

The Development of English Grammar Writing Skills of Bachelor's Degree Students at The Faculty of Buddhism in Mahachulalongkornrajavidyalaya University

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Abstract

The objectives of this research were 1) to study English grammar writing skills of B.A. students at the Faculty of Buddhism in Mahachulalongkornrajavidyalaya University; 2) to develop English grammar writing skills of B.A. students at the Faculty of Buddhism in Mahachulalongkornrajavidyalaya University; and 3) to study the satisfaction of English grammar writing skills of B.A. Students at the Faculty of Buddhism in Mahachulalongkornrajavidyalaya University. The research used both quantitative and qualitative methods. The study collected data from 62 second-year Bachelor's Degree students who were studying at the Faculty of Buddhism in MCU. However, the sampling participants were 53 students willing to answer the research questions through questionnaires, and conducted open in-depth interviews with five teachers to gather their opinions and suggestions.

The findings indicated that the issues affecting students' development English grammar writing skills in twelve English tenses there are: Present perfect tense, Present perfect continuous tense, Past perfect tense, Past perfect continuous tense, Future perfect tense, Future perfect continuous tense many students make misstate, confused with these tenses in addition, Present perfect tense, Past simple tense are difficult for student to understand and how to use it correctly.

The suggestion to further the study recommends was the importance of investigating to the Bachelor's Degree students at the Faculty of Buddhism in MCU. is to develop and satisfy English grammar writing skills in English twelve tenses. Students should try to understand are different kinds of expressing tense, definition, usage, and structure/formula of singular and plural verbs, should practice and write them more and more until it fluent and skillful.

Keywords: twelve-tense English grammar, writing skills, development, satisfaction, faculty of Buddhism, MCU

Introduction

Tense is a grammatical category that indicates the time of an event or situation relative to the moment of speaking, helping locate actions in the past, present, or future. Correct use of verb tenses is essential for clear and meaningful communication. However, learners, such as Indonesian students, often struggle with verb forms, particularly in the simple present tense, where singular subjects (he, she, it) require the verb to end in -s or -es. This difficulty arises because Indonesian grammar does not differentiate verb forms based on singular or plural subjects. Additionally, students face challenges in mastering grammar, punctuation, and spelling, as well as specific tenses like the simple future tense. Errors in grammar, such as overgeneralization, can hinder communication and comprehension.

To address these challenges, various teaching methods and strategies have been explored. For instance, using songs has been effective in improving students' understanding of the simple past tense, while the EGRA (Experience, Generalization, Reinforcement, Application) method enhances grammar mastery by encouraging self-discovery and motivation. Blended learning has also proven beneficial in improving writing skills, particularly in paragraph writing, by fostering interaction and access to diverse resources. Portfolio assessment has been shown to significantly enhance EFL students' writing skills by providing a structured way to monitor progress and reinforce learning.

Writing is a crucial skill for language learners, aiding in memory retention, grammatical understanding, and cognitive development. Teachers play a vital role in supporting students by teaching decoding skills, building fluency, and motivating learners. Understanding the interplay between the writer, text, and context can help educators foster effective writing skills. Despite challenges, addressing these issues through innovative methods and supportive teaching practices can significantly improve students' grammar and writing proficiency.

Objectives of the Study

2.1 To study the English grammar writing skills of B.A. students in the Faculty of Buddhism at Mahachulalongkornrajavidyalaya University

2.2 To develop English grammar writing skills of B.A. students in the Faculty of Buddhism at Mahachulalongkornrajavidyalaya University

2.3 To study the satisfaction with English grammar writing skills of B.A. Students in the Faculty of Buddhism at Mahachulalongkornrajavidyalaya University

Research Methodology

This research is research methodology are quantitative and qualitative research methodology. (mixed methods) The research area is at the Faculty of Buddhism in Mahachulalongkornrajavidyalaya University. The population in this study was 62 second-year Bachelor's Degree students and five teachers, the students who were studying at the Faculty of Buddhism in MCU However, the sampling participants were 53 students willing to answer the research questions, only second-year students in the class. The research tools are four kinds of: 1) writing skills test - The first major data collection, and in the process, the researcher adapted a standard test from the internet, which had a general knowledge passage, as prepared for second-year students. 2) Questionnaire - The plan is for the researcher to choose to set open-ended interview questions to maintain uniformity of response. 3) Interview - The researcher needed to validate English teachers' responses through interviews; therefore, 5 teachers participated in the interview. 4) Classroom observation – the researcher plans a classroom observation for this study, which helps the researcher to cross-check the results that will be collected by the above tools. The data was collected by SPSS between October 2024 to February B.E. 2025. Bring quantitative data and qualitative data. Use document research, analyse, synthesize data, and then write a descriptive narrative.

