

2020

7



**THE EIGHTH NATIONAL SYMPOSIUM AND  
THE FOURTH INTERNATIONAL SYMPOSIUM**

---

*“Research and Innovation for the Development  
of Society toward Sustainability”*

ONLINE CONFERENCE PROGRAM, APRIL 26<sup>TH</sup>, 2020 BETWEEN 9.00 AND 17.45  
BANGKOKTHONBURI UNIVERSITY





THE EIGHTH NATIONAL SYMPOSIUM AND THE FOURTH INTERNATIONAL  
SYMPOSIUM BANGKOKTHONBURI UNIVERSITY

“RESEARCH AND INNOVATION FOR THE DEVELOPMENT  
OF SOCIETY TOWARD SUSTAINABILITY”

ONLINE CONFERENCE PROGRAM

APRIL 26<sup>TH</sup> SUNDAY, 2020

BANGKOK THONBURI UNIVERSITY IN COLLABORATION WITH

|  |   |
|--|---|
| NATIONAL RESEARCH COUNCIL OF THAILAND    | THE ASSOCIATION OF RESEARCHERS OF THAILAND        |
| SPORT AUTHORITY OF THAILAND              | RAJAMANGALA UNIVERSITY OF TECHNOLOGY RATTANAKOSIN |
| CHANDRAKASEM RAJABHAT UNIVERSITY         | PHANOMWAN COLLEGE OF TECHNOLOGY                   |
| KENT STATE UNIVERSITY                    | FO GUANG UNIVERSITY                               |
| GUIZHOU NORMAL UNIVERSITY                | UNIVERSITAS NEGERI MEDAN,                         |
| RIGA TECHNICAL UNIVERSITY                | WESTERN SYDNEY UNIVERSITY                         |
| BAUMAN MOSCOW STATE TECHNICAL UNIVERSITY |   |

THE FACULTIES SHALL HAVE THE CONFERENCE PROCEEDINGS AND POSTER PRESENTATIONS.

- HUMANITIES AND SOCIAL SCIENCES
- SCIENCE AND TECHNOLOGY
- HEALTH SCIENCES

## PREFACE

Bangkokthonburi University is the institution of education that focuses on increasing the academic knowledge by supporting the researchers, scholars and the graduate students to create and develop their works for developing the new knowledge in the community and country level which responds to the objective of creation the academic strength, and to support for creating the development, spreading the knowledge, exchanging the experiences, and creating the cooperation in creating the interdisciplinary.

Bangkokthonburi University shall arrange the eighth national symposium and the fourth International symposium Schedule of online conference program. under the title of “**Research study and innovation for the socially sustainable development**” which will be cooperated from the public and private section, such as, National research council of Thailand, The association of researchers of Thailand, Rajamangala university of technology Rattanakosin, Chandrakasem rajabhat University, Phanomwan college of technology, Sport authority of Thailand, Kent state University, Fo quang University, Guizhou normal University, Universitys negeri medan, Bauman Moscow state technical University, Riga technical University, Western Sydney University.

Bangkokthonburi University hopes that this conference will be the opportunity in creating the beneficial knowledge for developing the interdisciplinary in various fields, and lead to the academic development in the future.



(Associate Professor Dr. Bangon Benjatikul)

President of Bangkokthonburi University

## Improving Paragraph Writing Ability Using Process Approach of Thai Tertiary Students

Prapaisri Holumyong, Patariya Ruaysamran

English Department, Liberal Arts Faculty

e-mail Prapai19@gmail.com

### Abstract

The purposes of this research were 1) to develop the students' written English ability by using the Process Writing Approach, 2) to study the effectiveness of teaching writing using the Process Writing Approach, and 3) to study the students' attitudes towards teaching written English using the Process Writing Approach.

