification	18.6	30.0	40.0	11.4		2.44	.927
6	I gather information by <ul style="list-style-type: none"> • Applying my personal experiences • Asking friend • Using the internet • Other sources (besides the internet e.g. library, books, magazines, newspaper etc.) 			31.4	68.6		3.69	.468
7	I plan my essay by <ul style="list-style-type: none"> • simple listing • Outlining • Brainstorming (group activity) • Clustering (mind mapping) • Using Wh-questions • Freewriting 	10.0	10.0	34.3	30.0	15.7	3.31	1.161
	Total N - 70						=3.51	=0.768

Table 4.2.5 Explain the analysis of Planning / Pre-Writing. Question no.1, the mean \bar{x} =3.71 indicated that the majority of the respondents 48.6% often read instruction of my essay, 40.0% usually, 11.4% always read instruction of my essay.

Then, question no.2, 71.4% of respondents usually understand the topic, 21.4% often and 7.1% always understand the topic with mean \bar{x} =3.36, while question no3, 64.3% of respondents often consider the topic interesting and relevant, 35.7% always consider the topic interesting and relevant with the mean \bar{x} =4.36.

Furthermore, question no.4, 41.4% of respondents often know who is the audience is, 24.3% usually, 24.3% always, 5.7% never and 4.3% seldom know who is the audience is with the mean $\bar{x} = 3.74$. Also, question no.5, 40.0% of respondents usually understands the purpose of the essay. (e.g. illustration, compare/contrast, or classification, 30.0% seldom, 18.6% never, 11.4% often understand the purpose of the essay. (e.g. illustration, compare/contrast, or classification (mean $\bar{x} = 2.44$)

On the other hand, question no.6, 68.6% of respondents often gather information by, applying my personal experiences, asking friend, using the internet, other sources (besides the internet e.g. library, books and 31.4% of respondents usually gather information by, applying my personal experiences, asking friend, using the internet, other sources (besides the internet e.g. library, books with the mean $\bar{x} = 3.69$. Also, question no.7, mean $\bar{x} = 3.31$ indicated that 34.3% of respondents usually plan their essay by, simple listing, outlining, brainstorming (group activity), clustering (mind mapping), using Wh-questions, free writing; 30.0% often, 15.7% always, 10.0% never and 10.0% of respondents seldom plan their essay by, simple listing, outlining, brainstorming (group activity), clustering (mind mapping), using Wh-questions, free writing.

It can be concluded that overall mean $\bar{x} = 3.51$ reported that students have high level of problems in Planning / Pre-Writing before writing.

Table 4.2.6 Analysis of Drafting/ Writing Section

N =Never, S =Seldom, U=Usually, O=Often, A=Always

No	Statement	N	S	U	O	A	\bar{x} Mean	SD
		%	%	%	%	%		
1	My essay start with an introductory paragraph	4.3		35.7	45.7	14.3	3.66	.883
2	My thesis statement is located at the end of the introductory paragraph			34.3	51.4	14.3	3.80	.672
3	My thesis statement summarizes with my entire essay		12.9	17.1	70.0		3.57	.714
4	I follow my outline when I write my			10.0	72.9	17.1	4.07	.520

	essay							
5	I have three body paragraph in my essay			31.4	50.0	18.6	3.87	.700
6	My body paragraph start with a topic sentence			10.0	22.9	67.1	4.57	.672
7	My topic sentence support my thesis statement	2.9		10.0	82.9	4.3	3.86	.621
8	My topic sentence is a summary of my paragraph's content		12.9	21.4	54.3	11.4	3.64	.852
9	Each body paragraph covers only main idea			62.9	37.1		3.37	.487
10	Each general idea supports my topic sentence	1.4	4.3	50.0	38.6	5.7	3.43	.734
11	Each specific detail and example supports general details			80.0	20.0		3.20	.403
12	My body paragraph has one concluding sentence		11.4	71.4	11.4	5.7	3.11	.671
13	My body paragraphs are logically and sequentially related		17.1	57.1	25.7		3.09	.654
14	I use transition words to connect my body paragraph	21.4	18.6	41.4	15.7	2.9	2.60	1.082
15	My concluding paragraph summarizes all the main points of my	30.0	11.4	40.0	18.6		2.47	1.113

	essay							
16	My concluding paragraph starts with concluding sentences	21.4	18.6	20.0	40.0		2.79	1.190
17	My concluding sentence restates (or uses other words with same meaning) the thesis statement	5.7	20.0	58.6	15.7		2.84	.754
18	I read the previous sentences from time to time while I write the essay If yes, please specific why----- If never, please specific why---			77.1	18.6	4.3	3.27	.536
19	I know what the red and green lines appearing in Microsoft Word mean			40.0	45.7	14.3	3.74	.695
20	I correct the red and green line				70.0	30.0	4.30	.462
21	I use the following dictionaries when I write the essay – <ul style="list-style-type: none"> ● English – English ● Your own language – English ● English – your own language 		5.7		75.7	18.6	4.07	.644

	<ul style="list-style-type: none"> ● Electronic dictionary 							
22	<p>I use a dictionary to find</p> <ul style="list-style-type: none"> ● Meaning ● Part of speech ● Correct spelling ● How the words are constructed in the sentences 			14.3	50.0	35.7	4.21	.679
23	I write with fragmented or incomplete sentences				52.9	47.1	4.47	.503
24	I write by using informal language like when I speak		8.6	30.0	28.6	32.9	3.86	.982
25	I write some sentences or phrases in my essay that I have heard native speakers use		25.7	61.4	12.9		2.87	.612
26	I write some sentences or phrases in my essay that I have heard/read from songs, movies or the internet	7.1	5.7	21.4	47.1	18.6	3.64	1.077
	Total N - 70						=3.55	=0.692

Table 4.2.6 shows that analysis of Drafting/ Writing skill of respondents. Question no.1, the mean $\bar{x} = 3.66$ indicated that 45.7% of respondents often essay start with an introductory paragraph, 35.7% usually, 14.3% always, and 4.3% of respondents never essay start with an introductory paragraph.

Question no.2, the mean $\bar{x} = 3.80$ indicated that 51.4% of respondents often thesis statement is located at the end of the introductory paragraph, 34.3% usually, 14.3% always thesis statement is located at the end of the introductory paragraph. Also, question no.3, 70.0% of respondents often thesis statement summarizes with my entire essay, 17.1% usually, 12.9% of respondents seldom thesis statement summarizes with my entire essay when mean $\bar{x} = 3.57$.

Next, question no.4, the mean $\bar{x} = 4.07$ indicated that 72.9% of respondents often follow their outline when I write my essay, 10.0% usually, 17.1% always follow their outline when they write their essay. Also, question no.5, 50.0% of respondents often have three body paragraph in their essay, 31.4% usually, 18.6% of respondents always have three body paragraph in their essay when mean $\bar{x} = 3.87$.

Furthermore, question no.6, the mean $\bar{x} = 4.57$ indicated that 67.1% of respondents always body paragraph start with a topic sentence, 10.0% usually, 22.9% of respondents often body paragraph start with a topic sentence. Also, question no.7, 82.9% of respondents often topic sentence support my thesis statement, 10.0% usually, 4.3% of respondents always and 2.9% never topic sentence support my thesis statement when mean $\bar{x} = 3.86$.

