

# **Creation of Skill in Writing the English Articles through Arsean Tales**

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## **Abstract<sup>\*</sup>**

The main purposes of this research were: (1) to study conditions and problems of the English-articles writing of the students at Mahachulalongkorn rajavidyalaya University, Khonkaen Campus, (2) to build and try out the English-article writing package through Arsean tales and (3) to suggest a way of creating the skill of writing English Articles through Arsean tales. This was a mixed method research: a quantitative research and a quasi-experimental research. The samples were 27 English major students randomized with the purposive sampling method. The research tools were the English-article writing lessons, the pre-test and the post-test, questionnaire and interview. The statistics for data analysis was percentage, mean, standard deviation and t-test (t-test for dependent samples).

A result of this research study was:

1. The problem of teaching English writing for the English major students at Mahachulalongkornrajavidyalaya University, Khonkaen Campus was found in the following points. (1) The teaching plan is not conducive to the continuous development of English language. (2) It was the lack of English speaking lecturers for basic subjects. (3) There was the lack of English textbooks for the basic subjects. (4) The system to test new qualifying students failed to meet the objectives. (5) The students lacked basic knowledge in English. (6) Students lacked internal stimuli. (7) Students lacked the external stimuli. (8) There was a little production of English textbooks. (9) The activities did not support English education. (10) The environment was not conducive to English language development. (11) Students lacked direct experience.

2. The English-article writing package consisted of 10 units. Unit 1 provided exemplification integrated with Thai tale, "Rabbit and Crocodile". Unit 2 provided exemplification integrated with the Malaysian fairy tale, "Tiger and Tigers". Unit 3 provided comparison integrated with Philippine's

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folktale, "Boys Become Rocks". Unit 4 dealt with contrast integrated with Lao's tale, "Monkey and Crocodile". Unit 5 provided definition integrated with a Vietnamese folktale, "Dare Chicks and Fox". Unit 6 provided the chronological order integrated with the Indonesian fairy tale, "Centipede Lake". Unit 7 provided cause and effect integrated with a Singaporean Tale, "Attack of Singapore". Unit 8 provided with reference integrated with a Cambodian tale, "Food Smell". Unit 9 provided a comparative paragraph integrated with a Brunei Tale, "Golden Mountain and Rice". Unit 10 provided a definition paragraph integrated with Burma's folktale, "The King Eat Husk".

To find out the created English-article writing package was found that the 10 units had the specified  $E_1 / E_2$  efficiency average of 80/80 by getting the efficiency of 80.07/ 85.56. The efficiency of the process was  $E_1$  of 80.07, which is the average score obtained from the students' pretest. The efficiency of results was  $E_2$  of 85.56, based on the average score of the students who received the post test.

The analysis of the progress in writing English articles of students, who had been trained with the English-article writing package, was found that students had the ability to write English articles in higher statistical significance than before using English-article writing package at the level of 0.05.

3. A way of enhancing the English-article writing package through Arsean fairy tales for the English major students at Mahachulalongkornrajavidyalaya University, Khonkaen Campus was in the following point. (1) There were lectures in English for basic subjects. (2) There was invitation of qualified lecturers to lecture English for basic subjects. (3) The promotion of the production of English texts for basic subjects. (4) Promotion of English reading was done with providing English books for basic subjects. (5) There was participation in English language activities. (6) There was job training in local companies. (7) The university activities were integrated into the English language. (8) There was an environment suitable for the English development. (9) There was the creation of the central examination in English.

Some suggestions from this research results consisted of the policy and practical suggestions. (1) Regarding the policy suggestion, Mahachulalongkornrajavidyalaya University, Khonkaen Campus may use the results of this research study to support a policy of leaning-and-teaching media innovation and to support the personnel to create the teaching media. (2) Regarding the practical suggestion, a teacher should prepare all students and material, and accept the students' different views.

