The Development of English Academic Writing Skills of The Third Year Students in English Major at Education Faculty Through the Process Approach

[1]Siriprapha Kawboonsai, [2]Phra Narong Thanawutho, and [3]Weerapong Paengkamhag

[1]Doctor of Education (Teaching English), Faculty of Education, Mahachulalongkornrajavidyalaya University
[2-3]Faculty of Education, Mahachulalongkornrajavidyalaya University, Thailand
[1]Email: frofern.fair@gmail.com, [2-3]Email: weerapong.pae@mcu.ac.th

Received: November 02, 2024 **Revised:** December 15, 2024 **Accepted:** December 26, 2024

Abstract

This research studied of development of English academic writing skills of the third-year students in English major at education faculty through the process approach. The objectives were 1) to study the English academic writing skills of the third year students in English major at education faculty through the process approach, 2) to develop the English academic writing skills of the third year students in English major at education faculty through the process approach, 3) to test of using and evaluate the effectiveness of teaching and learning English acidic writing model English academic writing skills of the third year students in English major at education faculty through the process approach. 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 evaluatation of the validity of the model was found that the overall average was 4.45 which was at high congruence level. The evaluatation 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 ($\overline{x}$ = 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 ($\overline{x}$ = 17.76, S.D. = 1.05).

Keywords: English Academic Writing Skill; English Major; Process Approach

Introduction

An English writing skill is one of four skills for students to study because it must come along with listening and speaking together. If students do not have the fundamental knowledge of listening and speaking, then it is difficult to collect and read data. In fact, the necessary information used as data for English academic writing comes from many sources, such as formal documents, textbooks, newspapers, journals, and many other audiovisual aids such as radio, television, tape recorders, YouTube, etc. (Eddie wills M.ED., 1986).

Therefore, English writing should be promoted as much as possible because it is innate in learners forever. The learner has the opportunity to use it even though they have finished their education. Since it is a 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 textbooks is also a skill in English books. English academic writing is the process of searching for knowledge from the writing; in this case, efficient readers have to get the following information (Marry Finochiare and Chistopher, 1986).

Knowledge of the writing system, such as spelling words, compound words, and English academic 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; Interpretation involves understanding the purpose of the writing, its arrangement, the relationship between various sentences, and the ability to easily follow up on the writer's idea. 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 and way of life on a particular side, along with general knowledge of political atmosphere, creation, sports, etc., is essential. The motivations behind English academic writing and its style are diverse. Individual readers have different reasons for engaging with English academic writing, which can influence their writing style. Therefore, when reading English academic writing, it's important to consider the source of the story's content and whether it's appropriate for you. Kenneth Goodman stated that mastering English academic writing is a complex and achievable skill. English academic writing must be based on the following teachers. Linguistic knowledge: In the beginning of learning to read, the learner will learn the relation between sound and alphabets as well as the meaning of individual words, but with more experience in English academic writing, the learner will be able to read in order to understand much more and more.

Experience, which concerns knowledge that the reader has already bared in their mind, is conceptual or semantic completeness; the reader will not understand English

academic writing whose contents are not complete, except in the case the reader has already read it before. This is the background of this thesis and the significance of the problem. English academic 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 discovering how to conserve and transfer human culture will be most useful. We have to seek knowledge by writing excellent documents and useful books in English. It is sad that a good read can lead the reader to the victory gate (Gore, & Zeichner, 1990).

Anumanratchathonphraya, a philologist from Thailand, asserted that the success of all human social activities hinges on the ability to effectively communicate through language, whether it's speech or non-speech (semantic phology). 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 outline the procedures so that readers can organize their own solutions for English writing skill development.

Why do 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 English academic 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 English academic writing teaching. Proposed how to develop the English academic writing skill shown below is to point out situations for students to understand destinations of English academic 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 (McArthur, Graham, and Fitzgerald, 2006).