Next, question no.8, the mean $\bar{x} = 3.64$ indicated that 54.3% of respondents often topic sentence is a summary of their paragraph's content, 21.4% usually, 12.9% of respondents seldom topic sentence is a summary of their paragraph's content and 11.4% always. Also, question no.9, 62.9% of respondents usually each body paragraph covers only main idea, 37.1% of respondents often each body paragraph covers only main idea when mean $\bar{x} = 3.37$.

On the other hand, question no.10, the mean $\bar{x} = 3.43$ indicated that 38.6% of respondents often each general idea supports their topic sentence, 50.0% usually, 4.3% of respondents seldom and 5.7% always and 1.4% of respondents never use each general idea supports their topic sentence. Also, question no.11, 80.0% of respondents usually use each specific detail and example supports general details, 20.0% of respondents often use each specific detail and example supports general details when mean $\bar{x} = 3.20$.

Next, question no.12, the mean $\bar{x} = 3.11$ indicated that 71.4% of respondents usually their body paragraph has one concluding sentence, 11.4% often, 11.4% seldom, 5.7% of respondents always their body paragraph has one concluding sentence. Also, question no.13, 57.0% of respondents usually their body paragraphs are logically and sequentially related, 25.7% often and 17.1% of respondents seldom their body paragraphs are logically and sequentially related when mean $\bar{x} = 3.09$.

Next, question no.14, the mean $\bar{x} = 2.60$ indicated that 41.4% of respondents usually they use transition words to connect my body paragraph, 15.7% often, 18.6% seldom, 21.4% never, and 2.9% of respondents always they use transition words to connect my body paragraph. Also, question no.15, 40.0% of respondents usually their concluding paragraph summarizes all the main points of their essay, 18.6% often, 30.0% never and 11.4% of respondents seldom their concluding paragraph summarizes all the main points of their essay when mean $\bar{x} = 2.47$.

Next, question no.16, the mean $\bar{x} = 2.79$ indicated that 20.0% of respondents usually their concluding paragraph starts with concluding sentences, 40.0% often, 18.6% seldom, 21.4% of respondents never their concluding paragraph starts with concluding sentences. Also, question no.17, 58.6% of respondents usually their concluding sentence restates (or uses other words with same meaning) the thesis statement, 15.7% often, 5.7% never and 20.0% of respondents seldom their concluding sentence restates (or uses other words with same meaning) the thesis statement when mean $\bar{x} = 2.84$.

Furthermore, question no.18, the mean $\bar{x} = 3.27$ indicated that 77.1% of respondents usually they read the previous sentences from time to time while I write the essay, 18.6% often, and 4.3% of respondents always they read the previous sentences from time to time while I write the essay. Also, question no.19, 45.7% of respondents often they know what the red and green lines appearing in Microsoft Word mean, 40.0% usually, and 14.3% of respondents always they know what the red and green lines appearing in Microsoft Word mean when mean $\bar{x} = 3.74$.

Next, question no.20, the mean $\bar{x} = 4.30$ indicated that 70.0% of respondents often they correct the red and green line, 30.0% of respondents always correct the red and green line. Also, question no.21, 75.7% of respondents often they use the following dictionaries when they write the essay – English – English, Your own language – English, English – your own language, Electronic dictionary, 18.6% always, and 5.7% of respondents seldom they use the following dictionaries when they write the essay – English – English, Your own language – English, English – your own language, Electronic dictionary when mean $\bar{x} = 4.07$.

Next, question no.22, the mean $\bar{x} = 4.21$ indicated that 50.0% of respondents often they use a dictionary to find, meaning, Part of speech, Correct spelling, How the words are constructed in the sentences, 35.7% always, and 14.3% of respondents usually they use a dictionary to find, meaning, Part of speech, Correct spelling, How the words are constructed in the sentences. Also, question no.23, 52.9% of respondents often they write with fragmented or incomplete sentences, 47.1% of respondents always they write with fragmented or incomplete sentences when mean $\bar{x} = 4.47$.

Next, question no.24, the mean $\bar{x} = 3.86$ indicated that 32.9% of respondents always they write by using informal language like when they speak, 30.0% usually, 28.6% often and 8.6% of respondents seldom they write by using informal language like when they speak. Also, question no.25, 61.4% of respondents usually they write some sentences or phrases in my essay that they have heard native speakers use, 25.7% seldom, and 12.9% of respondents often they write some sentences or phrases in my essay that they have heard native speakers use when mean $\bar{x} = 2.87$.

Finally, question no.26, the mean $\bar{x} = 3.64$ indicated that 47.1% of respondents often they write some sentences or phrases in my essay that they have heard/read from songs, movies or the internet, 21.4% usually, 18.6% always, 7.1% never and 5.7% of respondents seldom they write some sentences or phrases in my essay that they have heard/read from songs, movies or the internet.

It can be concluded that overall mean $\bar{x} = 3.55$ reported that students have high level of problems in Drafting/ Writing.

Table 4.2.7 Analysis of revising/ Post- Writing section

N =Never, S =Seldom, U=Usually, O=Often, A=Always

No	Statement	N	S	U	O	A	\bar{x} Mean	SD
		%	%	%	%	%		
1	When I finish my first draft, I read it before submit to my teacher			50.0	40.0	10.0	1.03	.168
2	I check the content and organization of my essay and revise them accordingly			38.6	38.6	22.9	3.60	.668
3	I ask my friends to read and give comments/ suggestions regarding my essay	10.0	5.7	48.6	35.7		3.10	.903
4	After my teacher return the first draft, I see a lot of red mark		31.4	38.6	30.0		2.99	.789

5	I understand the correction symbols that my teacher uses		7.1	65.7	18.6	8.6	3.29	.725
6	I can correct the mistakes by myself	14.3	12.9	38.6	20.0	14.3	3.07	1.220
7	I cannot correct the mistakes by myself, so <ul style="list-style-type: none"> ● I ask my friends to correct the mistakes for me ● I ask my friends to revise my essay ● I ask my teachers to explain my mistakes 	8.6	38.6	24.3	24.3	4.3	2.77	1.052
8	I read and check my essay before I submit the final draft			45.7	48.6	5.7	3.60	.600
9	After my teacher gives the essay back to me with the grade, I see unexpected new mistakes		28.6	37.1	28.6	5.7	3.11	.894
10	I understand the mistakes	2.9	4.3	55.7	17.1	20.0	3.47	.959

11	I try to study my mistakes, and be aware of the mistakes when I write the new essay			47.1	45.7	7.1	3.60	.623
	Total N - 70						=3.05	=0.781

Table 4.2.7 shows that analysis of revising/ Post- Writing of writing skill. Question no.1, the mean \bar{x} =3.60 indicated that 50.0% of respondents usually When they finish their first draft, they read it before submit to teacher, 40.0% often, 10.0% of respondents always When they finish their first draft, they read it before submit to teacher.

