

Development of English Writing Skills of The Second Year Students in English Major at Education Faculty with Blended Learning Approach

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Abstract

This research studied of development of English writing skills of the second-year students in English major at education faculty with blended learning approach. The objectives were 1) to English writing skills of the second-year students in English major at education faculty with blended learning approach, 2) to develop the English writing skills of the second-year students in English major at education faculty with blended learning approach, 3) to test and evaluate the effectiveness of the teaching and learning English writing skills of the second-year students in English major at education faculty with blended learning 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 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: English Academic Writing Skill; English Major; Process Approach

Introduction

One of the four skills that students should study is English writing, as it must be studied in conjunction with grammar. If students do not have the fundamental knowledge of grammar structures, then it is difficult to collect data for writing. In fact, the necessary information used as data for 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.

Therefore, writing is a skill that is suitable to promote as much as possible because it is innate in the learner 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. Writing is a search for knowledge, so effective writers must find the following (Eddie wills M.ED., 1986).

Knowledge of the writing system, such as spelling words, compound words, and writing these words correctly; The ability to interpret means the ability to understand the objective of the content to be written, the arrangement of the content, the relationship between sentences, and the ability to follow up on 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 and way of life on a particular side, along with general knowledge of political atmosphere, creation, sports, etc., is essential.

Reasons for insisting and writing style: Individual writers have different reasons for writing, which influence 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 stated that writing is a complex skill, and to achieve it, one must base their writing on the teachings of these teachers (Marry Finochiare and Chistopher, 2000).

Linguistic: When learning to write, the learner will learn the relationship between sound and alphabets and the meaning of individual words. With practice, the learner will be able to write to understand more.

Experience, or knowledge that the writer has written bare in their mind, is conceptual or semantic completeness; the writer will not understand writing things 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 discovering how to

conserve and transfer human culture will be most useful. We have to seek knowledge by writing excellent documents and useful books. It is sad that a good writer can lead the writer into the victory gate (Gore, & Zeichner, 1990).

Soanratchathonphraya, a philologist from Thailand, asserted that the success of all human social activities hinges on the ability to effectively use language for communication, whether it be 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 present the procedures that writers can follow to address the issue of English writing skill development.

Why do researchers display ideas like this? The answer is that English writing skills are one of the important skills that can develop in science and modern technology, so teaching students to develop better English writing skills should undoubtedly be done. So, preparing instruction is necessary for the teacher to do every time because the teacher should consider suitability 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, (Boonmme and Sittisoak, 2002).

The goal is to introduce learners to the pronunciation and meaning of unfamiliar words. The program assists learners in writing a variety of words and aids them in comprehending the grammatical functions of language structure. Helping the learner to understand and relate the relationships of different idioms to which the writer is accustomed. Assisting learners in comprehending and questioning the meaning of words and statements from various relationships is crucial. The focus is on assisting learners in comprehending both the primary ideas and the intricate details of the subject matter. This aids in enhancing their speech and writing skills, thereby facilitating a deeper understanding of the material. Furthermore, Elle William suggested a sequence in writing teaching differentiated into three grades, (Williams, 2001).

Gradation: The objective of gradation is as follows:

Suggestions 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: This grade focuses on assisting learners in understanding the purpose of the writing task. I am responsible for assisting learners in comprehending the structure of writing assignments or the topics they need to write about. 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 content to write already related the writing contents already. his is the significance of the problem in this thesis when knowing the cause of the problem.

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 the research on this program because researchers will have a chance to learn more about the advantages and disadvantages of education.

Teachers generally teach and assess languages based on 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, writing is one of the most important skills in the English language. Learning English will be incomplete without writing skills. Writing is such an important learning tool because it helps students to understand ideas and concepts better. Writing in English seems to be the most difficult language skill for EFL learners to acquire in academic contexts. English writing skill is a 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 English 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.