The goal is to introduce learners to the pronunciation and meaning of unfamiliar words. The aim is to assist learners in consistently reading a variety of words, while also assisting them in comprehending the grammatical functions inherent in language structure. Helping the learner to understand and relate the relationships of different idioms to which the reader is accustomed. Assisting learners in comprehending and questioning the meaning of words and statements from various relationships is crucial. It is crucial to assist learners in comprehending both the primary meaning and the intricate details of the subject matter. This aids in enhancing their speech and English academic writing skills, thereby facilitating a deeper understanding of the subject matter. Furthermore, Elle William suggested a sequence in English academic writing teaching differentiated into three grades (Gore, & Zeichner, 1990).

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

The instructor should provide suggestions and stimulate students' understanding of the topic. For motivation, in order that students are interested in studying, give a reason for English academic writing preparation in part language for learners before English academic writing content. While English academic writing, this grade emphasizes the content to read with the following contents: This grade is designed to aid learners in comprehending the purpose of the writing. I am responsible for assisting learners in comprehending the structure of written work or the contents they are expected to read. Thank you for helping to expand the statement of contents. After English academic writing in this grade, it has the following purpose: The purpose is to transfer knowledge and ideas into content that has already been read. To relate the English academic writing contents already. This is the significance of the problem in this thesis when knowing the cause of the problem (Boonmme and Sittisoak, 2002).

ASEAN Community members from 10 countries agreed that each country can use any language to communicate, but English must come first because it is the foundation for citizens 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 positive 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. During my tenure at this program, I observed the effective teaching methods that the teachers employed to teach and learn English. On the contrary, there are some problems, and some things need improvement. It is very good to focus research on this program because researchers will have a chance to learn more about the advantages and disadvantages of education (Williams, 2001).

For the right focus in the teaching of English academic writing skills, it is important to define them and closely examine the problems students face while writing English academically. In English, it is difficult to define English academic writing skills in a word. Many thinkers have defined and analyzed it in many different ways. The perspective of English academic 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 English academic writing and the content of the text. As a result, what English academic writing skills really mean depends on the English academic writing that second-year students in the Bachelor of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University have done, on the reader's goal, on the text

and what it says, on how the reader feels about it, on the English academic writing materials, and on the reader's own experience. 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 second-year students of the Bachelor 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 essential to improve the English academic writing skills and proficiency of learners in English. It is equally important to examine the current state of students' English academic writing skills at the university, identify any problems, and address them to improve the overall situation in the university's interest. It is admitted that higher education at the university suffers a setback because of students' poor level of English academic writing skills proficiency. We must take measures to identify the problems, address them, and improve the situation in the country. This study is an attempt to do so. Therefore, the study will be of immense significance and interest for the second-year students of the Bachelor of Education (Teaching English) (International Program) of the Education Faculty at Mahachulalongkornrajavidyalaya University as a whole.

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

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' English academic writing proficiency in English. Though it will take time to bring about changes in the present state of teaching and learning English academic 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 English academic writing skills for students cannot be denied. To make the students fit nationally and internationally, their English academic writing skills must be at an advanced level. If English academic 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 an English writing model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University is of great importance.

Overall, as indicated by the above research, the English writing model uses problem-based learning to enable students to develop their own English-English academic writing ability in order to reach their goals. To do this, the researcher wants to create a problem-based learning model for second-year Bachelor of Education (Teaching English) (International Program) students at Mahachulalongkornrajavidyalaya University. The students will be part of the Faculty of Education.

Research Questions

1. To study the English writing model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program).

2. How do the students achieve the English writing model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program)?

3. How much satisfaction and effectiveness are there in teaching and learning the English writing model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program)?

Research Objectives

1. To study the English academic writing skill by using grammar translation method to enhance English academic writing competency, learning strategies and problem-solving skills.

2. To develop the English writing model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program).

3. To test and evaluate the effectiveness of the teaching and learning English writing model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program).