Next, question no.2, the mean \bar{x} =3.84 indicated that 38.6% of respondents usually check the content and organization of their essay and revise them accordingly, 38.6% often, 22.9% of respondents always check the content and organization of their essay and revise them accordingly. Also, question no.3, 48.6% of respondents usually ask their friends to read and give comments/ suggestions regarding the essay, 35.7% often, 10.0% never and 5.7% of respondents seldom ask their friends to read and give comments/ suggestions regarding the essay when mean \bar{x} =3.10.

Furthermore, question no.4, the mean \bar{x} =2.99 indicated that 38.6% of respondents usually after their teacher return the first draft, they see a lot of red mark, 31.4% seldom, 30.0% of respondents often after their teacher return the first draft, and they see a lot of red mark. Also, question no.5, 65.7% of respondents usually understand the correction symbols that teacher uses, 18.6% often, 8.6% always and 7.1% of respondents seldom understand the correction symbols that teacher uses when mean \bar{x} =3.29.

On the other hand, question no.6, the mean \bar{x} =3.07 indicated that 38.6% of respondents usually can correct the mistakes by themselves, 20.0% often, 14.3% always, 14.3% never, and 12.9% of respondents' seldom can correct the mistakes by themselves. Also, question no.7, 38.6% of respondents seldom cannot correct the mistakes by myself, so they ask my friends to correct the mistakes for me, they ask my friends to revise my essay, they ask my teachers to explain my mistakes, 24.3% often, 24.3% usually, 8.6% never and 4.3% of respondents always cannot correct the mistakes by myself, so they ask my friends to correct the mistakes for me, they ask my friends to revise my essay, they ask my teachers to explain my mistakes when mean \bar{x} =2.77.

Next, question no.8, the mean $\bar{x} = 3.60$ indicated that 48.6% of respondents often can read and check essay before they submit the final draft, 45.7% usually, 5.7% of respondents always can read and check essay before they submit the final draft. Also, question no.9, 37.1% of respondents usually after their teacher gives the essay back to them with the grade, they see unexpected new mistakes, 28.6% seldom, 28.6% often, 5.7% of respondents always after their teacher gives the essay back to them with the grade, they see unexpected new mistakes when mean $\bar{x} = 3.11$.

Finally, question no.10, the mean $\bar{x} = 3.47$ indicated that 55.7% of respondents usually understand the mistakes, 20.0% always, 17.1% often, 4.3% seldom, and 2.9% of respondents never understand the mistakes. Also, question no.11, 47.1% of respondents usually try to study their mistakes, and be aware of the mistakes when they write the new essay, 45.7% often, 7.1% of respondents always try to study their mistakes, and be aware of the mistakes when they write the new essay when mean $\bar{x} = 3.60$.

It can be concluded that overall mean $\bar{x} = 3.05$ reported that students have moderately high level of problems Revising/ Post- Writing.

4.3 In-depth interview with five Lecturers to find out ways to solve Writing skill problems

Due to the magnitude of the studies, there is a need to collect as much significant data as possible from the selected lecturers who teach in international program in order to be able to accomplish a deeper understanding of the external and internal factors hindering the English speaking skill for oral presentation. Five lecturers were interviewed. The data obtained from the lecturers are presented as follows:

4.3.1 Dr. Kham-lang Kongsin, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity⁴⁵.

1. Q: What are the problems of writing skill of students of MCU?

He replied that writing skill is the most important skill in English language. There many problems third year students of MCU. He also said that students are often mistake in spelling which is very important in writing. Students are also cannot remembering proper words.

2. Q: what is the way to solve writing skill problems of students of MCU?

Dr. Kham-lang Kongsin stated that we should practice writing every day because it is so difficult. Also said that should try to utter English sound every day.

⁴⁵Interview with Dr. Kham-lang Kongsin, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity (18th December 2017)

Next he said to practice in writing from texts. We should try to practice writing model texts. Student should focus on vocabularies on daily routine, basic grammar and have to first know the importance of parts of speech. This can help students write their own work more than usual. Students should have good attitude towards English and love English. They need to practice writing a lot, and at the same time they should practice reading their own work. This will help them improve other skills. When they starting, they should use simple sentence. After being good at English grammar, they can start to write English sentence with conjunctions. However, teachers should set in details about noun, verb, adjective and adverb etc. teachers should have students practice writing everyday and practice pronunciation on their work. The best way to write English, we should use correct models and good sample sentences from English books, which is the policy to learning writing English. Teachers should much give students the inspiration and give them award when they have done good jobs.

4.3.2 Assoc. Prof. Dr. Preecha Kanetnok, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity⁴⁶.

1. Q: What are the problems of writing skill of students of MCU?

He replied that there are many writing problems of third year students. The main problem is about good grammar. This is very important for writing. They always mistake about grammar. Another problem is that sentence combining. They don't know about sentence structure. Next, they always mistake of spelling. Sometimes students forget about spelling. And most important problems is lack of vocabulary. They don't learn vocabulary. So students can't write a sentence.

2. Q: what is the way to solve writing skill problems of students of MCU?

I would like suggest to my students to practice writing again and again and don't miss homework. Next, I advise my students to practice English grammar. It's the most important. Also, they should learn many vocabularies. If they know many words, they could write very well. And they have to know how to use words properly. Moreover, I suggest to my students to practice reading. Because, if they read more, they also can write more. They should read articles, books, and English newspaper. They also have to learn about sentence structures that how arrange a sentence.

⁴⁶Interview with **Assoc. Prof. Dr. Preecha Kanetnok**, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity (18th December 2017)

Teachers should find interesting ways in teaching in order to make students enthusiastic when they start to write their work for those teachers who wants to have their students get improve in English writing skill. In terms of grammar usage, generally speaking, when people converse to each other, grammar seems not important that much because the point in only about communication. However, grammar is important for writing skill. To practice English grammar by writing diary is an interesting way. Students who usually don't like writing will be against this. Teachers, therefore, have to find useful solution for this in order that students can enjoy and practice writing their writing consistently.

4.3.3 Asst. Prof. Dr. Veerakarn Kanokkamalade, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity⁴⁷.

1. Q: What are the problems of writing skill of students of MCU?

He stated that from my teaching experience; almost of students have the problems in writing skill because writing is not easy. Even through in the curriculum we have many subjects concerning writing but students still lack this skill. The problems may come from the person who is working as teachers because the teachers may lack experience in teaching English grammar leading to the problems in writing skill afterwards.

2. Q: what is the way to solve writing skill problems of students of MCU?

He suggested that to be good in writing, students have to pay much attention to English grammar learning and structure of English language. Practice makes perfect, so students have to practice writing as much as they can such as practice writing in daily life, pay attention to reading for every kind of books because it leads to be good at writing skill dramatically.