English 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. Knowing how to use correct punctuation and spelling is known as a mechanical skill. Furthermore, writers need not only an ability to think creatively but also an ability to "manipulate sentences and paragraphs"

(Heaton, 1995, p. 135). The judgment skills are also required to produce proper writing in a given context for a particular audience. Experience and practice are the only ways to achieve this ability. Therefore, it is impossible to expect non-native English speakers to achieve these skills in a short time.

English writing skills help in university class performance. In English classes, you typically write many papers that will become the main source of your grade for the semester. Strong English 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. Professors often grade students not only on content but also on their English writing skills; poor grammar, spelling, and punctuation can result in markdowns. English 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 skills.

Writing might be beneficial to cognitive skills because it requires focusing attention, planning and forethought, organizing thinking, and reflective thought, among other abilities, thereby sharpening these skills through practice and reinforcement. McArthur, Graham, and Fitzgerald (2006) encourage writers interested in learning more about how writing contributes to intellectual and cognitive abilities.

Writing teachers have conducted extensive studies on EFL writing to better understand the challenges faced by EFL learners. A lot of writing methods have been created to assist the learners in order that they could master English writing very well. This study aims to demonstrate the optimal approach to teaching, which involves enhancing writing skills in a master's level English program. This study provides insight into the process and perceptions of stakeholders in the Education faculty at Mahachulalongkornrajavidyalaya University, located in Wang Noi, Ayuthaya. So many Thai monks are studying in this university. Also, a lot of foreign students are studying at Chulalongkornrajavidyalaya 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, 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 what they believe they will never be able to achieve because they not only identify excellent 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 English 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. That's why the definition and meaning of English writing skills depend a lot on the writing that students in the Master of Education (Teaching English) (International Program) at Mahachulalongkornrajavidyalaya University have already done, on the writer's goal, on the text and what it says, on the writer's attitude toward the text, on the writing materials they use, and on their 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 students in the 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 essential to improve the English writing skills and proficiency of learners in English. It is equally important to examine the current state of students' English writing skills at the university, identify any problems, and address them to improve the overall situation in the university's best interest. It is admitted that higher education at the university suffers a setback because of students' poor level of English 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 students of the Master 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 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 program, all types of students and their choices are free; they can write any type of English skills they like. All kinds of books and magazines, especially those written for students and learners, are the most suitable writing materials for them.

Intensive and English writing skills are important and necessary for effective writing, and they are complementary to each other. To become an efficient writer, one must engage in both of these processes. Williams suggests that students should dedicate at least one hour to intensive writing, and another hour to studying English writing skills.

Like 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. The situation will significantly improve if we use recent pedagogical approaches and design proper materials and tests. This study, therefore, will prove very useful for the students. We cannot deny the importance of English writing skills for students. To make the students fit nationally and internationally, their English writing skills must be at an advanced level. If English 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 the 'development of English writing skills of the second-year students in English major at the education faculty with a blended learning approach' is of significant importance.

Overall, as indicated by the above research, the English writing model is 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 the English writing skills of the second-year students in the English major at the education faculty with a blended learning approach.

Research Questions

1. What are the components of the English writing skills of the second-year students in English major at education faculty with blended learning approach?
2. How do the students achieve the English writing skills of the second-year students in English major at education faculty with blended learning approach?
3. How much satisfaction and effectiveness are there in teaching and learning the English writing skills of the second-year students in English major at education faculty with blended learning approach?

Research Objectives

1. To study the English writing skills of the second-year students in English major at education faculty with blended learning approach.
2. To develop the English writing skills of the second-year students in English major at education faculty with blended learning approach.

3. To test and evaluate the effectiveness of the teaching and learning English writing skills of the second-year students in English major at education faculty with blended learning approach.

