

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. This chapter provides the background of the research, identification of the problem, delimitation of the problem, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions organization of chapters.

#### **Background of the study**

Writing is one of four skills of English that should be practiced well in university, school, or anywhere else institutions where writing skills are imperative since English writing skill has crucial roles in the field of language learning. Students who practice writing skills while learning a language are able to learn through their writing (Harklau, 2002). In learning writing skills, students learn vocabulary, grammar, and developing ideas. More importantly, in learning students learn to communicate in written ways. In addition, learning writing skills can develop students' carefully thinking (Çavdar & Doe, 2012). Through well-developed writing process, students can think the concepts, evaluate the contents being written critically and conduct revision writing processes that train them to think the substance more comprehensive and critical.

To master English writing skills, practicing, meaning writing regularly, and using various strategies enable students to progress in their writing faster (Almirawati, 2018). Students may use cooperative learning method to learn writing skills (Yusuf et al., 2019). Applying cooperative learning student can cooperate one to another to learn vocabulary, writing organization, grammatical accuracy, and mechanics. They can give peer reviews so

the learning process may be more effective. Students can also use online and offline discussion to improve their writing content (Politton & Hadiyanti, 2019).

In the context of teaching English in Thailand, Thai students learning the English language in the Education Department at Bangkok University do not use it as an official language. Most of the populations do not use it in everyday life because the English language is considered a foreign language by Thai society (Termsinsuk, 2006). Therefore, most Thai students have problems with writing skills, which are skills that students will be able to freely express their thoughts through letters. Based on the researcher's observation and informal interview, Thai students have problems in writing with grammar difficulties, punctuation problems, lack of motivation, and lack of vocabulary. While learning writing skills by Thai students cannot be easily or immediately mastered, there is a procedure that can result in words being relayed by them in writing without being cumbersome. In addition, Thai students have found strategies to improve their writing skills. Such strategies include using audio-visual aids, using a diary, Facebook, and the Padlet application. Because the knowledge on this topic is still limited, the researcher would like to conduct a study on this topic with the title "Learning Strategies for Thai Students to Learn English Writing Skills in Bangkok". It will be conducted at the English Language Education Department of Bangkok University. The research based on the student's experiences and citation on their learning English writing skills.

Based on the researcher experience as a student, writing is difficult skills and be complicated to understand for students. This is because students desire a long time process to work English writing. Students should be interested grammar correct, good arranging sentence structure, using vocabulary, punctuation correct and other. In this way, Writing effectively means that the ideas or information should be developed into fewer writing errors, correct organization, and understand readers when relay in writing. However, Nasser (2018)

states that writing skills must receive precision and infallibility of grammar rules, good punctuation, enough vocabularies, and correct capitalization and correct spelling in writing and other.

Various researchers have previously examined the cases of writing problems in Thailand countries. A research conducted in Thailand, Pongsukvajchakul (2021) stated that Thai found that the students had writing difficult related to grammar problems, lack of vocabulary, word usage, errors sentence organization and lack of writing knowledge. Likewise, Rodsawang and Boonyarattanasoontorn (2017) mentions Thai student writing problems in grammar errors, mechanics, lack of vocabulary, lack of writing knowledge, lack of practicing and organization incorrectly. Thus, this problem can suffer to students studying English in any semester and in any place.

The researcher as well found theories related with the strategies in improving student writing skills. According to Aflina (2017), significant improvement in critical thinking was shown by using audio-visual media. In the model for writing a diary and watching movies, the writing skills of students and thinking ability were enhanced. Dif (2017) added that using audiovisual aids can improve the student's motivation in English writing. Therefore, using audiovisual aids is one of the strategies in improving students writing. Lestari (2017) found the use pad-let feasible apply as online writing practice in class room that made students ability improve writing skills better. Consequently, using Pad-let application in writing can improve student's English writing. Moreover, Ismiati & Fitria, I. L. (2021) found using diary writing can improve the student writing. Attila (2017) added that using Diary strategies can improve students' writing skill better. Therefore, using diary strategies is one of the strategies in improving students writing. In addition, Putri & Aminatun (2021) found interactive communication on favorite can stimulate students to participatory in the writing process and can develop their writing skill increase. It can be concluding that using Facebook Application

can enhance students writing skills. And Facebook Application is the best way in improving the student's English writing skill.

