

An Effective Way Of English Writing Skills of Third-Year Myanmar Students at Faculty of Humanities in Mahachulalongkornrajavidyalaya University

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Abstract

The purpose of this study was to undertake the topic “An Effective Way Of English Writing Skills of Third-Year Myanmar Students at the Faculty of Humanities in Mahachulalongkornrajavidyalaya university”. This study consists of two objectives, namely; 1) To study the problems in the English writing skills of Third-year Myanmar students in Faculty of Humanities at Mahachulalongkornrajavidyalaya University. 2) To analyze the problems in the English writing skills of 3rd year Myanmar students in Faculty of Humanities at Mahachulalongkornrajavidyalaya University. There were about 70 students who are studying Bachelor of Arts in this Faculty, and the researcher has randomly chosen 40 third-year Myanmar students regarding this research in the academic year 2023-2024.

The results of the study were as follows:

1) This study followed both quantitative and qualitative research methodology employing the questionnaires, interview and suggestion, comments developed by students and lectures composing to address the level of the English writing skills for them. All data from 40 students was analyzed by SPSS software version by using frequency, percentage, mean and standard deviation, something like that. Therefore, Regarding the analysis, the results of the solution to the problems have many ways to improve the majority of students were facing problems in the English writing skills because of their weaknesses in understanding all types of English writing skills, and grammar, vocabularies, sentence structure, pronunciations, sub-verb agreement, and lack of transitional words and also mistaking spelling. But in this research study, the researcher was mainly the purpose of the improving of the English writing skills on the English writing skills of 3rd year Myanmar students in Faculty of Humanities at Mahachulalongkornrajavidyalaya University, MCU.

2) In this research study, the result finding was found that after analyzing all questionnaires, all respondents are Buddhist Monks, Buddhist Nuns and Buddhist lay women and also the most of them are 20-30 years of age. All lectures interviewed are also male from only Faculty of Humanities in this research. The study found that the 3rd year Myanmar

students had very high level of the English writing skills for this research. The study concludes with suggestion for practice and future research.

Keywords: English Writing Skills, 3rd Year Myanmar Students Effective, Way, Improve M.C.U.

Introduction

The people all over the world should learn English at the present time because English language is used all over the world in every area such as academic, economic, religion, etc. So, a writer mentioned that the English Language is becoming more and more common in the world. As a result, increasingly people are dedicating time to study English as their second language. In fact, many countries include it in their school syllabus to teach children this language from a young age. However, the true value of this language is that it helps remove many barriers from our life. Whether it is to find a new job or travel the world. In other words, it helps to progress in life both on a personal and professional level. Thus, the Importance of English Language Essay will help you understand all about it. (Global, 15 November 2022)

They don't speak the same language, which is their biggest issue. In order for people who speak different languages to interact with one other and with different countries simply and understandably, an international or global language is crucial. "A global language is one that is spoken on a worldwide scale, is studied as a second language by many, with English being the most widely used. Many vocabulary items from German, Latin, French, and other European languages were incorporated into the English language". (Essays, UK, November 2012)

The English writing is necessary to use in daily life so Sameem Popalzai stated that English writing is considered to be an essential skill for success in the modern global economy. Many experts would go as far to say that without the basic knowledge of English reading skills and English writing skills, one's career life would be handicapped. One method of learning English writing is to study subjects that you enjoy learning about and writing in the style of your favorite authors of those subjects. By writing and rewriting particular passages, words and sentences that make up the work, you will gradually notice and understand particular themes that are often used in English writing. Of course, the best way to learn English writing is together with a good English speaking and reading programmer so all three can work together to form the basis of a solid knowledge of the English language. Your language structure will be built on strong Foundation. (Sameem Popalzai, 18 November 2019).

Writing is one of the most complicated human activities, according to Horvath Josef (2001), as it involves the creation of a design concept, the recording of mental representations of knowledge, and the experience with subjects. Several academic fields, including cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing education, have investigated the interconnected processes used by both rookie and experienced writers. (Horvath József, 2001).