Methodology

The research study examined the development of an English writing model by using problem-based learning for the second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, 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 second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, as well as to evaluate its effectiveness in terms of students' English academic writing 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:

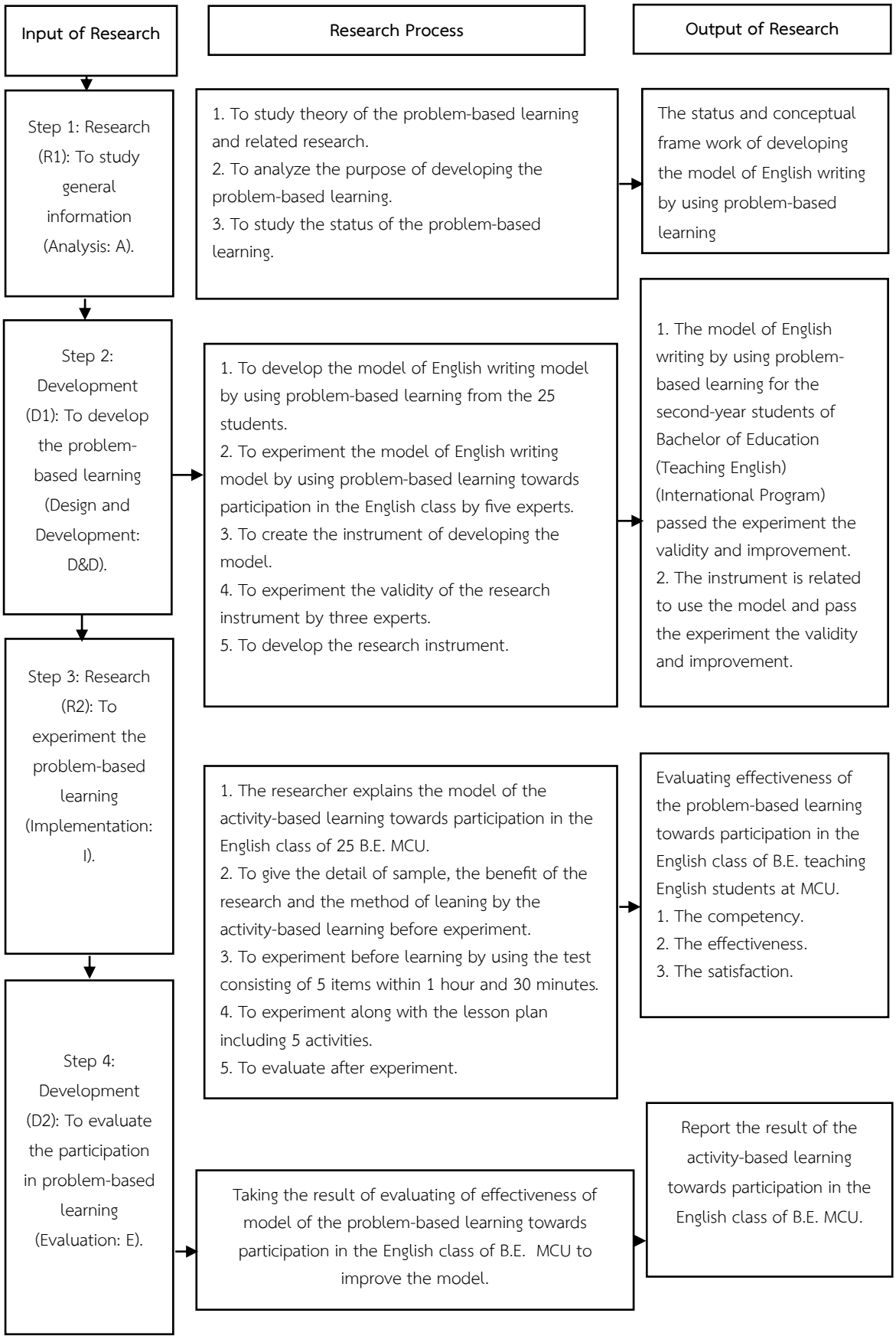
The research design is divided as follows:

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

Step 2: Development (D1): To develop model of English-English academic writing skill by using Problem-based Learning (Design and Development: D&D).

Step 3: Research (R2): To experiment the model of English-English academic writing skill by using Problem-based Learning (Implementation: I).

Step 4: Development (D2): To evaluate the participation in model of English-English academic writing skill by using Problem-based Learning (Evaluation: E).