Writing is an important skill for language learners. However, it is considered a difficult skill, particularly in the context of English as a Second Language (ESL) course, where students face many challenges in writing. Globally, students who learn ESL tend to have difficulty in writing English. This motivates the researcher to study the difficulties find by students in writing skills that have been offer from the available theories and how their learning strategies in improving writing skills are. At this point, the researcher is interested to find the problems that students faced in writing English and what are the strategies to improve writing skills at English language education department of Thai students in Bangkok.

### **Identification of the Problems**

Information will originate from the students in the English Language Education Department at Bangkok University. Based on the student's encounter, students have problems that often faced by students in writing, many students have problems related to grammar because mostly students feel complicated to write with correct grammar or anxiety in using good grammar, some students often don't pay attention to the teacher in grammar class constantly and makes it students cumbersome for them to write grammar correctly. Some students have problems related to punctuation because student used of symbols incorrectly or are not used when they should be. Besides, some students have problems related to lack of motivation because student a lack of interest in their writing, such as when the essay topic doesn't spark any interest, a student may find it hard to muster the motivation to even write an essay. Another reason is because students' laziness. It possibly by students inadequate motivation to write, thus it make when writing in English. However, many students have

difficulties related to lack of vocabulary. They could not remember some vocabularies that they have got or known already, and they do not remember the word spelling. They also do not understand the passage of the new words. Learning vocabularies could not be immediately easily, but there is a procedure, so resulting in the message that will be conveyed by this in writing.

The researcher is interested in researching the problems of Thai Student to learn English Writing Skills at Bangkok. Then, the researcher also has the willingness to explore what are the learning strategies of Thai Students to learn English Writing Skills at Bangkok. Therefore, this research is anticipatory to be important for those parties involved in this research so that this research must be conducted.

### **Delimitation of the problem**

This research focuses only on investigating students' learning strategies to learn English writing skills. To provide the detail context of the study, the researcher chooses the subjects of the study are Thai students who study in Bangkok. This is because Thai students in Bangkok have studied at English language education department of university in Thailand for at least five semesters and have followed the full English instruction at English language education departments for long sufficient time. It is expected that the participants will already have certain strategies for learning English writing skills. Similarly, they had to have interest in English, and they had willingness to be interviewed and were articulate to share their experience.

### **Research Questions**

Based on the description and issue above, this research is intended to answer the following questions:

1. What are the problems of Thai Student to learn English Writing Skills at Bangkok?

2. What are the learning strategies of Thai Students to learn English Writing Skills at Bangkok?

### **Objective of the Research**

Based on the research question above, the objectives of this study are:

1. To identify the problems of Thai Student to learn English Writing Skills at Bangkok
2. To identify the learning strategies of Thai Students to learn English Writing Skills at Bangkok

### **Significance of the Research**

This research is expected to bring some benefits for those who want to know the problems and the strategies that are used in learning English writing skill by Thai students at Bangkok. The findings of this research can contribute to the development of English language learning. This research is aimed to give positive advantages for some parties such as English learners, English teachers, and other researchers.

#### ***For the teachers***

The researcher expects from this research that the teachers will be more aware about the difficulties faced by Thai students and encourage them to apply the various strategies in overcoming the problems by the Thai students in learning English writing skill. The teachers can choose suitable strategies to help them in learning English writing skill.

#### ***For the students***

The researcher expects this research can help students especially Thai students know the problems that they possibly face in learning English writing. This research also provides some strategies that can be used to solve those problems to help them out when they face the same problems.

#### ***For other researchers***

The researcher expects that this research can be used as a reference for the next researchers who want to conduct the same research. This study will provide information

related to the problems and the strategies learning English writing that are used to solve by Thai students in learning English.

### **Organization of the Research**

In this research is presented in five chapters. In chapter one, the researcher introduces the study being conducted. Chapter two contains some theories from related literature and previous studies which support this study as a theoretical basis. Chapter three presents research methodology, in which discusses about how this study is conducted. In chapter four, the researcher presents the finding of the study inferred from the data and discusses it. The last chapter is about conclusion inferred from the finding this study and some recommendations in which the result of this study can be applicable.