Methodology

The research study examined the development of writing skills of the second-year students in English major at education faculty with blended learning approach. The researcher has created a model for English classes and used it to compare students' participation before and after employing the development of writing skills of the second-year students in English major at education faculty with blended learning approach, 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:

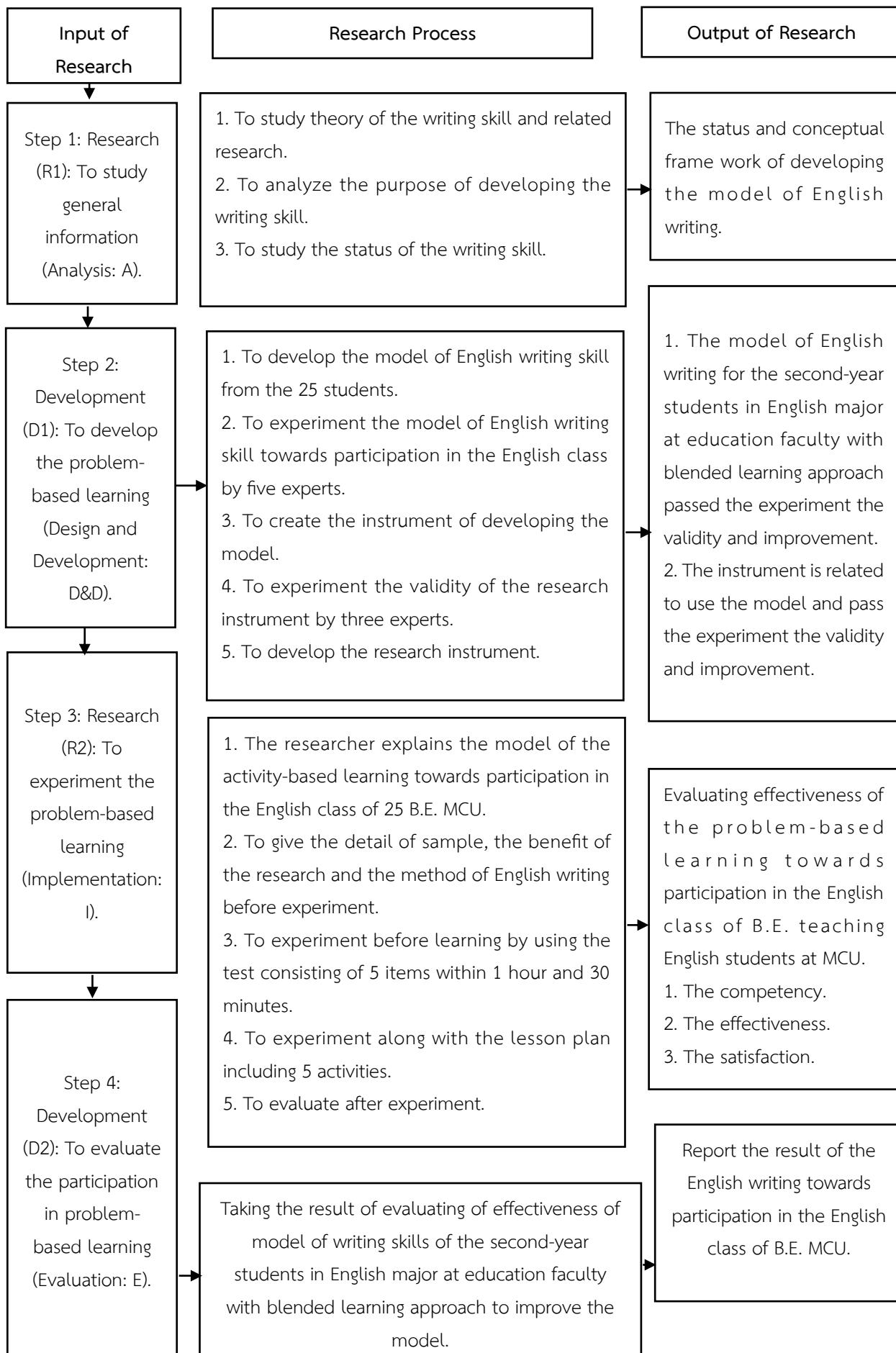
The research design is divided as follows:

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: 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." (\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. 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 (\bar{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-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: 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.” ($\bar{x} = 4.64$, 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: 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.” ($\bar{x} = 4.64$, 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 second-year students in English major at education faculty with blended learning approach. It illustrates

that 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 second-year students in English major at education faculty with blended learning approach. It indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-Writing skill for second-year students in English major at education faculty with blended learning approach., 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: it illustrates 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 second-year students in English major at education faculty with blended learning approach, which was at a satisfactory level.

Discussion

The general information about English writing towards participation in the English writing skills of the second-year students in English major at education faculty with blended learning approach, 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 (2016)** 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 the second-year students in English major at education faculty with blended learning approach.

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 the second-year students in English major at education faculty with blended learning approach indicates that comparison between the students' pre-test and post-test in the use the manual of model of English-Writing skill for the second-year students in English major at education faculty with blended learning

approach 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 (2016)** 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 the second-year students in English major at education faculty with blended learning approach, which was at a satisfactory level, according to the study of **Sasithida Saraiwang** studied the development of an English writing instructional 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

Knowledge of Research

The **Blended Learning Approach (BLA)**, which integrates traditional classroom instruction with online learning, offers numerous benefits for **second-year English major students** in enhancing their writing skills. Below are the key advantages:

1. Improvement in Writing Proficiency

- **Better Grammar and Structure:** Online tools (e.g., Grammarly, Hemingway Editor) help students identify and correct errors in grammar, punctuation, and sentence structure.

- **Enhanced Coherence and Cohesion:** Writing assignments, peer reviews, and instructor feedback improve logical flow and organization.
- **Stronger Vocabulary Development:** Exposure to academic writing resources online helps students expand their vocabulary and use appropriate word choices.

2. Increased Student Engagement and Motivation

- **Interactive Learning:** Blended learning makes writing practice more engaging through digital platforms, quizzes, and multimedia resources.
- **Gamification Elements:** Online writing exercises with rewards and interactive feedback make learning enjoyable.
- **Personalized Learning Paths:** Students can progress at their own pace, reviewing writing materials as needed.

3. Development of Independent Learning and Self-Regulation

- **Autonomous Learning:** Students take responsibility for their writing progress by accessing digital resources anytime.
- **Self-Editing Skills:** Writing tools help students self-assess their work before submission.
- **Portfolio Building:** Digital writing portfolios allow students to track their progress over time.

4. More Effective Feedback and Revision Process

- **Instant Online Feedback:** Automated tools provide real-time grammar and style corrections.
- **Continuous Improvement:** Multiple drafts and revisions enhance writing quality.
- **Collaborative Learning:** Peer reviews via Google Docs or LMS platforms foster critical thinking and constructive feedback.

5. Flexibility and Accessibility

- **Learning Anytime, anywhere:** Students can access writing resources and practice exercises outside the classroom.
- **Adaptable to Different Learning Styles:** Visual, auditory, and interactive resources cater to diverse learning needs.
- **Support for Students with Learning Challenges:** Online tools assist students who struggle with writing mechanics and organization.

6. Preparation for Academic and Professional Writing

- **Stronger Research and Citation Skills:** Exposure to digital libraries, academic databases, and citation tools (e.g., Zotero, Mendeley) enhances research writing.

- **Improved Time Management:** Regular writing assignments and deadlines in a blended format train students for real-world academic and work settings.

- **Readiness for Digital Writing Platforms:** Students develop the ability to write effectively using online tools, which is essential for professional communication.

The **Blended Learning Approach** provides a **student-centered, flexible, and interactive** environment for improving English writing skills. It not only enhances **writing proficiency, motivation, and self-regulation** but also prepares students for **academic success and future careers**.

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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