4.3.4 Assoc. Prof. Nilratana Klinchan, Instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity⁴⁸

1. Q: What are the problems of writing skill of students of MCU?

⁴⁷Interview with **Asst. Prof. Dr. Veerakarn Kanokkamalade**, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity (18th December 2017)

⁴⁸Interview with **Assoc. Prof. Nilratana Klinchan**, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity (20th December 2017)

He stated that writing is very much important for students who want to improve any kinds of language in the world. So he said that in his teaching experience, he see many writing problems of students. Firstly, the absent of practice writing skill often. Students are don't practice their homework regularly. This is example of their lack practice. Secondly, lack knowledge of vocabulary. They don't practice English words. Next, they are not interesting in learning writing skill. Sometimes they are feeling so bore.

2. Q: what is the way to solve writing skill problems of students of MCU?

He suggested that in some ways students can solve the writing skill problem. Firstly, to improve writing, students have to practice a lot. They should do their homework every day. Secondly, students have learned many vocabularies. Many words have them to writing sentences. Thirdly, students have to learn grammar and writing structure. It's very important for writing skill.

I always give some comments and feedbacks to my student after they have already written homework; I will point out their weak point and strong point to them in order to let them know which parts of writing they should improve. Each of my student have the different level of English writing skill, I sometimes call low level writing skill students, I will advise the techniques to fix their weak points. I thought that encouragement is important to arouse them to practice, because I believe that everyone has great potentiality, they can be improve as much as they can. My suggestions are for writing skill.

Writing can sometimes help people communicate to one another precisely. Nowadays, we can get a great deal of information, namely; on internet, television, radio and books which conclude all magazines. Therefore, writing process is crucial for communication. People communication to each other in various ways and one of those is writing. Without writing, communication process may not be perfect. Improving English grammar usage by writing is so much important opportunity for students because when they disrobe from here and get jobs, writing will absolutely help them to get good jobs. Besides, in writing, there are many kinds of text which students can choose the appropriate one for themselves. Importantly, students have to pay much attention to practice writing because good practicing will lead students to the goal that they all wish to see. However, most of students are now quite lazy to practice homework; it is an obstacle of students and teachers.

4.3.5 Assist. Teacher Phra Thitawong Anuttaro, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity⁴⁹

1. Q: What are the problems of writing skill of students of MCU?

He stated that students have big problems about spelling in words. They are always mistake spelling. Its means they have lack knowledge of vocabulary. Another problem is that sentence structure. They are often mistake on grammar structure. Next problems are about beginning concept. They don't know how start writing. They also don't know how to write Introduction, Body and conclusion. They should write step by step. Students don't learn about Academic writing system. So they always mistake in writing.

2. Q: what is the way to solve writing skill problems of students of MCU?

I will give some my suggestions through my experience, if you want to practice English writing, you should love it. He states that about developing English ability, four skills are same important. When we talk about writing, students will be afraid because writing skill, in their own opinion, it is boring and difficult. If we have interesting ways to improve students' ability in writing English grammatically, it will attract to students and help them to develop easier and faster and writing will not be boring anymore. Moreover, it will be beneficial for those who love writing; they will have good opportunity to improving their writing skill. Writing is considered to be the last skill which students have to know and improve as the step of four skills are listening, speaking, reading and writing. Technically speaking, listening and reading are the skills which are hard to find and get improved because Thai people use Thai language as a mother tongue. Therefore, reading and writing play more important role. Students can choose either reading and writing when their first study. When students read a lot, writing skill will come along automatically. More importantly, students themselves have to pay attention when they want to study or practice anything because this will help them get improved well and continuously and make them love English.

4.4 Summary of analysis on the Problems of writing skill of students of MCU

4.4.1 The Results of general background information

⁴⁹Interview with Assist. Teacher Phra Thitawong Anuttaro, instructor of English linguistic subject and English language, Department of Foreign Language, Faculty of Humanity (20th December 2017)

A. Information on gender of students result that the majority of the participants were Bachelor of Arts third year monk (Male) students in English, consisting of 68 participants or 97.1%, while the minority were Bachelor of Arts third year laity (Female) students in English, consisting of 2 participant or 2.9%.

B. Information on country of students that most of participants were Bachelor of Arts third year Myanmar students, consisting of 64 participants or 91.4%, while 2 participants or 2.9% were Bachelor of Arts third year Thai students, there is 2 from Cambodia or 2.9%, there is only 1 participant or 1.4% of Bangladesh students and there is only 1 participant or 1.4% of Nepal students.

C. Information on age of students that average age of participants between 20-30 years, consisting of 40 participants or 57.1%, while 20 participants or 28.6% had the age between 31-40 years, and 10 participants or 14.3% had the age 40 years up.

D. Information on years of studying English that average number of years studying English 0 to 3 years, consisting of 35 participants or 50%, while 25 participants or 35.7% had 4 to 6 years, 5 participants or 7.1% had 7 to 10 years and 5 participants or 7.1% had more than 10 years.

4.4.2 The results of seven sections

A. Analysis of problem of English Grammar Section

Overall mean \bar{x} =3.28 reported that students have moderately high level of problems in grammar

B. Analysis of English Spelling Section

Overall means \bar{x} =3.14 reported that students have moderately high level of problems in spelling problem in writing skill.

C. Analysis of Punctuation Section

Overall means \bar{x} =2.72 reported that students have punctuation problems in writing moderately high level of problems.

D. Analysis of Vocabulary Section

Overall means \bar{x} =3.80 reported that students have high level of problems in vocabulary.

E. Analysis of Planning/ Pre-writing Section

Overall means \bar{x} =3.51 reported that students have high level of problems in Planning / Pre-Writing before writing.

F. Analysis of Drafting/ writing section

Overall means \bar{x} =3.55 reported that students have high level of problems in Drafting/ Writing.

G. Analysis of Revising/ Post- writing Section

Overall mean \bar{x} = 3.05 reported that students have moderately high level of problems Revising/ Post- Writing.

4.5 Summary of interview five lecturers

Researcher found some problems of third year students of Faculty of Humanities after taking interview five lecturers:

1. Grammar
2. Vocabulary
3. Spelling
4. Writing process
5. Punctuation problem
6. Lack Motivation
7. Writing practice
8. Level of different student

Researcher found the ways to solve of the problems of writing skill by after taking interview five Lectures which was suggested to improving writing skill for the students:

1. Must study Syntax
2. Learn grammar
3. Learn Mechanics of writing
4. Organization of writing
5. Learn Vocabulary
6. Giving rewards and punishment
7. Practice in the classroom
8. Using technology

According to interview of five lectures that 3rd year students have a lot of problems in English writing skill. Students have grammar problem. This is the main problem. They also have lack knowledge of vocabulary. Students are always mistake spelling. Next, they are not good at writing process. So they are getting low score in writing. Lectures are suggested that students should learn grammar. Also suggested that they must learn many vocabularies. It will help them to write. Students have to study on spelling. It's very important for writing. They also said that students have to learn about writing process that how to write essay and paragraph. Students have to practice more and more. After that they can improve in their writing skill.

