

Development of Writing Skills in Master's Level English as A Teaching English Program: Insight into The Process and Perceptions from Stakeholders in Education Faculty, Mahachulalongkornrajavidyalaya University

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Abstract

This research studied of development of English writing skill for the students of the master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University. The objectives were 1) to study the English writing model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University, 2) to develop the English writing model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University, 3) to test and evaluate the effectiveness of the teaching and learning English writing model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University. This research has used the Research and Development (R & D) including one group pre-test and post-test design.

The results of this research were found that

1) the teacher's questionnaire of teaching plans, physiology, and problem solving for teachers was found that the overall average was 4.40 which was at high congruence level. The student's questionnaire of teaching plans, physiology, and problem solving for students was found that the overall average was 4.31 which was at high congruence level.

2) the evaluation of the validity of the model was found that the overall average was 4.45 which was at high congruence level. The evaluation of the appropriate and consistent of the model was found that the overall average was 4.36 which was at high congruence level.

3) the score of pre-tests of use experiments the manual of model for solving English speaking problems between Thai and foreign ($\bar{X} = 9.76$, S.D. = 1.33) was lower than post of use experiments the manual of model for solving English speaking problems between Thai and foreign students in education faculty ($\bar{X} = 17.76$, S.D. = 1.05).

Keywords: Writing Skills; Stakeholders; Perceptions

Introduction

An English writing skill is one of four skills for students to study because it must come along with grammar together. If students do not have the fundamental knowledge of structures of grammar, then it is difficult to collect data to write. In fact, the necessary information used as data for writing comes from many sources, such as formal documents, text books, newspapers, journals, and many other audio-visual aids such as radio, television, tape recorders, YouTube, etc.

Therefore, the English writing skill is the skill that is suitable to promote as much as possible because it is the skill that is innate in the learner forever. The learner has the opportunity to use it even though they have finished their education. Since it is the skill to be able to help the learners study and search for further knowledge and more without end entirely, it is still useful to study at a higher level in step-by-step because the megacity of text books is also a skill English books. Writing is the process of searching for knowledge from the writing; in this case, efficient writers have to get the following information (Eddie wills M.ED., 1986).

Knowledge of the writing system, such as spelling words, compound words, and writing these words correctly; Knowledge of the language, such as knowledge about the words and their meaning, knowledge about the structure of the language, and knowledge about the knowledge about the arrangement of words; Ability to interpret, which means the ability to understand the objective of the content to be written, as well as the arrangement of the contents, the relationship between various sentences, and the ability to follow up on the on the idea of the writer easily.

Knowledge of the words, such as taking knowledge of the words to help in understanding the contents, is as follows: accustoming to writing stories.

Knowledge about the culture of a way of life on a particular side as well as general knowledge of political atmosphere, creation, sports, etc.

Reasons for writing and writing style: individual writers have different reasons for writing, which have an influence on their way of writing, so while writing, the writer should consider where the content of the story comes from and whether what you write is suitable for you. (Kenneth Goodman) said about writing skill that it is complex and achieved writing must be based on the following teachers (Eddie wills M.ED., 1996).

Linguistic knowledge: in the beginning of learning to write, the learner will learn the relation between sound and alphabets as well as the meaning of individual words, but with more experience in writing, the learner will be able to write in order to understand much more and more.

Experience, which concerns knowledge that the writer has written bared in their mind, is conceptual or semantic completeness; the writer will not understand writing thing

whose contents are not complete, except in the case the writer has already written before. This is the background of this thesis and the significance of the problem.

Writing skill is the tool in using language to transfer for cultures that have new innovations that are invented and thought of by technologists and academicians nowadays and then transferred from generation to generation. It is said that how to conserve and transfer the culture of a human being discovered will have the potential to be used in the best possible way. We have to seek knowledge by writing good documents and useful books. It is sad that a good write can lead the writer into the victory gate.

So Anumanratchathonphraya, the philologist of Thailand, said all social activities of humans can reach the goal depending upon understanding how to use communication of language, whether it be speech language or non-speech (phology of semantics). Procedure in English writing skill development: this is the big problem in the main point of this skill, as the researcher had an idea. The researcher will display the procedures in order for writers to arrange for the solution of English writing skill development.