Input of Research
Research Process
Output of Research
Step 1: Research (R1): To study general information (Analysis: A).
1. To study theory of the problem-based learning and related research.
2. To analyze the purpose of developing the problem-based learning.
3. To study the status of the problem-based learning.
The status and conceptual frame work of developing the model of English writing by using problem-based learning
Step 2: Development (D1): To develop the problem-based learning (Design and Development: D&D).
1. To develop the model of English writing model by using problem-based learning from the 25 students.
2. To experiment the model of English writing model by using problem-based learning towards participation in the English class by five experts.
3. To create the instrument of developing the model.
4. To experiment the validity of the research instrument by three experts.
5. To develop the research instrument.
1. The model of English writing by using problem-based learning for the second-year students of Bachelor of Education (Teaching English) (International Program) passed the experiment the validity and improvement.
2. The instrument is related to use the model and pass the experiment the validity and improvement.
Step 3: Research (R2): To experiment the problem-based learning (Implementation: I).
1. The researcher explains the model of the activity-based learning towards participation in the English class of 25 B.E. MCU.
2. To give the detail of sample, the benefit of the research and the method of leaning by the activity-based learning before experiment.
3. To experiment before learning by using the test consisting of 5 items within 1 hour and 30 minutes.
4. To experiment along with the lesson plan including 5 activities.
5. To evaluate after experiment.
Evaluating effectiveness of the problem-based learning towards participation in the English class of B.E. teaching English students at MCU.
1. The competency.
2. The effectiveness.
3. The satisfaction.
Step 4: Development (D2): To evaluate the participation in problem-based learning (Evaluation: E).
Taking the result of evaluating of effectiveness of model of the problem-based learning towards participation in the English class of B.E. MCU to improve the model.
Report the result of the activity-based learning towards participation in the English class of B.E. MCU.

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 ($\overline{X}$), and standard deviation (S.D.) as follows: it illustrates that 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." ($\overline{X}$ = 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." ($\overline{X}$ = 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." ($\overline{X}$ = 4.48, S.D. = 0.51), and the lowest level was No. 3. "The stories for English academic writing are interesting for students." ($\overline{X}$ = 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. The researcher asks 25 students to complete a questionnaire about their behavior, habits, emotions, and reasons for doing so. of 10 items, and after that, finding the result of the mean ($\overline{X}$), and standard deviation (S.D.) as follows: it illustrates that 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-English academic writing skills by using problem-based learning appears to be refreshing for both students." (X = 4.64, S.D. = 0.49), and the second item was No. 3. "When learning through problem-based learning, the atmosphere in the classroom is relaxed." (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." (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." (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 ($\overline{x}$), and standard deviation (S.D.) as follows: it illustrates that 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." ($\overline{x}$ = 4.64, S.D. = 0.49), and the second item was No. 4. "English academic writing materials contain vocabularies that are both familiar and challenging." ($\overline{x}$ = 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." ($\overline{x}$ = 4.56, S.D. = 0.51), and the lowest level was No. 5. "English academic writing materials provide a variety of genres (e.g., articles, letters, advertisements, reports, stories, poems, and songs)." ($\overline{x}$ = 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 ($\overline{x}$) and standard deviation (S.D.) as follows: it illustrates how 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." ($\overline{x}$ = 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 problem-based learning throughout the lesson (e.g., literal, analytical, and interpretive questions)." ($\overline{x}$ = 4.44, S.D. = 0.51), and the third item was No.5. "Learning tasks and activities are explained clearly." ($\overline{x}$ = 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." ($\overline{x}$ = 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. ($\overline{x}$ = 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." ($\overline{x}$ = 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-English academic writing skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

It illustrates that the result of the pre-test and post-test of using the manual of the model of English-English academic writing skill by using problem-based learning It was found that the score of the pre-test of using the manual model for solving English-speaking problems between Thai and foreigners ($\overline{x}$ = 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 ($\overline{x}$ = 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-English academic writing skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

It indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-English academic writing skill by using Problem-based Learning for second-year students of Bachelor of Education *(*Teaching English*) (*International Program*)*, Faculty of Education, 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 ($\overline{x}$ = 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 ($\overline{x}$ = 9.76 , S.D. = 1.33) as statistically significant at 0.5.