The participants were 18 sophomore English majored students of a private university in Bangkok in the second semester of the academic year 2019. The instruments were: 1) an experimental tool comprises of 5 paragraph writing lessons for 150 minutes each, 2) an evaluation tool composes of a paragraph writing for pretest and post-test, and 3) a questionnaire asking the students' satisfactions towards the practicing writing using the Process Writing Approach and their achievement on paragraph writing. The mean, percentage, standard deviation and t-test were used for data analysis.

The results of the study were as follows:

1) The mean score of the English writing post-test was 20.42 percent higher than the mean score of the pretest which means that the English written ability of the students were improved.

2) The students' attitude towards the teaching writing utilizing the Process Writing Approach was at high level.

**Keywords:** Process Writing Approach written English ability satisfaction paragraph writing lessons achievement

### Introduction

English language becomes more important as a foreign language in Thailand since 2015 when we joined in the Asian Economic Community. Thai students have been prepared to communicate well with foreigners. They have practiced English skills both for being the basic knowledge for higher education and for their daily life



under the current usage of National Education Plan (2017-2021). According to the Office of the National Education Commission, aims to do the human development plan in preparing Thai people to be ready to face with the global change in the 21th century. To be accord with the human development Plan, Thai education is reformed to be knowledge-based society and lifelong learning styles. About the learning English in Thailand, Arunee Wiriyajitra ( 2002) says that the abilities in communicating English fluently, correctly, and suitably in all language skills, listening, speaking reading and writing, not only for communicating with foreigners, but for higher education.

Currently, communication technology has been much developed that people from different countries, different continents and even on different sides of the globe, can easily and quickly communicate. Consequently, writing skills have increasingly become important roles in both academic and business areas.

Writing is very important skill because it is the tool for communication which the writer has to transfer his/her ideas to make the reader understand. Writing is not only for every daily usage or in working life, but also for basic studying in every level. Of all four language skills, writing is the most complicated and the hardest skill that the writer has to transfer his idea through the writing and has to adjust the writing to be correct both in grammar and the usage (Valette, 1977, 131). According to Harmer (2001, 255), he describes writing as conventional skills which writers utilize a number of conventions as grammar skills, vocabulary skills, and other issues like the issues of letters, words and text formation, manifested by hand writing and spelling and lay out and punctuation. Additionally, Jacob (1981: 89) mentions that writing abilities should compose of content knowledge, the compilation of content abilities, the ability to choose correct and suitable vocabulary, and language skills as the knowledge of grammar and the usage. With all the above mentioned, it can be said that English writing skills are the process of thinking in presenting the writer's ideas to readers using the writer's language knowledge.

Being an efficiency writer, students should practice writing regularly and continuously (Klanrit, 2013, 175). About the teaching of writing, Hedge (1998) mentions that teaching writing requires having the students plan, revise and correct the writing suitably. Furthermore, she explains that the writing should be clear and correct because when readers read the writing they can't notice the feelings and the actions of the writer. Moreover, writing should be coordinated in order to help

develop the writer's thought. Not only the words using should be correct, grammar and sentence structures should be correct according to the context as well.

Results from writing researches reveal that Thai students' writing ability is low. The problems the students face with are vocabulary usage, idioms, grammar usage and the process of writing. Moreover, it is found that Thai students face the problems of unable to create ideas for writing

Bangkokthonburi University is a private university where the researchers are teaching English subjects. They found that the students there, even the English major, have the problems mentioned above when they write English. They realized of the importance of developing writing abilities to those students. They were assigned to teach paragraph writing to a group of sophomore English majored students there. They would like to try to teach the paragraph writing using Process Writing Approach in order to try to develop Thai tertiary students writing ability.

### Objectives of the study

1. To develop the students' writing English ability by using the Process Writing Approach.
2. To study the effectiveness of teaching writing using the Process Writing Approach.
3. To study the students' attitudes towards practicing writing English using the Process Writing Approach

### Methodology

The study employed both quantitative and qualitative approaches utilizing pretest and posttest to study the effectiveness of the Process Writing Approach. Five writing exercises were employed to the students in five writing classes within 150 minutes each class.