Why researchers display ideas like this? The answer is that English writing skills are one of the most the most important skills that can develop in science and modern technology, so teaching students to develop better writing skills should undoubtedly be done. So, preparing instruction is necessary for the teacher to do every time because the teacher should consider suitably with the learners and agree with objectives in writing teaching. Proposed how to develop the writing skill shown below is to point out situations for students to understand destinations of writing teaching and to encourage their experience in order to understand the different components of a situation in such an event, such as person, place, time, topics, and culture (Marry Finochiare and Chistopher, 2000).

To propose the pronunciation and meaning of unaccustomed words. Helping learners to write different words continuously, helping learners to understand the grammatical function of language structure. Helping the learner to understand and relate the relationships of different idioms to which the writer is accustomed. Helping learners understand and doubt the meaning of words and statements from different relationships matters. Helping learners understand the main contents and details of the contents. Helping to increase speech and writing in order to understand much more. Furthermore, Elle William suggested a sequence in writing teaching differentiated into three grades (Eddie wills M.ED., 1986)

Gradation: pre-writing teaching, objective of gradation as follows:

Suggestion and stimulation of understanding in the topic. For motivation, in order that students are interested in studying, give a reason for writing preparation in part language for learners before writing content. While writing, this grade emphasizes the

content to write with the following contents: Helping learners understand purpose. For helping learners understand the structure of writing work or the contents to write. Thank you for helping to expand the statement of contents. After writing this grade, it has the following purpose: To transfer knowledge and ideas into contents to write alwriety. To relate the writing contents alwriety. This is the significance of the problem in this thesis when knowing the cause of the problem.

According to the agreement of the ASEAN Community, the members of 10 countries agreed that every country is able to use any language to communicate with one another, but the English language must come first because it is the foundation for the citizens of each country to learn. Now, the educational curriculum of each country makes it compulsory to study English. So, it does not seem too difficult for them to communicate with one another. I am interested in doing my research by focusing on this school because I would like to know whether the students who are studying English at this elementary school will achieve their goal or not. When I collect data for my thesis, I hope to see many good things concerning the process of learning and teaching English at this Second-Year Students of Bachelor of Education (Teaching English) (International Program) where I should pay attention to studying more and more, for example, the process of instruction of the teachers here. Once I used to work at this program, I saw a good teaching method that the teachers in this program have taken to apply in teaching and learning English. On the contrary, there are some problems and some things that need improvement. It is very good to do the research focusing on this program because researchers will have a chance to learn more about the advantages and disadvantages of education (Gore, & Zeichner, 1990).

Languages are generally taught and assessed in terms of the 'four skills' listening, speaking, writing, and writing. Listening and writing are known as 'receptive' skills while speaking and writing are known as 'productive' skills. All language learners will need to develop their skills in each of these areas, and language classes should incorporate activities related to all these skills.

According to Von Foo stated that 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.

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; Moreover, Heaton 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 skills.

Writing skills are an important part of communication. Correct grammar, punctuation and spelling are keys in written communications. The writer 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). 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 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 skill.

Writing might be beneficial to cognitive skills because it requires focusing of attention, planning and forethought, organization of one's thinking, and reflective thought, among other abilities thereby sharpening these skills through practice and reinforcement. Writers interested in learning more about how writing contributes to intellectual and cognitive abilities are encouraged to write McArthur, Graham, and Fitzgerald (2006).

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 in Master's level English as a teaching English Program: Insight into the process and perceptions from stakeholders in Education faculty, Mahachulalongkornrajavidyalaya University, Wang Noi, Ayuthaya. So many Thai monks are studying in this university. Also, a lot of foreign students are studying in this Mahachulalongkornrajavidyalaya 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) stated that 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.

For the right focus in the teaching of writing skills, it is important to define them and closely examine the problems students face while writing. In English, it is difficult to define writing skills in a word. Many thinkers have defined and analyzed it in many different ways. The perspective of writing differs from person to person depending on the person’s individual attitude and aims towards printed words, from language to language, considering the cause of writing and the content of the text. So, the definition and meaning of writing skills depend, largely, on the tried writing of teaching English program students of the Master of Education (Teaching English) (International Program) of the Education Faculty, Mahachulalongkornrajavidyalaya University, on the purpose of the writer, on the text and textual contents, on the attitude of the writers towards the text, on the writing materials, and on the experience of the writer. However, experts have tried to define it differently, in their own way of observation and thought. There have been significant developments in the interest and practices of English writing skills in the world in the last three or four decades. It is important to examine those developments for insights that can help us bring about significant changes in the English writing skills pedagogy in Thailand. Research in this field is very significant for students Master of Education (Teaching English) (International Program) of the Education Faculty, Mahachulalongkornrajavidyalaya University, Thailand, because the standard of education in the country depends on students English writing skills and proficiency in English. For meaningful education, it is very important to improve the writing skills and proficiency of learners in English. It is equally important to examine the present state of students writing skills at the university to identify problems and address them to improve the overall situation in the interest of the university. It is admitted that higher education at the university suffers a setback because of students’ poor level of writing skills proficiency. To improve the situation in the country, some measures must be taken to identify the problems, address them, and improve the situation. This study is an attempt to do so. Therefore, the study will be of great significance and interest for the students of the Master of Education (Teaching English) (International Program) of the Education Faculty at Mahachulalongkornrajavidyalaya University as a whole (Boonmmee and Sittisoak, 2002).