CHAPTER V

Conclusion, Discussion and Suggestions

This chapter identifies that the conclusions of the study, discussions, and suggestion for further study. This study investigates the problems of writing skill students of the third year students, majoring in English (International program) Mahachulalongkornrajavidyalaya University (Main Campus). The conclusion relates directly to the research objectives (1) to study of the problems of English writing skill of students of Mahachulalongkornrajavidyalaya University, (2) to study the way to solve the problems of the English writing skill of students of Mahachulalongkornrajavidyalaya University. They have represented the contribution to knowledge, significance of the study in chapter 1 and 2. For the discussion, it refers to the objectives, and research questions. The meaning of results was evaluated and interpreted with the scope and procedure of research. The research instruments and data collection used in the study were questionnaire and in depth interview. The statistical procedure used in this study were mean, percentage, standard deviation by SPSS program as well as a depth interview involved lecturer' opinion about writing skill problem of third year student.

This chapter has divided into 3 parts as the following:

1. Conclusion
2. Discussion of the finding
3. Suggestions for the further studies

5.1 Conclusion

This researcher was investigated the problems, reason of problems and the guidelines for difficulties in developing the English writing skill from both teachers and the third year students at Bachelor of Arts, English major of Faculty of Humanities. This research study was collected information from both teachers and 70 students of third year, Bachelor of Arts, English major of Faculty of Humanities through questionnaire and conducting an interview, English textbooks, and some English books written by foreign scholars. Additional information will be collected from other sources such as journals, articles, newspapers, encyclopedias, or modern IT media.

The population of this research contains 5 teachers and 70 third year students, Bachelor of Arts, English major of Faculty of Humanities at Mahachulalongkornrajavidyalaya University. The location of this research study will be taken place at Mahachulalongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand.

The research used for gathering data has three parts:

Part one: General Background Information

In this part, questions are comprised of questions on personal information, educational background, institutions and how many times they studied about writing skill before. The participants were asked about the general background information, gender, education background, English learning experience of the respondents. The consisted of status Monk-Novice and Lay who are studying in, major English Program third year at Faculty of Humanities, Bachelor Degree in Mahachulalongkornrajavidyalaya University.

Part two: In this part, there were two main questions. The first questions asked which English skill the subjects think was the most difficult to learn. The second question was the heart of the questionnaire. There were six main sub-part of the second question, which was divided into six sections: (1) Vocabulary, (2) grammar section, (3) spelling section, (4) punctuation section, (5) planning/pre-writing section, (6) drafting/writing section, (7) revising/post-writing section.

After having been collected, the data is analyzed by using the SPSS program. Percentage, average means and standard deviation of all the students' attitude are calculated on order to give the level and extent of their progress in learning English writing skill.

Analyzing the data, the problems of English Writing skill and the ways to improve English Writing skill, that were created five levels in the following;

The average 4.50 – 5.0 means the highest level of problems

The average 3.50 – 4.49 means the high level of problems

The average 2.50 – 3.49 means moderately high level of problems

The average 1.50 – 2.49 means low level of problems

The average 1.00 – 1.49 means very low level of problems

Part three: Result from in-depth interview of five lectures in English writing skill development.

5.1.1 Conclusion of the Results of general background information

A. Information on gender of students result that the majority of the participants were Bachelor of Arts third year monk (Male) students in English, consisting of 68 participants or 97.1%, while the minority were Bachelor of Arts third year laity (Female) students in English, consisting of 2 participant or 2.9%.

B. Information on country of students that most of participants were Bachelor of Arts third year Myanmar students, consisting of 64 participants or 91.4%, while 2 participants or 2.9% were Bachelor of Arts third year Thai students, there is 2 from Cambodia or 2.9%, there is only 1 participant or 1.4% of Bangladesh students and there is only 1 participant or 1.4% of Nepal students.

C. Information on age of students that average age of participants between 20-30 years, consisting of 40 participants or 57.1%, while 20 participants or 28.6% had the age between 31-40 years, and 10 participants or 14.3% had the age 40 years up.

D. Information on years of studying English that average number of years studying English 0 to 3 years, consisting of 35 participants or 50%, while 25 participants or 35.7% had 4 to 6 years, 5 participants or 7.1% had 7 to 10 years and 5 participants or 7.1% had more than 10 years.

E. Information on IELTS test of students that IELTS test of participants that 2 or 2.9% said YES in IELTS test and 1 is passed. While 68 or 97.1% said NO.

F. Information on favorite language of students that favorite language of participants that 50 participants or 71.4% is English, while 10 participants or 14.3% is Thai, next Chinese language favorite by 10 or 14.3%, and for Bengali language not found.

G. Information on most difficult skill to learn that most difficult to learn that average participants 50 or 71.4% think about writing, while 10 or 14.3% think listening, then speaking 5 or 7.1% participants, last 5 or 7.1% participants thinks about reading problems.

5.1.2 Conclusion of the results of seven sections

A. Analysis of English Grammar Section

Most of the respondents are afraid of grammar. Overall mean \bar{x} =3.28 reported that students have moderately high level of problems in grammar. The highest mean \bar{x} =3.77 demonstrated that students are find difficulties in grammar. Besides, students are also find difficulties in clause (mean \bar{x} =3.60). Then, students are often face problem about tense (mean \bar{x} =3.21). Apart from the mentioned factors, the problem is lack of sentence structure with the mean x =3.46.

B. Analysis of English Spelling Section

Third year students of Humanities faculty, they are not good at English spelling. Overall means $\bar{x} = 3.14$ reported that students have moderately high level of problems in spelling problem in writing skill. They are find spelling problem when they write (mean $\bar{x} = 3.57$). So that, they need to take help from other students or friends. Respondents are studying about spelling with the mean of $\bar{x} = 3.19$.

C. Analysis of Punctuation Section

Third year students are also have punctuation problem. Overall means $\bar{x} = 2.72$ reported that students have punctuation problems in writing moderately high level of problems. According to this finding, the mean $\bar{x} = 1.76$ revealed that students have punctuation problems in writing. Because most of the students don't study about punctuation. But 64.3 % students think that it's very important for writing.

D. Analysis of Vocabulary Section

This is the main factor that difficulties of writing skill. Overall means $\bar{x} = 3.80$ reported that students have high level of problems in vocabulary. In findings, the mean $\bar{x} = 3.41$ showed that most of the students have vocabulary problem. Students think that their English vocabulary is more accurate than before (mean $\bar{x} = 2.93$). They also think that it is important factor to develop writing skill and leaning vocabulary (mean $\bar{x} = 4.33$).

E. Analysis of Planning / Pre-Writing Section

The findings show that students have planning/pre-writing problems. Overall means $\bar{x} = 3.51$ reported that students have high level of problems in Planning / Pre-Writing before writing. Students often plan what they would like to write. They often read the instructions, consider the topic interesting and relevant, and know who is the audience is. They usually understand the topic. They use many techniques in gathering information used for their writing. The most popular way they always use is the internet. The least popular way is asking for or using the information they get from their friends. The most frequent technique when they plan their writing is outlining and the least frequent technique is using wh-questions.

F. Analysis of Drafting/ Writing Section

Overall means $\bar{x} = 3.55$ reported that students have high level of problems in Drafting/ Writing.

The findings are presented in four different areas, which are (1) the organization of their writing, (2) the techniques they use when their essay, (3) the dictionary they use and how they use it, (4) the opinion on how they apply the informal language to their writing.