The participants in this research were 18 sophomore English majored students of Liberal Arts Faculty of Bangkokthonburi University who studied EN 343 Creative Writing course in the second semester of the academic year 2019. The contents of the course are:

1. Writing creative journal,
2. Writing creative letter,
3. Writing creative essay,



4. Writing creative business texts, and
5. Writing advertisements.

In each writing, the students practiced expressing their feelings, emotions, and experiences. In each class, the students spent 60 minutes writing a narrative paragraph in pair with the contents of the course respectively. Then the pair switched their writing with another pair of the students, checked the contents, vocabulary used and grammar used of their friends. After that they discussed about both of their writings in a group of four. The processes of checking and discussing took another 60 minutes. Then the final 30 minutes was the time they used for rewriting the final and complete paragraph.

The instruments used were:

1. Pretest and Posttest was a paragraph about the students' dream career which was analyzed analytical method from five factors (Madson, 1983). Each factor was weighted as the following:

- 1.1 writing mechanics 20 marks,
- 1.2 spelling 20 marks,
- 1.3 vocabulary choice 20 marks,
- 1.4 Grammar 20 marks, and
- 1.5 Organization 20 marks

The marks from the pretest and posttest were compared.

2. A five point Likert scale questionnaire was administered to the students after the posttest. The questionnaire investigated the students satisfaction of the Process Writing Approach used and their opinion about their progress of their written ability.

The findings:

1. The mean score of the pretest was 48 and the mean score of the posttest was 68.42. When looking at differences between pretest and posttest scores of each student individually, all of them got more marks in their posttest.

2. Comparing of marks of each factor, it is found that the students got more marks on their posttest in every factor. The factor that carries the highest different is the writing mechanic factor.

3. About the students' satisfaction of the Process Writing Approach, the students showed high satisfaction with the practicing of writing. They thought that the Process Writing Approach help them not only writing better, but also understanding

more about the grammar points, the writing mechanics, the organization of the writing, the vocabulary choices and more careful of spelling.

4. The students satisfied with practicing writing in pairs. They said that working in pair helped them write more confidently. The pair work helped them think more critically and could decide to choose correct vocabulary, and correct grammar used. Their pair helped them create better ideas.

### Discussion and Suggestions

From the findings mentioned above, it is clearly defined that the Process Writing Approach is very helpful for paragraph writing courses. The increasing of both the average points and individual points on the posttest marks reveal that the Process Writing Approach is the most suitable approach for the teaching of writing.

From the students' opinion on the teaching of writing reveals that the students appreciate the Process Writing Approach. And also the design of having students to work in pair helped the Process Writing Approach become more brilliant.

Additionally, the researchers are more confidence that the Process Writing Approach is helpful to all every level of students. And students need more time to practice writing , both in class time and at home. First and foremost, they need to write a chosen topic ideally one they are interested in- whether by imitating native speakers' style or convention writing. Moreover, it is widely believed that the more the students practice writing the better they become better writers.

### References

- Jacobs, H.L, al. (1981). *Testing ESL Composition: A practical approach*. Rowley, MA: New House.
- Klanrit, Prayong. (2013). *Teaching English: English teacher's manual in foreign language context*. Bangkok: Academic Promotion Center Press.
- Harmer, Jeremy. (2001). *English Language Teaching*. 3<sup>rd</sup> ed. China. Pearson Education Limited
- Hedge, Tricia. (1988). *Writing*. Hong Kong: Oxford University Press. Brazillian institute, in teaching as course Developer
- Madsen, Harold S. (1983). *Learning by Teaching*. Boynton Cook Press. Office of the National Education commission,



Office of the Prime Minister. (2016). **The Twelfth National Education Development Plan (2017- 2021)**. Bangkok: Office of the National Education Commission.

Valette, Rebecca M. (1977). **Modern Language Testing**. 3<sup>rd</sup> ed. New York: Harcourt Brace Javanovich Inc.