Extensive English Writing skills that “Good things happen when students write extensively. We explain that extensive writing not only makes the students fluent writers, but also enables them to learn new words and expand their understanding of words they knew before. Extensive writing also helps them to write better, and “their listening and speaking abilities improve.” In short, extensive English writing activities can make student writing a resource for language practice, vocabulary learning, listening, speaking and writing. As English writing is an open programmed for all types of students and their choice is free, they can write any types of English skills they like. All kinds of books, magazines, especially written for students and learners are the most suitable writing materials for them. Intensive and English writings skills are important and necessary for effective writings, and they are complementary to each other. To be an efficient writer, one must carry on both these two processes, as Williams suggests, for students every has hour of intensive writing, a learner should be doing at least another hour of studied English writing skills (Williams, 2001).

Like in other contexts, it is very important for students to produce graduates of an international standard in today's globalized world; it is necessary to improve students' writing proficiency in English. Though it will take time to bring about changes in the present state of teaching and learning writing skills, it is not altogether impossible. If recent pedagogical approaches are used and if proper materials and tests are designed, the situation will improve significantly. This study, therefore, will prove very useful for the students. The importance of writing skills for students cannot be denied. To make the students fit nationally and internationally, their writing skills must be at an advanced level. If writing skills are improved, learners will be able to utilize maximum resources for acquiring knowledge and information, and it will change the whole educational scenario of the country. So, the present study on ‘development of writing skills in Master's level English as a teaching English program: insight into the process and perceptions from stakeholders Education Faculty, Mahachulalongkornrajavidyalaya University is of great importance.

Overall, as indicated by the above research, the English writing model to enable students to develop their own English-writing ability in order to reach their goals. Therefore, the researcher is interested in the development of writing skills in Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University.

Research Questions

1. What are the components of the English writing model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University?
2. How do the students achieve the English writing model for the students of Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University?
3. How much satisfaction and effectiveness are there in teaching and learning the English writing model for the students of Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University?

Research Objectives

1. To study the English writing model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University.
2. To develop the English writing model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University.
3. To test and evaluate the effectiveness of the teaching and learning English writing model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University.

Methodology

The research study examined the development of an English reading model for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University. The researcher has created a model for English classes and used it to compare students' participation before and after employing the problem-based learning approach in class for the students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University, as well as to evaluate its effectiveness in terms of students' reading performance. In addition, the students' satisfaction after studying through the proposed model. This research has used research and development (R&D), including a group pre-test and post-test design. The research design is shown in the following details:

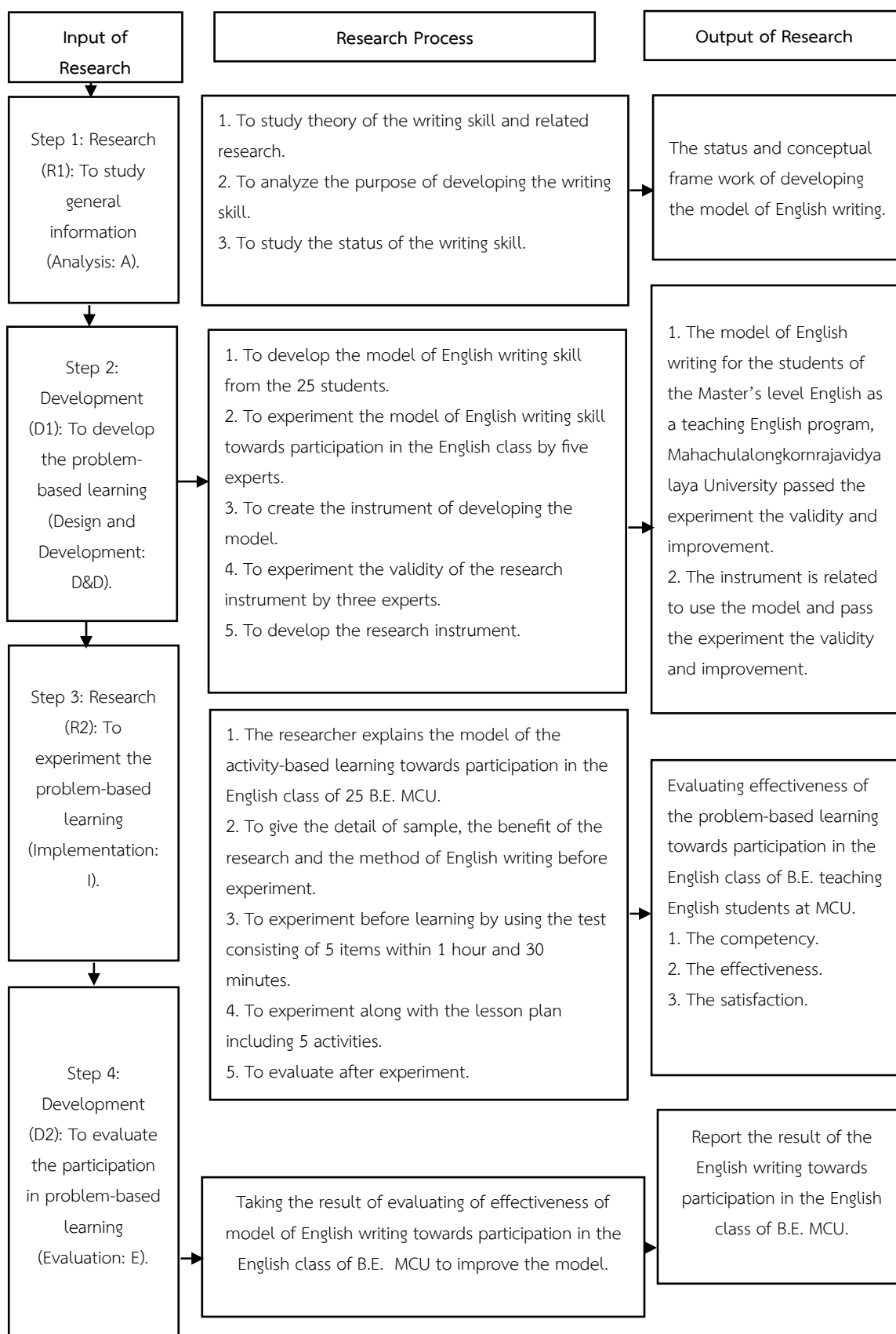
The research design is divided as follows:

Step 1: Research (R1): To study general information (Analysis: A).

Step 2: Development (D1): To develop model of English writing skill (Design and Development: D&D).

Step 3: Research (R2): To experiment the model of English writing skill (Implementation: I).

Step 4: Development (D2): To evaluate the participation in model of English writing skill (Evaluation: E).



Research Results

The sample of the study was monk 7 students, which is calculated at 28.0 %; 6 novice students, which is calculated at 24.0 %; 5 male students, which is calculated at 20.0 %; 4 nun students, which is calculated at 16.0%; and 3 female students, which is calculated at 12.0%. The students age 26–30 years were 10 students, which is calculated at 40.0 %; the students age 31–35 years were 8 students, which is calculated at 32.0%; and the students age 20–25 years were 7 students, respectively.

The teacher's questionnaire is about teaching plans, physiology, and problem solving, among other things. The researcher asks the teacher to complete a questionnaire about The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. including 10 items, and after that, finding the result of the mean (\bar{x}), and standard deviation (S.D.) as follows:

The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. It was found that the overall average was 4.40, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 9. "You already know about the topic." (\bar{x} = 4.60, S.D. = 0.50), and the second item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." (\bar{x} = 4.52, S.D. = 0.51), and the third item was No. 5. "There is no ambiguity in the language in the language of the contents." (\bar{x} = 4.48, S.D. = 0.51), and the lowest level was No. 3. "The stories for writing comprehension are interesting for students." (\bar{x} = 4.24, S.D. = 0.44), respectively.