Results of the Study

1. This study aimed to examine the development of English grammar writing skills among bachelor's degree students at the Faculty of Buddhism in Mahachulalongkornrajavidyalaya University. The findings, derived from an inductive analysis of empirical data and supported by a review of relevant literature, offer valuable insights into the progression of students' grammar writing abilities. Based on the empirical evidence gathered through this inductive approach, the following interpretive conclusions have been drawn:

1) Teach with an emphasis on being student-centered. and inspire students to dare to express themselves, to dare to speak through conversation, argument, etc. If you want to be able to speak, you must speak. If you want to be able to read, you must read. If you want to be able to write, you must write. If you want to listen and understand, you must listen.

2) First of all, read a lot. It takes time to improve your English. Start with something you are comfortable with. Do not take up something difficult to understand. You can start with novels or read short stories, blogs, and newspaper articles, especially editorials.

Then try to write a small review or your personal view of what you read. Writing helps a lot in finding the errors you make in grammar. Give your reviews to someone who can check them and point out your mistakes. As you start reading more and your brain gets exposed to new sentences and words, your grammatical errors will eventually reduce.

3) To improve their English grammar, twelve-tense studies quickly improved by assigning work to students to write and submit in class, very often. This kind of exercise is the best way to improve students' English writing skills, along with the comprehension of the knowledge as required by the subject concerned.

4) Give some work to the students, request them to read and write, then submit to the teacher, and examine their writing. This is a good way to improve their use of the twelve tenses. Even though no one uses all twelve tenses for writing.

2. English is an international language that is used and studied not only by native speakers but also by non-native speakers. As a result, basic learners will have difficulty learning English. Students mostly face problems with grammar as they take English as a subject and do not focus on developing their linguistic competence. Also, tense as a grammar item is often overshadowed by other grammar items like narration and voice changing. However, teachers and students fail to understand that without proper knowledge of tenses, it is impossible to become accurate English speakers. Language learners who want to get the most out of their language learning should know the tense system and how to use it. Without grasping the tense system of that language, learners will not achieve flawless or satisfactory results.

Effective writing strategies:

1) By lecturing and assigning homework from exercises in books, and lessons each week.

2) uses proper materials such as books on English grammar, PowerPoint presentations, Videos, etc., and lets students do some exercises based on sentence structure.

3) Practice writing 12 sentences by daily researching, daily writing, etc.

4) Take additional classes from the Language Institute and devote 3 hours a week to reviewing their English language skills.

5) In particular, however, gives the authority to lecture to advise students in the class based on the will of the lecturer in the concerned subject.

Body of New Knowledge

The findings revealed that students face significant challenges in mastering the twelve English tenses structures, particularly with the present perfect, present perfect continuous, past perfect, past perfect continuous, future perfect, and future perfect continuous tenses. Many students struggle with the correct usage of grammatical structures and formulas, leading to sentences that often fail to convey the intended meaning. Errors in sentence construction diminish the overall clarity and effectiveness of students' writing. Furthermore, a lack of competence in identifying sentence subjects contributes to incorrect verb usage, especially in the present perfect and past simple tenses.

Conclusion

The study emphasizes the need for an approach to improving the Development of English grammar writing skills of Bachelor's Degree students at the Faculty of Buddhism in Mahachulalongkornrajavidyalaya University, by addressing the practical application of the twelve English verb tenses in written form, students can develop greater confidence and linguistic competence, thereby supporting their academic achievement and future educational pursuits. The proposed instructional approach, grounded in established language acquisition theories, emphasizes the importance of a supportive and engaging learning environment.

Suggestions

This research has identified the development of English grammar writing skills as a crucial factor that should be emphasized in future studies. Subsequent research should investigate university students' abilities in English writing, speaking, and listening to gain a development understanding of their writing proficiency. Additionally, future studies should explore the effectiveness of teaching English grammar through the explanation of the twelve sentence structures and verb forms, using clear examples to enhance students' understanding and application.

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