1. The organization of their writing almost always followed the academic pattern. They often started their writing with an introductory paragraph in which the thesis statement was located at the end of the paragraph. They didn't have many

problems with writing the thesis statement as it often summarized the entire essay. They also often followed the outline. Their general ideas always supported the topic sentences. However, some of students answered that they just only usually had a concluding sentences for their body paragraph. They thought their body paragraph were usually logically and sequentially related; as well as, use transition words to connect my body paragraph. Their concluding paragraph usually summarizes all the main points of my essay. However, their concluding sentence doesn't always restates (or uses other words with same meaning) the thesis statement.

2. The students often read the previous sentences from time to time while write the essay because they would like to check whether every paragraph was related and the content was relevant to the thesis statement. Some of them read the essay because they had forgotten what they wrote. However, some of them did not read. The students usually knew what the red and green lines appearing in Microsoft Word mean and often correct the red and green line.

3. The students often used a dictionary when they wrote the essay. The dictionary they often used an English-English dictionary, own language – English, English – own language and Electronic dictionary. They always used a dictionary to find meaning and often used it to correct spelling. Many of them never used dictionary.

4. The students often wrote with fragmented or incomplete sentences. They always wrote by using informal language like when they spoke. They usually write some sentences or phrases in my essay that they had heard from native speakers. They often wrote some sentences or phrases in my essay that they had heard/read from songs, movies or the internet.

G. Analysis of revising/ Post- Writing section

Overall mean $\bar{x} = 3.05$ reported that students have moderately high level of problems Revising/ Post- Writing.

The finding are presented in three different areas; which are , (1) revision of the first draft, (2) revision of the final draft, and (3) post-writing.

1. The students usually read their first draft before submitted it to their teacher. They often checked the content and organization of their essay and revise it accordingly. They often checked the grammar and corrected their mistake. They usually ask their friends to read and give comments/ suggestions regarding their essay.

2. The students usually saw a lot of red marks after their teacher returned their first draft. They usually understood the correction symbols that their teacher used in their writings. However, they could only sometimes correct the mistakes by themselves. When the students could not understand their mistakes, they often their friends to correct the mistakes and seldom asked them to revise their essay. Some of

them often asked to their teacher. They often read and checked their essay before they submitted the final draft.

3. However, the students still often saw unexpected new mistake after their teacher gave the works back to them with grade. They often understood the new mistake and sometimes could correct the mistakes by themselves. In addition, they usually tried to study their mistakes and be aware of them when they wrote a new writings.

5.1.3 Results of interviewing lecturers

The opinions collected from five lecturers about problems and solution in English writing skill. According to interview, students have many problems about grammar, spelling. Lectures are suggested that be yourself and be confident, don't worry about mistake because you can improve your English skill from mistake. They also added that students have lack knowledge on sentence structure. They said tenses are very important in use grammar. So students should practice writing every day because it is so difficult. They should try to practice writing model texts. Student should focus on vocabularies on daily routine, basic grammar and have to first know the importance of parts of speech. Lecturers added that they have lack of vocabulary. So suggested that students should practice writing again and again and don't miss homework. Next, they should practice English grammar. Finally, should read articles, books, and English newspaper. Students also have to learn about sentence structure that how arrange a sentence. Furthermore, they said that Grammar is a basic knowledge for the second languages learner. So students have to pay much attention to English grammar. Students have to practice writing more and more. They should pay attention to reading for every kind of books.

Researcher found some problems of third year students of Faculty of Humanities After questionnaire to the 70 students and taking interview five lecturers:

1. Grammar
2. Vocabulary
3. Spelling
4. Writing process
5. Punctuation problem
6. Lack Motivation
7. Writing practice
8. Level of different student

Researcher found some solutions by taking interview five Lectures which was suggested to improving writing skill for the students:

1. Must study Syntax
2. Learn grammar
3. Learn Mechanics of writing
4. Organization of writing
5. Learn Vocabulary
6. Giving rewards and punishment
7. Practice in the classroom
8. Using technology

5.2 Discussion of the finding

This section discusses the finding related to the research question in chapter one. The findings presenting in Chapter Four are discussed based on the research questions in order to achieve the objective of the study. As mentioned in Chapter One, this study had as its objective to find out the following questions:

5.2.1 The problems of English writing skill of students of Mahachulalongkornrajavidyalaya University

This study found that there are some problems faced students learning writing skill. The following are the problems explanation faced students:

Lack of Vocabulary

Vocabulary is the important aspect of writing because it is to be a basic component of the successful of writing skill. The most serious problem that students often have is lacking of vocabulary. The mean $\bar{x} = 3.80$ demonstrated that third year students are find high difficulties in vocabulary. According to the result from questionnaire, the researcher concludes that lack of vocabulary is the biggest problem that most students usually have when they study writing skill. This affects students' study result and generates many difficulties in studying writing skill. Vocabulary limitation also affects the learning's results of other skills.

Grammar Problems

Good writing is certainly beyond grammar manipulation⁵⁰. Grammar is very helpful for effective language skills. Grammar, in writing skill, determines how a paragraph build-up and how the ideas can be understood. Students have not focused on learning grammar. Through passing questionnaires and attending the class, the second problem is that students have difficulties in studying grammar. The highest mean $\bar{x} = 3.28$ in grammar problem. Besides vocabulary, grammar plays an important role in English as well as studying English. According to questionnaire, most of the students are mistake in tense, preposition, sentence structure and clause.

⁵⁰Hui-mien Tan, "A Study of EFL Learners' Writing Errors and Instructional Strategies", Center for General Education, Kun Shan University, (19 December 2017)

Most of students often mistakes about grammar when writing a passage. This clearly expressed in the analysis on the students' writing papers above. Grammar limitation also affects the ability of using language in most of the students. According to Rabeya Nasrin Khan (2007), based on GMT method, grammar is taught inductively or called the direct method, for example grammar structures are taught through examples⁵¹.

Lack of spelling knowledge

Spelling is most important in writing. If any students mistakes about spelling, then teachers can't understand what they are writing about. According to questionnaire, researcher found difficulties of spelling of 3rd year students highest mean $\bar{x} = 3.14$. They are usually mistake spelling because they don't study spelling.

Punctuation problems

Punctuation is the art of writing. Punctuation is one of the most important aspects of written English, and yet it is one that is taken the most lightly. It is, in fact, this feature of writing that gives meaning to the written words much like pauses and changes in tones of the voice when speaking. An error in punctuation can convey a completely different meaning to the one that is intended. So it is very important to know about punctuation. According to the analysis of questionnaire researcher found difficulties and highest mean $\bar{x} = 2.72$ on punctuation. They have lack knowledge of it. They usually don't when, where and which kind of punctuation have to use in writing.

Lack knowledge of writing process

Students must know about writing process. They should know how write a paragraph and how to write introduction, body and conclusion in a paragraph. But according to the analysis of questionnaire researcher found problems on writing process. They don't know how to write a paragraph and introduction, body and conclusion.

Lack of motivation

According to Areej in his journal about the effect of motivation on students' writing skill (2012)⁵², motivation in education effects on how students learn and how they behave towards a subject matter. It can direct behavior toward particular goals, lead to increased effort and energy.