## Introduction

The recent globalization of human communication has contributed a lot to the exchanged information easily and quickly by means of created languages like English. This language is "the medium to convey ideas." (Phakphum Hanpha, 2006 : 19)

"It is a tool for thinking and communicating to cause wisdom and create many beneficial things". (Vorawat Sriyapai, 2012 : 1)

Four English skills: listening, speaking, reading and writing Thai people must learn throughout all life. (Thwan Matchrat, 2003 : 2) Similarly, Kongthep Klueapphnikul discusses the importance of the writing skill that writing is a great tool in communication to work both in the governmental and private agencies. (Kongthep Klueapphnikul, 2001)

The English-major undergraduate students at Mahachulalongkorn rajavidyalaya University Khon Kaen Campus still face problems of writing English such as distinguishing the spoken language from the written language, separation of main ideas from supporting ideas, the use of correct types of paragraphs, etc. One condition of such weakness comes from the students' habit to leave continuous activities of reading. Thus, Kriangsak Charoenwongsak gives some idea about this point, "Thai society is weak on writing and reading" (Kriangsak Chreonwongsak, 2000)

To produce some teaching media like the English-article writing package through Arsean tales is possible to resolve the above-mentioned problems. It is not only used in the class but also at home when students have free time. It has contributed a lot to the continuous study. It also reduces a different gab among students. Therefore, this research study is useful to solve a problem of a learning and teaching process at Mahachulalongkorn rajavidyalaya University, Khon Kaen Campus. In addition, it can be applied to the development of the students' language skill in the other subjects throughout an academic year.

## Objectives

1. To study conditions and problems of the English-articles writing of the students at Mahachulalongkornrajavidyalaya University, Khonkaen Campus.
2. To build and try out the English-article writing package through Arsean tales.
3. To suggest a way of creating the skill of writing English Articles through Arsean tales.

## Hypothesis

1. Mahachulalongkornrajavidyalaya University, Khonkaen Campus still faces problems of the teaching the English-articles writing for the undergraduate students.

2. The created English-article writing package for the undergraduate students at Mahachulalongkornrajavidyalaya University, Khonkaen Campus has the efficient criteria of 80/80.

### Scope of research study

1. Scope of population is twenty-seven fourth-year English-major undergraduate students at Mahachulalongkornrajavidyalaya University, Khon Kaen Campus.

2. Scope of a research area is Mahachulalongkornrajavidyalaya University, Khon Kaen Campus, Moo 1, Khok Si district, Khon Kaen province.

3. Scope of content is rhetorical phrases: definition, comparison, contrast, chronology, and exemplification through a Thai tale, "Rabbit and Crocodile", a Malaysian fairy tale, "Tiger and Tigers", Philippine's folktale, "Boys Become Rocks", Lao's tale, "Monkey and Crocodile", a Vietnamese folktale, "Dare Chicks and Fox", an Indonesian fairy tale, "Centipede Lake", a Singaporean Tale, "Attack of Singapore", a Cambodian tale, "Food Smell", a Brunei Tale, "Golden Mountain and Rice" and Burma's folktale, "The King Eat Husk".

4. Scope of time is 12 months from October 1, 2014 to September 30, 2015. \

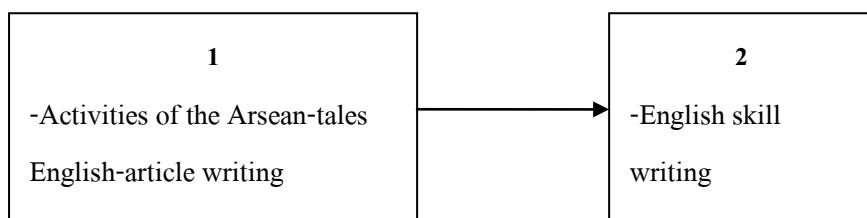
### Research advantages

1. To know conditions and problems of the English-articles writing of the students at Mahachulalongkornrajavidyalaya University, Khonkaen Campus.

2. To get the English-article writing package through Arsean tales.

3. To know a way of creating the English-article writing package through Arsean tales.

### Conceptual framework



1. The first conceptual framework deals with the use of the English-article writing package through 10 Arsean tales from 10 countries. Before using it, there is the pre-test to the achievement score that will be compared with the score of the post test in order to find out the English-article writing package's efficiency and the students' learning progress.

2. The second conceptual framework depends upon the English skill as a result of studying the Arsean-tales English-article writing package made by the students.

### **Methodology**

This research is combination of qualitative research and quasi-experimental research. All of them are shown in the following steps.

1. Qualitative research deals with the following points.

1) A study and data collection from books, textbooks, research and other related documents, a process of article-writing, learning theories, theories of designing the English-article writing package and Arsean-tales.

2) It is a summary of all collected data relating to principles of the English teaching, English teaching styles and a method of building the English-writing skills exercise-package.

3) Seven key informants at Mahachulalongkornrajavidyalaya University, Khon Kaen Campus are interviewed about problems of English teaching. They are 2 English lecturers, 2 educational administrators, 2 lecturers in the different department and 2 English-major students.