Writing is a means of putting thoughts, experiences, and emotions into textual form, as well. Finocchiaro argues in favor of the premise that pupils should be encouraged to share their ideas, experiences, feelings, and views (1974). Nunan stated that writing is not a natural activity (1989). Normal people develop their physical and mental language skills. Dumais (1988) claimed that writing in English is intended to close the communication gap that exists between the verbal expression of thoughts, emotions, and opinions in Indonesia and the written expression of the same in English. It indicates that one can use written forms to accurately communicate thoughts and feelings. When writing, students must select the right words and phrases and adhere to the correct format. (Kristy dui pratiwi, Academic Year 2011-2012)

One of the most renowned Buddhist universities in Thailand and the entire globe is Mahachulalongkornrajavidyalaya University in Bangkok, Thailand. It has four faculties: one for Buddhism, one for the humanities, one for the social sciences, and one for education. There are many students in each faculty who are not only Thai but also foreign students from countries like Burma, Laos, Vietnam, China, Sri Lanka, India, etc. Most of the Myanmar students among them are enrolled in the English-language Faculty of Humanities program. They speak English as a second language when they interact with professors and students from other nations.

For Burmese students enrolled in the English program of the Faculty of Humanities, being fluent in English is crucial since they must use it when giving presentations, writing assignments, and taking exams. For them, writing ability is especially crucial. They cannot complete tasks like writing assignments, taking exams, and other tasks correctly if they lack writing skills. Some students may speak English well, but they struggle to write correctly. In the researcher's perspective, the majority of students struggle with English writing and have numerous issues. After looking into the faculty where the third-year Myanmar students are enrolled, the researcher will discuss the students' abilities in English writing, analyze the ways to solve problems of them, and offer some advice on how to address their issues and advance

their abilities. According to Brandon Dorn, the researcher, "Research comparing is a dependable technique of gaining the bearings of you on any type of assignment," therefore the researcher believes that after researching third-year Myanmar students' weaknesses and strengths in English writing skills, those may be done. (Brandon Dorn, 27 April 2017)

In conclusion, a study of problems is crucial for pupils to develop their English writing abilities. In this study, the researcher will look into the English writing capabilities of third-year Myanmar students enrolled in the English program at the Faculty of Humanities before expressing those writing abilities and the ways to solve problems in English. The research will provide the students with a wealth of suggestions on how to enhance their writing skills and address issues they may be having. After interviewing individuals and conducting research on English writing competency, the researcher also intends to offer some recommendations for how to improve their English writing ability.

Objectives of the Research

1. To analyze the problems in the English writing skills of Third-year Myanmar students at Faculty of Humanities in Mahachulalongkornrajavidyalaya University
2. To be propose solution for their problems in the English writing skills of Third-year Myanmar students at Faculty of Humanities in Mahachulalongkornrajavidyalaya University

Research Methodology

1. Research Design: This research design stated the project of the research in exploration on problems in the English writing skills of the Third-year Myanmar students and would describe not only the method used but also the ways, the places and participants in researcher's collecting the data to find out the results. In addition, a method mixing quantitative and qualitative used for this research. Researcher made questionnaires to 40 students for research and made the in-depth interview to 5 lecturers who are teaching the 3rd year Myanmar students from the Faculty of Humanities for the research tools. Summarily, the collected data from questionnaires, analyzed with SPSS version. In analyzing collected data, frequency, percentage, means and standard deviation used, and in-depth interview also included in this research. After analyzing all collected data about the English writing skills of the 3rd year Myanmar students from the Faculty of Humanities, the researcher studied their weakness and strength at the English writing skills, and then in chapter four, all results of this research presented.