⁵¹Khan, Rabeya Nasrin, "Effective grammar teaching in ESL classroom", **BA report**, Department of English and Humanities, BRAC University, 2007,p.20

⁵² Al-Shourafa, Areej, "The effect of motivation on Jordanian 10th grade students' writing skill in English", **European Scientific Journal**, October edition Vol.8, No.22, (2012), p.3

Furthermore, many of the students think that writing skill is one of the most complicated skill because it requires better grammar, lots of vocabulary and any other aspect to make it perfect and readable. It's not over yet, the impact of differences in L1 and L2 sure will make it harder for younger learners to find a right topic in writing a paragraph, even in a sentence. The study found that the students even won't to finish their task because of it. But, all of these are back to the teachers how to attract students' attention and make them have a will in doing the task even the whole teaching-learning activity.

Lack of writing practice

Lack of writing practice may lead to weakness in the writing skill as a result a lot of errors in the students essay will occur. Lack of writing activities and homework is always responsible for their weakness in the writing skill. According to interview, lectures are said that they can't give proper time to practice writing during class time because of short time and lengthy syllabus. Also they don't enough subject to practice writing.

Hard to motivate the students

This study found that teachers have difficulty to motivate the students because most of students are uninterested in learning writing⁵³. They think that writing is very difficult and bored activity because when they want to make a sentence or paragraph, they have to get an idea. Then they also need vocabulary to make a sentence and to make a good paragraph they have to know about structure of the text. In this case, teacher have problem to motivate students and make the students interested in writing. As Zamel (1982) concluded, " If, however, students learn that writing is a process through which they can explore and discover their thoughts and ideas, then product is likely to improve as well."⁵⁴

Level differences of the students

Every student has different writing level ability. Some of students have higher intelligences in which they can work faster and do all of activities with good result. In other side, there are some students that cannot work fast and get good score because of their lack ability in English. For the student in low level, teacher cannot give tasks the same as with students who have the higher level because it can pressure those students.

⁵³ Bandura, A. (1977). **Self-efficacy: Toward a unifying theory of behavioral change.** Psychological Review, 84, pp.191-215.

⁵⁴Zamel, V. **Writing: The process of discovering meaning.** TESOL Quarterly, (1982). 16(2), pp.195-210

5.2.2 The ways to solve the problems of the English writing skill of students of Mahachulalongkornrajavidyalaya University

The study also found that the teachers and students have prepared some solutions in order to solve the problems in teaching and learning writing. There are some solutions that can be used to solve the problems in teaching and learning writing skill:

Must study Syntax

The major language issues in the learners' writing were of syntax⁵⁵. Students must study on syntax that sentence structure, sentence boundaries, stylistic choices etc.

Learn grammar

Grammar is very important for writing English. Students should learn rules of verb, tense, agreement, articles, pronoun, preposition etc. Grammar should be taught implicitly rather than explicitly.

Mechanics of writing

Mechanics is the art of writing. It is very important to make the writing meaningful. So researcher thinks that student must learn about spelling, punctuation or capitalization.

Organization of writing

It's mean process of writing. Students must know how to write a paragraph. They also should know how to write topic sentence and support sentence. On the other hand, they have to know about how to write introduction, body, and conclusion.

Learn vocabulary

Lack of vocabulary can't make a good writer. Vocabulary also poses a problem for learners as they are not aware of collocation and connotation meanings of the words⁵⁶. Students must make time to learn vocabulary. They should learn at least 10 words per day. If they know many vocabularies, they can write many sentences.

Giving Rewards and Punishments

In teaching and learning process, rewards and punishments from teacher are needed to motivate the students in the learning process. Rewards and punishments have to be in positive context in order to give positive impact on

⁵⁵Fareed, Ashraf and Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions", *Journal of Education and Social Sciences*, Vol. 4(2): 1, 2016

⁵⁶Fareed, Ashraf and Bilal, "ESL Learners' Writing Skills: Problems, Factors and Suggestions", *Journal of Education and Social Sciences*, Vol. 4(2): 1, 2016

learners. On the other hand, rewards and punishments also have to consider the psychology effects on learners. Rewards are given for students who have done their task well. Hopefully, by giving the rewards they have motivation to do the best for the next task. Punishments are given for the students who didn't do their task. It has a purpose to make them have motivation to do the best. By giving rewards and punishments, the learners are expected to be competitive to do the task especially in writing skill.

Practice in the classroom

Teachers should make study plan in the classroom based. Teachers have to organize writing activities in the classroom and also have to manage the time table. Students should be encouraged to do home assignment or homework as much as possible.

Using Technology

In modern era, we can't avoid the effects of technology development. Like we know, young learners are very interested in technology. We can attract them to involve in the classroom activities by using technology. Such as, teacher allows students to use internet access in order to make them easy searching the data that they need for their writing task from the internet. Teacher also can allow the students to use electronic dictionary to help them in vocabulary problems. It is used in order to make them easy to explore their ideas in writing task and also to maintain their motivation in writing by solving their vocabulary problems. In order to avoid the inappropriate use of technology by the students, teachers have to set up the rules that have to be obeyed by the students. So, the students can't do the plagiarism and don't use the technology for other purposes (games, social media, and etc.)

It's all depending on the teacher to find out the weak spot and of the students. An environmental learning might be a solution. But in certain situation, students' lack of vocabulary, using technology as a tool in learning processes may be interesting for younger learners. Through the displayed images or videos will improve their vocabularies and nevertheless will lock student attention to the learning activity.

5.3 Suggestions for the further studies

In accordance with the analytical data that the researcher found, there are two categories of suggestions; namely, suggestion from the study and suggestion for the further studies which are divided into two parts; namely, suggestion for students and suggestion for teachers as following respectively:

5.5.1 Suggestions from the study

After conducted this research, researcher found that the topic of research was undoubtedly interesting to propose for further study. Many teachers and students are not aware of the importance of studying writing skill.

1. The researcher should set easy grammar forms in order that the students could choose and use correct and easy grammar forms to write their works.

2. The researcher should can also measure the effect of teachers' feedback and teaching style of writing skill.

3. The researcher should explain the importance of writing to students than they know and realize its importance.

4. The researcher should create a good plan to make easy to teach academic writing skill to the students.

5. The researcher should create scopes and good idea in writing skill in order that the students could know the limitation of what they are going to write about.

5.5.2 Suggestions for further study

According to the analyzing of the research study that has been conducted with some limitation of scope and procedure, the further study should be continued on the following suggested topics:

A. Suggestions for students

1. Students should pay much attention to the recommendation which was given by teachers or researchers because it is important to improve their own performance and ability in writing process.

2. Students should be encouraged to do home assignment or homework as much as possible.

3. Students should have positive attitude about writing in English in order to encourage themselves to have good skill in writing process.

B. Suggestions for teachers

1. The given vocabularies should be selected from different types in order to improve writing skill and other skills concerned.