The student's questionnaire is about teaching plans, physiology, and problem solving for students. It was found that the overall average was 4.31, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 6. "Studying English-writing skills appears to be refreshing for both students." (\bar{x} = 4.64, S.D. = 0.49), and the second item was No. 3. "When learning through English writing skills, the atmosphere in the classroom is relaxed." (\bar{x} = 4.44, S.D. = 0.51), and the third item was No. 9. "It talks about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions." (\bar{x} = 4.40, S.D. = 0.58), and the lowest level was No. 4. "A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples." (\bar{x} = 4.12, S.D. = 0.60), respectively. In conclusion, the students' behavior habits, emotions, and reasons were at a high congruence level.

To evaluate the validity of the model. The researcher asks 25 students to complete a questionnaire to evaluate the validity of the model. of 10 items, and after that, finding the result of the mean (\bar{x}), and standard deviation (S.D.) as follows:

To evaluate the validity of the model, it was found that the overall average was 4.45, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 10. "A comprehensive review of key content concepts and feedback for students' work is provided." ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 4. "Writing materials contain vocabularies that are both familiar and challenging." ($\bar{x} = 4.60$, S.D. = 0.50), and the third item was No. 7. "Opportunities for interactions and discussion between teacher and student and among students, as well as encouraging elaborated responses, are provided frequently." ($\bar{x} = 4.56$, S.D. = 0.51), and the lowest level was No. 5. "Writing materials provide a variety of genres (e.g., articles, letters, advertisements, reports, stories, poems, and songs)." ($\bar{x} = 4.28$, S.D. = 0.54), respectively. In conclusion, evaluate the validity of the model, which was at a high congruence level.

To evaluate the appropriateness and consistency of the model. The researcher asks 25 students to complete a questionnaire to evaluate the appropriateness and consistency of the model. of 10 items, and after that, finding the result of the mean (\bar{x}) and standard deviation (S.D.) as follows:

To evaluate the appropriateness and consistency of the model. It was found that the overall average was 4.36, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 2. "Supplementary materials to use are identified." ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 8. "A variety of question types, including those that promote English writing skills, use English writing skills throughout the lesson (e.g., literal, analytical, and interpretive questions)." ($\bar{x} = 4.44$, S.D. = 0.51), and the third item was No. 5. "Learning tasks and activities are explained clearly." ($\bar{x} = 4.40$, S.D. = 0.58) has an average equal to No. 7. "Opportunities for students to use strategies (e.g., predicting, problem solving, summarizing, critical thinking, and evaluating) are provided plentifully." ($\bar{x} = 4.40$, S.D. = 0.55), and the lowest level was no. A variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations) are used. ($\bar{x} = 4.24$, S.D. = 0.52) has an average equal to No. 6. "Assessments of student learning throughout the lesson on all lesson objectives (e.g., quiz, group response) are conducted." ($\bar{x} = 4.24$, S.D. = 0.52), respectively. In conclusion, evaluate the appropriateness and consistency of the model, which was at a high congruence level.

The results of analyzing the competency of the pre-test and post-test in the use of experimentation with the manual of the model of English-writing skill for students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University.

The result of the pre-test and post-test of using the manual of the model of English-writing skill It was found that the score of the pre-test of using the manual model for solving English-speaking problems between Thai and foreigners ($\bar{x} = 9.76$, S.D. = 1.33) are lower than post-use experiment the manual of model for solving English speaking problems between Thai and foreign students in education faculty ($\bar{x} = 17.76$, S.D. = 1.05).

The results of analyzing the efficiency of the pre-test and post-test in the use of experimentation with the manual model of English-writing skill for students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University.

The comparison between the students' pre-test and post-test in the use the manual of model of English-Writing skill for students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University., is found that the pupils who have the score post-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{x} = 17.76$, S.D. = 1.05) are higher than pre-test of the score pre-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{x} = 9.76$, S.D. = 1.33) as statistically significant at 0.5.

To evaluate the satisfaction of students' opinions towards the model of English-writing skill by using English writing skills. The researcher asks 25 students to complete a questionnaire about the satisfaction of students' opinions towards the model of English-writing skill of 20 items, and after that, finding the result of the mean (\bar{x}), and standard deviation (SD) as follows:

The satisfaction of students' opinions towards a model of English-writing skill by using English writing skills. It was found that the overall average was 4.34, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 5. "The content corresponds to the objectives of the study." ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\bar{x} = 4.56$, S.D. = 0.51), and the third item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x} = 4.52$, S.D. = 0.51), and the lowest level was No. 12. "The Model of English-Writing Skill improves and extends my English-Writing skill." ($\bar{x} = 4.12$, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students' opinions towards the model of English-writing skill for students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University, which was at a satisfactory level.