2. A quasi-experimental research depends upon the following points.

1) A study and selection of the target population are the twenty-seven fourth-year English-major undergraduate students at Mahachulalongkornrajavidyalaya University, Khon Kaen campus, randomized with the purposive sampling.

2) A point chosen from the given subject is Unit 5 Writing Paragraphs and Unit 7 Writing Articles of the subject, "Buddhist Article Writing in English" as a base of building the English-article writing package through Arsean tales.

3) The construction of the research tool consists of the following types.

(1) To create the English-article writing package through ten Arsean tales from ten Asean countries consists of many elements: a title, objectives, direction, examples, exercises, pre-test and post-test.

(2) The achievement measurement depends upon the objectives of Unit 5 Writing Paragraphs and Unit 7 Writing Articles of the subject, "Buddhist Article Writing in English".

(3) The satisfaction survey to find for what levels of satisfaction students show is the five-point rating scale according to Likert:

- 5 represents the highest level of expectation,
- 4 is a very high level of expectation,
- 3 means average level of expectation,
- 2 means less expectation,
- 1 means the minimum level of expectation.

(4) Examination of research instruments deals with the Index of Items-Objective Congruence (IOC), made by two English experts: (1) Mr. Wat Thaphet, the English lecturer from North Eastern University and (2) Miss Wanwisa Wanphithak, the English lecturer from North Eastern University, and the expert of measurement and assessment, Mr. Thepthai Chotchai from the Sirindhorn College of Public Health Khon Kaen. All of them will examine and give the following scores:

Score +1 when the experts are sure whether the item of the English-article writing package is consistent with the purpose,

Score 0 when the experts are not sure whether the item of the English-article writing package is consistent with the purpose,

Score -1 when the experts are sure whether the item of the English-article writing package is not consistent with the purpose.

If IOC is more than or equal to 0.5, then the item is correct and consistent with the purpose. If the accuracy of the content is less than 0.5, then it is incorrect and such an item is not selected.

(5) Difficulty levels of questions depend upon 50 items of the academic achievement test, answered by 20 third-year English-major students at Mahachulalongkornrajavidyalaya University, Khon Kaen Campus. The correct answer is given 1 point. However, the wrong answer or no answer or an answer more than one option is given 0 point. The scores are analyzed in the following steps.

(1) The item of the achievement test is analyzed to find out the difficulty level (p) and discrimination (r) according to the Brennan formula: the criterion of 80%.

(2) The difficulty level of the items ranged from 0.20 to 0.80 are selected for the research tool. In this research, the difficulty level of items ranges from 0.20 to 0.80 and the discrimination ranges from 0.00 to 0.60, which was within the set criteria.

The researcher sets the assessment criteria of the English language achievement test that students must get the good level of all scores from 21.00 to 30.00 at 80 percent of all students are recognized as the development of English skills. All levels of criteria are shown as follows.

Scores	Meaning
31.01 - 40.00	very good
21.00 - 30.00	good
11.00 - 20.00	fairly good
01.00 - 10.00	It should be improved.

4) The try-out of the English achievement test is done in the following steps.

1) To form a pattern of teaching depends upon Randomized Control Group Pretest Post-test Design as seen in the first table.

Table 1

## Randomized Control Group Pretest Post-test Design

Sample	Pretest	Treatment	Post-test
Experimental group	T <sub>1</sub>	X <sub>1</sub>	T <sub>2</sub>
Research Symbol		Meaning	
T <sub>1</sub>		= pre-test	
X <sub>1</sub>		= teaching and learning process	
T <sub>2</sub>		= post test	

2) The pre-test is that 40 items of the achievement test examined by experts are used to test the target students' basic knowledge before teaching and to keep their scores for the next comparison.

3) The English-article writing package has been used in the teaching process for 20 house from December 2014 to March 2015.

4) After using the English-article writing package, the post test is done to find for the difference between a result of the pre-test and a result of the post test. This step shows whether students get more development of language skills.

5) The inquiry of students' satisfaction is done with the use of satisfaction questionnaire, generated and verified by the experts.

6) Data analysis is done after the collected data to examine the efficiency of the English-article writing package, the progress of students' language skills, and different levels of the students' satisfaction towards the use of the English-writing skills exercise-package.

7) To make conclusion and a report is organized to show the efficiency of the English-article writing package, the progress of students' language skills, and different levels of the students' satisfaction towards the use of the English-writing skills exercise-package, including advantages and disadvantages of such a process.