2. There should be teaching about academic writing and must be clear and easy.

3. There should be enough examples about academic writing.

4. There should be enough clear and easy study on grammar.

5. When the students show their negative attitude, teachers should find some appropriate solution for the problem.

6. Teachers must motivate and encourage to the students to learn writing skill.

7. Teachers should be given good opportunity to student practice writing skill.

8. Teacher should design suitable topic for each teaching class aim to encourage student leaning writing effectively.

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Appendix

Research Questionnaires

(Thesis Title)

Topic: A Study of Problems and Solutions for English Writing Skill of Students of Mahachulalongkornrajavidyalaya University

Instruction:

1. This questionnaire is used to survey and collect the data from 70 students who are learning at the third year class, international program, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, 13170, Thailand. These questions are to survey about problems and solutions for English Writing Skill of students of Mahachulalongkornrajavidyalaya University.

2. The questionnaire is divided into three parts as the following:

Part One: General Information of the Students

Part Two: Consist of questions about writing skill problems. The first questions asked which English skill the subjects think was the most difficult to learn. Next, there were seven main sub-part of the third question

Part Three: Opinions and Suggestions about problems and solutions for English Writing Skill of students of Mahachulalongkornrajavidyalaya University

Sanjib Barua

Appendix A

Questionnaire

This questionnaire is one of the tools used by the researcher to collect the necessary information for accomplishing a study entitled “A Study of Problems and Solutions for Writing Skill of Students of Mahachulalongkornrajavidyalaya University”.

Part 1: general background information of the respondents

Direction: Please put the mark (✓) in the place of that suits your case.

1. Gender: () Male () Female
2. Age : _____ year
3. Level of study: () Bachelor's Degree () Master's Degree
4. Academic year of study:
() First year () Second year () Third year () Fourth year
5. The number of year studying of English:
() 0_3 years () 4_6 years
() 7__10 years () more than 10 years
6. Have you ever had IELTS Tests?
() No () Yes
year_____, Score_____
7. Which is your favorite language to learn?
a. Bengali, b. English, c. Thai, d. Chinese
8. Opinion on problems of writing skill:
a. Which skill do you think is the most difficult to learn?
 - Listening
 - Speaking
 - Writing
 - Reading

PART 2: How often do you face the following problems when writing an essay or something?

Instruction: Please answer the following items by putting the mark (X) in the box that best expresses your perspectives.

No	Statement	Never	Seldom	Usually	Often	Always
1. Grammar Section						
1.1	I afraid of grammar					
1.2	I find difficulties in grammar					
1.3	I don't understand tense					
1.4	I find difficulties in clause					
1.5	I find problem in sentence structures					
1.6	I better at English Grammar usage					
2. Spelling Section						
2.1	I find spelling problem when I write					
2.2	I mistake spelling					
2.3	I study about spelling					
2.4	I need help from friends					
3. Punctuation Section						
3.1	I have problem about punctuation					
3.2	I study on punctuation					
3.3	Is it important in writing					
4. Vocabulary Section						
4.1	Is it important for Writing					
4.2	I have problem of Vocabulary					
4.3	I learn vocabulary					
4.4	My English vocabulary is more accurate than before					
5. Planning / Pre-Writing Section						
5.1	I read instruction of my essay					

5.2	I understand the topic					
5.3	I consider the topic interesting and relevant					
5.4	I know who is the audience is					
5.5	I understand the purpose of the essay. (e.g. illustration, compare/contrast, or classification					
5.6	I gather information by <ul style="list-style-type: none"> ● Applying my personal experiences ● Asking friend ● Using the internet ● Other sources (besides the internet e.g. library, books, magazines, newspaper etc.) 					
5.7	I plan my essay by <ul style="list-style-type: none"> ● simple listing ● Outlining ● Brainstorming (group activity) ● Clustering (mind mapping) ● Using Wh-questions ● Free writing 					
6. Drafting/ Writing						
6.1	My essay start with an introductory paragraph					
6.2	My thesis statement is located at the end of the introductory paragraph					
6.3	My thesis statement summarizes with my entire essay					
6.4	I follow my outline when I write my essay					
6.5	I have three body paragraph in my essay					
6.6	My body paragraph start with a topic sentence					
6.7	My topic sentence support my thesis statement					
6.8	My topic sentence is a summary of my paragraph's content					
6.9	Each body paragraph covers only main idea					
6.10	Each general idea supports my topic sentence					
6.11	Each specific detail and example supports general details					

6.12	My body paragraph has one concluding sentence					
6.13	My body paragraphs are logically and sequentially related					
6.14	I use transition words to connect my body paragraph					
6.15	My concluding paragraph summarizes all the main points of my essay					
6.16	My concluding paragraph starts with concluding sentences					
6.17	My concluding sentence restates (or uses other words with same meaning) the thesis statement					
6.18	I read the previous sentences from time to time while I write the essay If yes, please specific why----- If never, please specific why---					
6.19	I look at my outline from time to time while I'm writing the essay					
6.20	I correct the red and green line					
6.21	I use the following dictionaries when I write the essay – <ul style="list-style-type: none"> ● English – English ● Your own language – English ● English – your own language ● Electronic dictionary 					
6.22	I use a dictionary to find <ul style="list-style-type: none"> ● Meaning ● Part of speech ● Correct spelling ● How the words are constructed in the sentences 					
6.23	I write with fragmented or incomplete sentences					
6.24	I write by using informal language like when I speak					
6.25	I write some sentences or phrases in my essay that I					

	have heard native speakers use					
6.26	I write some sentences or phrases in my essay that I have heard/read from songs, movies or the internet					
7. Revising/ Post- Writing section						
7.1	When I finish my first draft, I read it before submit to my teacher					
7.2	I check the content and organization of my essay and revise them accordingly					
7.3	I ask my friends to read and give comments/ suggestions regarding my essay					
7.4	After my teacher return the first draft, I see a lot of red mark					
7.5	I understand the correction symbols that my teacher uses					
7.6	I can correct the mistakes by myself					
7.7	I cannot correct the mistakes by myself, so <ul style="list-style-type: none"> ● I ask my friends to correct the mistakes for me ● I ask my friends to revise my essay ● I ask my teachers to explain my mistakes 					
7.8	I read and check my essay before I submit the final draft					
7.9	After my teacher gives the essay back to me with the grade, I see unexpected new mistakes					
7.10	I understand the mistakes					
7.11	I try to study my mistakes, and be aware of the mistakes when I write the new essay					

Part 3: Comments and Suggestions about Problem and Solution for Writing Skill
of Students of Mahachulalongkornrajavidyalaya University

Thank you

Appendix B

Interview

Part 4: The respondents' opinions and suggestions on solving the Writing skill problems using the open ended questions.

Instruction: Please answer the questions and give some suggestions.

1. What are the Problems of Writing Skill of Students of Mahachulalongkornrajavidyalaya University?

1. _____

2. _____

3. _____

2. Please give some suggestions to provide the ways to solve the Writing skill problems.

1. _____

2. _____

3. _____

4. _____

5. _____

3. Please give some Comments or Suggestions for this research on problems of writing skill of Students of Mahachulalongkornrajavidyalaya University

Thank you so much for your kind cooperation.

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