2. Populations and the Sample of the Study: There are 40 students at Faculty of Humanities in Mahachulalongkornrajavidyalaya University, who are Myanmar studying in 3rd year of Bachelor of Arts. So, the 3rd year Myanmar students studying at that Faculty. A number of simple for this research consisted of 40 students for filling the questionnaires, and five lectures teaching them for in-depth interview related to English writing skills.

3. Research Tools: For research tools, questionnaires and in-depth interview used mainly in this research to find out problems in the English writing skills of the 3rd year Myanmar students of Faculty of Humanities at Mahachulalongkornrajavidyalaya University, and analyzed the ways to solve problems in the English writing skills. Questionnaire's design and material are as the followings:

3.1 The questionnaires: The questionnaires were given by the researcher to 40 Myanmar students who were studying in the 3rd year class of Bachelor of Arts at Faculty of Humanities in Mahachulalongkornrajavidyalaya University, Lamsai, Wang Noi, Ayutthaya. The given questionnaires are the following two parts:

Part 1: The respondents' general background information

The Section 1: Demographic information of the general backgrounds that are 1) gender, 2) age, 3) Academic Major, 4) Experience in learning English, English learning Experience of respondents studying in the 3rd year class of Bachelor of Arts at Faculty of Humanities in Mahachulalongkornrajavidyalaya University will be mentioned in this part 1.

Part 2: The participants' opinions on English writing proficiency

In this section 2, the five points to respond in the questionnaires divided which were (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree. The 40 respondents being Myanmar students who are studying in the 3rd year class at Faculty of Humanities in Mahachulalongkornrajavidyalaya University mentioned their opinions by putting the mark “v” directed in questionnaires by the researcher to study their problems at the English writing skills.

3.2 In-depth interview: For qualitative data of this research, researcher took an interview about the English writing skills to the five teachers who are from the Faculty of Humanities and teaching the 3rd year students, and to get key informants, interviewed them about the problems in the English writing abilities of their students who are studying in the 3rd year class of Bachelor of Arts.

There are two questions mainly in interviewing the teachers:

- 1) Teachers' highest educational level and position

2) Opinions and suggestions of teachers about problems in the English writing skills of the 3rd year Myanmar students of Bachelor of Arts from Faculty of Humanities in Mahachularlongkornrajavidyalaya University, Lamsai, Wang Noi, Ayutthaya.

4. Data Collection: There are two kinds of question in this research which are questionnaires and in-depth interview. After writing questionnaires and in-depth interview related to the English writing skills of the 3rd year Myanmar students of Faculty of Humanities in Mahachularlongkornrajavidyalaya University, Lamsai, Wang Noi, Ayutthaya, they will be showed to the supervisor to check and correct mistakes. The questionnaires checked by the supervisor, shared to 40 students from the Faculty of Humanities, to fill their opinions, and researcher took the completed questionnaires back for this data collection section.

For the in-depth interview, five teachers interviewed by the researcher and recorded their replying about the English writing skills of the 3rd year Myanmar students from Faculty of Humanities in Mahachularlongkornrajavidyalaya University.

5. Data Analysis: In The method being quantitative and qualitative used in this research. For data analysis, statistical package for Social Science (SPSS) version used by the researcher to find out the results from analyzing the questionnaires. The replying of five teachers from in-depth interview put originally by the researcher in concerning English writing proficiency.

5.1 Quantitative method: For quantitative method in this section, first, the researcher gathered the questionnaires from 40 students, and analyzed the findings from questionnaires by using frequency, percentage, mean and standard deviation of Statistical package for Social Science (SPSS) version.

The researcher described the results of average means into five levels as the following:

- 1) The average 3.48 – 5.00 means very high
- 2) The average 3.7 – 3.47 means high
- 3) The average 2.92 – 3.6 means moderate
- 4) The average 2.65 – 2.91 means low
- 5) The average 2.27 – 2.64 means very low

5.2 Qualitative method: The results from interviewing the five lecturers summarily combined in similar opinions based on the answers of the respondents about related to the English writing skills. To be clearly, the respondents and their replying put originally in in-depth interview section.