Discussion

The general information about English writing towards participation in the English class of students of the Master's level English as a teaching English program,

Mahachulalongkornrajavidyalaya University, Faculty of Education, Mahachulalongkornrajavidyalaya University.

The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. It was found that the overall average was 4.40, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 9. "You already know about the topic." ($\bar{x} = 4.60$, S.D. = 0.50), and the second item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x} = 4.52$, S.D. = 0.51), and the third item was No. 5. "There is no ambiguity in the language in the language of the contents." ($\bar{x} = 4.48$, S.D. = 0.51), and the lowest level was No. 3. "The stories for writing comprehension are interesting for students." ($\bar{x} = 4.24$, S.D. = 0.44), respectively. In conclusion, the teacher's questionnaire was about teaching plans, physiology, and problem solving for teachers, which was at a high congruence level.

The student's questionnaire is about teaching plans, physiology, and problem solving for students. It was found that the overall average was 4.31, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 6. "Studying English-Writing skills appears to be refreshing for both students." ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 3. "When learning through English writing, the atmosphere in the classroom is relaxed." ($\bar{x} = 4.44$, S.D. = 0.51), and the third item was No. 9. "It talks about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions." ($\bar{x} = 4.40$, S.D. = 0.58), and the lowest level was No. 4. "A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples." ($\bar{x} = 4.12$, S.D. = 0.60), respectively. In conclusion, the students' behavior habits, emotions, and reasons were at a high congruence level, according to the study of **Phra Vanhxay Onechoumsitthi** investigated the English Writing skills of grade 6 students at Wat Sitaram School in Pomprap Sattruphai district, Bangkok. The results of this study found that the level of ability in writing of the students before using the writing materials designed was at 2.30%, and the level of ability in writing of the students after using the writing materials was at 3.50%. The results of this study found that the level and development of English Writing skills in the students textbook and the Buddha story book were different; that is, the writing skills of the students Buddha story book were better than the writing skills in the students' textbook.

Study the achievement of the model of English-Writing skill for students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University.

The results of analyzing the efficiency of the pre-test and post-test in the use of the manual model of English-Writing skill for students of the Master's level English as a

teaching English program, Mahachulalongkornrajavidyalaya University indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-Writing skill for students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University The pupils who have the score post-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{x} = 17.76$, S.D. = 1.05) are higher than pre-test of the score pre-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{x} = 9.76$, S.D. = 1.33) as statistically significant at 0.5, according to the study of **Jikamas Sukkasame** studied development of English Writing skill for the first-year students, faculty of engineering and industrial technology, Silpakorn university. The findings were as follows: 1) The students' English Writing skill after studying English writing was significantly higher than before at the .05 level. 2) The students' opinions toward English writing were at a good level.

Study the satisfaction of students' opinions towards model of English-Writing skill for second- year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkorn rajavidyalaya University.

It illustrates the satisfaction of students' opinions towards a model of English-Writing skill by using English writing. It was found that the overall average was 4.34, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 5. "The content corresponds to the objectives of the study." ($\bar{x} = 4.64$, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\bar{x} = 4.56$, S.D. = 0.51), and the third item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{x} = 4.52$, S.D. = 0.51), and the lowest level was No. 12. "The Model of English-Writing skill improves and extends my English-Writing skill." ($\bar{x} = 4.12$, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students' opinions towards the model of English-Writing skill for students of the Master's level English as a teaching English program, Mahachulalongkornrajavidyalaya University, which was at a satisfactory level, according to the study of **Sasithida Saraiwang** studied the development of an English writinginstructional model through English writing integrated with collaborative strategic writing to enhance writing comprehension ability and writing strategy use for undergraduates. The results were as follows: Students' opinions after using PADPE Model was at a high level.

Suggestions

1. The researcher should use experimental activities to teach listening, speaking, writing, and writing skills.

2. In the next study, the researcher should separate the levels of the students to be more specific in the lessons.

3. The researcher should continue using this kind of medium to develop other skills in English as well, not only writing skills, for example, listening comprehension, vocabulary comprehension, or writing comprehension.

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