## Results of research study

1. The problem of teaching English writing for the English major students at Mahachulalongkornrajavidyalaya University, Khonkaen Campus was found in the following points. (1) The teaching plan is not conducive to the continuous development of English language. (2) It was the lack of English speaking lecturers for basic subjects. (3) There was the lack of English textbooks for the basic subjects. (4) The system to test new qualifying students failed to meet the objectives. (5) The students lacked basic knowledge in English. (6) Students lacked internal stimuli. (7) Students lacked the external stimuli. (8) There was a little production of English textbooks. (9) The activities did not support English education. (10) The environment was not conducive to English language development. (11) Students lacked direct experience.

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## Discussion

The instructional management for the first and second year English-major students does not support the continuous development of English skills. Most of basic subjects are lectured in Thai because the English major students must take the same class with the other students in different departments. This problem of Thai medium class still exists if there is no change of the learning and teaching process. This point is in accordance with Somsak Chiamtawong's view that if the teaching process is not good, it affects the

students' effective learning; learning will be effective if the students experience more direct stimuli. (Somsak Chiamtawong, 1976 : 20-26)

The students' basic knowledge is not enough to learn core subjects in the English Department. This problem comes from the students' learning course in the different educational institutions such as the Pali Sangha school without emphasizing the English study. After coming to the English Department, Mahachulalongkornrajavidyalaya University, Khon Kaen Campus, these students still learn many subjects lectured in Thai in the first and second academic year. Thus, their basic knowledge is not enough to learn core subject in the third academic year. This point is in accordance with Chiensri Wiwitsiri's view on the importance of basic knowledge that the student must be ready to learn with some provided experience. (Chiensri Wiwitsiri, 1984 : 23-24) Similarly, Pranee Ramasut expresses the view on the students' readiness that learners must have growing maturity and readiness to develop the language skill from childhood to adulthood. (Pranee Ramasut, 1985 : 79-82)

The student's lack of internal stimulus is another problem in the recent world. The main cause of this problem may come from the global communication in a way that those students spend many times to learn a lot of details everyday. They have less intention or a few minutes to learn English per a day. This point is in accordance with the behavioral psychologists' belief as summarized by Kamolrat Lasuwan that all behaviors must be caused by an object or an organism called stimuli; when it comes to organic stimulation, the behavior is expressed as a response. (Kamolrat Lasuwan, 1982 : 23)

When there is comparison of the scores from the pre-test and the post test, it is found that the scores of the post test is higher than the pre-test. This result may come from the fact that students have great intention and recognize the importance of learning vocabulary, phrases and paragraphs through communication. This point is in accordance with a result of Supot Vijitwetkarn's research "Development of Exercise Package for Solving the Students' Pseudo Code Writing Problems" that students had the practical skill to make thoughts in order and understood how to write Pseudo. (Supot Vijitwetkarn, 2014 : 1)

Proper environment for an English study is another element to grow the students' English skills at Mahachulalongkornrajavidyalaya University, Khon Kaen Campus. This environmental elements including a person, a place and time deal with activities of using English in everyday life. This point is in accordance with Kanya Suwansaeng's view that learning is a environmental changing process around human beings; it is more important than teaching and telling; and proper environment can help students to get better development of English skill. (Kanya Suwansaeng, 1995 : 224)

The qualified teachers invited to lecture in English for basic subjects may grow the better skill of learning English. This point is possible because

students have a teacher as their good model. This thought is in accordance with Chiensri Wiwitsiri's view that the teacher must have good personality, clear understanding in the taught subject, good methods of instruction, and the proper use of teaching media to make students quick understandable. (Chiensri Wiwitsiri, 1984 : 23-24) At the same time, Wanit Banchong mentions that the teacher must be good in all aspects, love in the subjects, use various strategies of teaching and get appetite of reading. (Chiensri Wiwitsiri, 1984 : 23-24)

Internship in real companies is necessary for students in the recent society in order to grow more progress of English skills and thinking processes. This point is in accordance with an idea of the Vocational Education Commission that apprenticeship is the integrated learning with real practice and realistic evaluation in order to learn a thinking process, management, facing the problems, protection and solving problems of work and life. (Chiensri Wiwitsiri, 1984 : 23-24)

### Suggestions

Some suggestions from this research results consisted of the policy and practical suggestions. (1) Regarding the policy suggestion, Mahachulalongkornrajavidyalaya University, Khonkaen Campus may use the results of this research study to support a policy of leaning-and-teaching media innovation and to support the personnel to create the teaching media. (2) Regarding the practical suggestion, a teacher should prepare all students and material, and accept the students' different views.

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