Results of Research

1. The result of general information of respondents: (1) As a summary description, the result of the gender of the respondents was Buddhist monks (25, or 62.5%), Buddhist nuns (5, or 12.5%), and Lay Buddhist women (10, or 25.0%). Also, 62.5% of respondents were monks in research. (2) The result of the age of respondents in the research was that the majority were 20 to 25 years old, about 23 respondents, or 57.5%, and the remaining respondents were minority: 20 years old, two respondents, 26 to 30 years old, seven respondents, and over 30 years old, eight respondents in this research. (3) The result of the academic major of the respondents in the research was that all respondents were 3rd-year Myanmar students. (4) The result of the experience in learning English of respondents in the research was that the majority were 20 respondents younger than 4 years, 5 to 8 years were nine respondents, 9 to 11 years were seven respondents, and over 11 years were four respondents, but over 11 years were the minority in it. Therefore, the result of respondents' faculty was the Faculty of Humanities at MCU, Thailand

2. Summary Result of the Objective 1

Table 1: Summary Result of Objective 1

Statement	Mean x	SD	Level
Statement 2.1	3.70	1.436	Very High
Statement 2.2	3.53	1.219	Very High
Statement 2.3	3.60	1.081	Very High
Statement 2.4	3.83	.874	Very High
Statement 2.5	3.70	1.018	Very High
Statement 2.6	3.78	.920	Very High
Statement 2.7	3.53	1.086	Very High
Statement 2.8	3.70	1.043	Very High
Statement 2.9	3.65	1.122	Very High
Average	3.66	1.088	Very High

Table 1 describes the summary finding result of objective one. Summarizing all the results by SPSS version, the table showed the mean, standard deviation, and level of 9 statements which were objective one of this research. The average mean in the table or objective one was 3.66 and SD was 1.088 and then the level problems were very high because most respondents agreed with the statements of objective one.

3. Summary Result of Objective 2

Table 2: Summary of Objective Two

Statement	Mean x	SD	Level
Statement 3.1	4.08	.797	Very High
Statement 3.2	3.95	.815	Very High
Statement 3.3	3.85	.802	Very High
Statement 3.4	3.90	.744	Very High
Statement 3.5	3.78	.947	Very High
Statement 3.6	3.80	.853	Very High
Statement 3.7	3.85	.802	Very High
Statement 3.8	3.83	1.010	Very High
Statement 3.9	3.63	1.102	Very High
Statement 4.0	3.70	1.137	Very High
Average	3.837	0.9009	Very High

Table 2 presents a summary finding of the result of objective two. Summarizing all the results by SPSS version, the table showed the mean, standard deviation and level of 10 statements that were objective two of the study. The average mean in the table or objective two was 3.837 and SD was 0.9009 and then the level of providing way was very high because most of the respondents agreed with the statements of objective two.

4. Summary results of an in-depth interview with five lecturers

After interviews with five lecturers, there were findings from five different individuals (Asst. Prof. Dr. Phra Wichian Parichano, Asst. Prof. Dr. Veerakarn Kanokkamalade, Dr. Narongchai Pintrymool, Dr. Sakchai Posai, and Mr. Nilratama Klinchan) regarding the challenges and solutions for the English writing skills among 3rd year Myanmar students in the Faculty of Humanities at Mahachlalongkornrajavidyalaya University, MCU in Thailand.

According to objective one: (1) The respondents agree that the English writing skills are a challenging task for students and identify several problems that students may face, including some students lack of enthusiasm and confidence, forgetting the vocabularies or spelling, unknowing subject-verb agreement, paragraph, usage, and sentence structure, incomprehensibility of grammar, ineffective time management, and difficulty expressing ideas. Therefore, the students know the need for their English problems but never solve them, such as the skills of listening, speaking, reading, and writing.