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

It illustrates the satisfaction of students' opinions towards a model of English-English academic writing skill by using problem-based learning. 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." ($\overline{x}$ = 4.64, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\overline{x}$ = 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." ($\overline{x}$ = 4.52, S.D. = 0.51), and the lowest level was No. 12. "The Model of English-English academic writing Skill by Using Problem-Based Learning improves and extends my English-English academic writing skill." ($\overline{x}$ = 4.12, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students' opinions towards the model of English-English academic writing skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, which was at a satisfactory level.

Discussion

The general information about problem-based learning towards participation in the English class of the second-year students of Bachelor of Education (Teaching English) (International Program), 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." ($\overline{x}$ = 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." ($\overline{x}$ = 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." ($\overline{x}$ = 4.48, S.D. = 0.51), and the lowest level was No. 3. "The stories for English academic writing are interesting for students." ($\overline{x}$ = 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-English academic writing skills by using problem-based learning appears to be refreshing for both students." ($\overline{x}$ = 4.64, S.D. = 0.49), and the second item was No. 3. "When learning through problem-based learning, the atmosphere in the classroom is relaxed." ($\overline{x}$ = 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." ($\overline{x}$ = 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." ($\overline{x}$ = 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 English academic writing of the students before using the English academic writing materials designed was at 2.30%, and the level of ability in English academic writing of the students after using the English academic 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 English academic writing skills of the students Buddha story book were better than the English academic writing skills in the students' textbook.

Study the achievement of the model of English-English academic writing skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

The results of analyzing the efficiency of the pre-test and post-test in the use of the manual model of English-English academic writing skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-English academic writing skill by using Problem-based Learning for second-year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, 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 ($\overline{x}$ = 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 ($\overline{x}$ = 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 by using problem-based learning 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 problem-based learning was significantly higher than before at the .05 level. 2) The students' opinions toward problem-based learning were at a good level.

Study the satisfaction of students' opinions towards model of English-English academic writing skill by using problem-based learning 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-English academic writing skill by using problem-based learning. 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." ($\overline{x}$ = 4.64, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\overline{x}$ = 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." ($\overline{x}$ = 4.52, S.D. = 0.51), and the lowest level was No. 12. "The Model of English-English academic writing Skill by Using Problem-Based Learning improves and extends my English-English academic writing skill." ($\overline{x}$ = 4.12, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students' opinions towards the model of English-English academic writing skill by using problem-based learning for second-year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, which was at a satisfactory level, according to the study of **Sasithida Saraiwang** studied the development of an English writing instructional model through problem-based learning integrated with collaborative strategic English academic writing to enhance English academic writing ability and English academic writing strategy use for undergraduates. The results were as follows: Students' opinions after using PADPE Model was at a high level.

Knowledge of Research

1. Introduction

Academic writing is a fundamental skill for English major students, particularly in their third year, when they are required to produce more sophisticated texts such as essays, research papers, and reports. However, many students face challenges in organizing ideas, maintaining coherence, and applying proper academic conventions.

The **Process Approach** to writing provides a structured and interactive method that emphasizes writing as a **recursive process** involving multiple stages—pre-writing, drafting, revising, editing, and publishing. This approach helps students **develop their writing skills systematically**, fostering critical thinking, self-reflection, and improved writing performance.

2. The Process Approach in Academic Writing

The **Process Approach** shifts the focus from **the final product** to **the development of writing**. It is characterized by the following stages:

- **Pre-Writing (Planning & Brainstorming):**
  - Generating ideas through discussions, free writing, and mind mapping.
  - Organizing thoughts and outlining the structure of the text.
- **Drafting:**
  - Writing an initial version without focusing too much on accuracy.
  - Prioritizing fluency and idea development.

- **Revising:**
  - Reviewing content for logical flow, coherence, and clarity.
  - Making structural and organizational changes.
- **Editing:**
  - Refining grammar, vocabulary, punctuation, and formatting.
  - Peer and teacher feedback play a crucial role at this stage.
- **Publishing/Finalizing:**
  - Producing a polished final version for submission or presentation.

This method helps students **internalize writing as an evolving process**, rather than viewing it as a one-time task.

3. Objectives of the Development Model

The primary objectives of integrating the **Process Approach** into third-year students' academic writing development are to:

1) **Improve Writing Proficiency** – Strengthen grammar, coherence, cohesion, and academic style.

2) **Enhance Critical Thinking Skills** – Encourage students to analyze and organize their arguments effectively.

3) **Develop Writing Autonomy** – Train students to self-monitor and revise their work independently.

4) **Encourage Collaborative Learning** – Incorporate peer reviews and teacher feedback for continuous improvement.

5) **Address Common Writing Challenges** – Provide strategies to overcome issues like poor organization, lack of clarity, and grammatical errors.

4. Implementation Strategies

To successfully develop academic writing skills using the **Process Approach**, the following strategies can be employed:

- **Writing Workshops:** Regular practice sessions where students engage in guided writing exercises.
- **Peer Review Activities:** Encouraging collaboration through structured feedback from classmates.
- **Teacher Feedback and Conferencing:** Individual or group consultations to provide targeted support.
- **Use of Writing Portfolios:** Tracking progress over time by maintaining multiple drafts of writing assignments.
- **Integration of Technology:** Utilizing grammar-checking tools, online writing platforms, and collaborative writing applications.

5. Expected Outcomes

By implementing the **Process Approach**, third-year English major students are expected to:

- Demonstrate **improved academic writing skills** in terms of structure, coherence, and argumentation.
- Gain confidence in **self-editing and revising** their work.
- Develop a **growth mindset** toward writing, understanding that writing improves through practice and feedback.
- Produce **higher-quality academic papers** that adhere to academic conventions.

6. Challenges and Solutions

Despite its benefits, the **Process Approach** can present challenges, such as:

- **Time Constraints:** Students may feel overwhelmed by multiple drafts and revisions.
  - *Solution:* Incorporate manageable writing tasks and realistic deadlines.
- **Lack of Motivation:** Some students may resist the iterative nature of the approach.
  - *Solution:* Use engaging topics, provide clear incentives, and highlight progress through self-reflection.
- **Overdependence on Teacher Feedback:** Students might rely too much on external corrections.
  - *Solution:* Encourage self-assessment and peer feedback to build autonomy.

The **Process Approach** is a **student-centered and effective** methodology for developing academic writing skills in third-year English major students. By emphasizing **structured writing development, collaboration, and self-regulation**, this approach fosters long-term improvements in writing competency, making students better prepared for advanced academic and professional writing tasks.

Suggestions

1. The researcher should use experimental activities to teach listening, speaking, English academic 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 English academic writing skills, for example, listening, vocabulary, or writing.

References

Boonmme and Sittisoak. (2002). *Writing pronunciation of students Grade 6 Vungvieng School* (B.A. Writing development Elementary School). Department of society: Laos.

Eddie wills M.ED. (1986). Bowling Green State. *teaching English, 2*(3), 7-30.

Gore. & Zeichner. (1990). *Writing in communication public of Asian primary school*. (Ph.D. of education research study). Cambridge University.

Jikamas Sukkasame. (2016). *Development of English reading skill by using grammar translation method for the first-year students, faculty of engineering and industrial technology, Silpakorn university* (Master of Education Teaching English as a foreign language). Silpakorn University.

Marry Finochiare and Chistopher. (1986). The English writing in learning and teaching. *Journal of language studies*.

Phra Vanhxay Onechoumsitthi. (2016). *A Study of English writing Skills of Grade 6 Students of Wat Sitaram School in Pomprap Strupai District Bangkok* (Thesis of Master of Arts Program in English, International Program). Mahachulalongkornrajavidyalaya University.

Sasithida Saraiwang. (2020). *The development of an English reading instructional model through grammar translation method integrated with collaborative strategic reading to enhance reading comprehension ability and reading strategy use for undergraduates* (Thesis of Doctor of Philosophy). Silpakorn University.

Williams. (2001). Top ten Principles for Teaching Reading of General level. *Journal of Language Teaching Research, 3*(1), 42-45.