According to objective two: (2) To solve these problems, the respondents suggest several strategies, such as providing training in English writing skills, preparing and practicing free writing, and brainstorming beforehand. Some lectures mention expressing the students'

ideas and thoughts and not wasting their time. The students are tailoring their English writing to the audience's interests, giving them more opportunities to practice their skills.

The summary of finding the result of their comments Respondents also recommend conducting survey research and face-to-face interviews to gather deeper insights into the students' English writing skill problems and solutions. Overall, the responses highlight the importance of English writing skills for 3rd year Myanmar students and provide valuable recommendations for improving these skills.

Conclusion and Discussion

The aim of this study was to investigate the problems in the English writing skills among 3rd year Myanmar students in Faculty of Humanities at Mahachulalongkornrajavidyalaya University, MCU, Thailand. The research had two main objectives: first, to study the problems in the English writing skills of 3rd year Myanmar students in Faculty of Humanities at MCU, and second, to analyze the ways to solve the problems in the English writing skills of 3rd year Myanmar students in Faculty of Humanities at MCU. The research involved a target population of 40 third-year Myanmar students, all of whom participated in the study. The research utilized both quantitative and qualitative research methods, including questionnaires and in-depth interviews with lectures.

In this part of the quantitative analysis, it was observed that the majority of students faced challenges in the English writing skills, with very high agreement levels on issues such as the encounters, lack of grammar, vocabularies, sentence structure and subject-verb agreement, and difficulty expressing ideas regarding proficient English writing. These findings underline the significance of addressing these problems to enhance the English writing skills of these students. The qualitative part of the research involved in-depth interviews with five lecturers from the Faculty of Humanities at MCU. Their responses echoed the needs of unknowing of them identified in the quantitative analysis. They stressed the needs for training in English writing skills, the importance of preparation and practice, and tailoring subject-verb agreement, grammar, vocabularies and sentence structure about the proficiency English writing. Overall, this study provides valuable insights into the issues faced by third-year Myanmar students in the English writing skills and suggests practical strategies to help them overcome these challenges and improve their proficiency English writing skills.

This section is to discuss the research statement question and finding results. Actually, it is to discuss what the research problem was and how the English writing skills third-year Myanmar students at the Faculty of Humanities in MCU were facing problems in English

writing skills and then whose research was relevant to the present research. So, the discussions of the statement questions were as follows:

What are problems in the English writing skills of 3rd year Myanmar students in Faculty of Humanities at Mahachulalongkornrajavidyalaya University.? (Statement question 1)

According to the analysis by SPSS software of students' responses to research questionnaires, the researcher found that the majority of third-year Myanmar students were facing problems in the English writing skills at Faculty of Humanities, MCU because they were weak in the English writing skills as their responses. So, the answer to statement question one was that the majority of the students had problems in the English writing skills because of grammar, vocabularies, sentence structure, pronunciations, sub-verb agreement, and lack of transitional words and also mistaking spelling.

In summary, this study provides essential insights into the difficulties faced by third-year Myanmar students struggle with grammar, vocabulary, cohesion, spelling, punctuation, and content development. Emphasizes daily practice of grammar and writing for communication. Highlights the difficulty of writing skills and the need for grammar and sentence structure improvement under supervision. Emphasizes the importance of writing skills for communication, advises regular grammar practice and writing. Identifies issues with grammar, vocabulary, organization, and idiomatic expressions and paragraph writing. By addressing these challenges, universities can better equip their students with the essential communication skills necessary for their academic and professional success. This research serves as a foundation for future efforts to enhance the English writing skills of education in higher education institutions.

Suggestion

Suggestion to the students

In this part, to be skillful in the English writing skills, students at the Faculty of Humanities in MCU, Thailand, the researcher would like to suggest that the students should try to understand grammar, vocabularies, sentence structure, pronunciations, sub-verb agreement, and lack of transitional words and also mistaking spelling. On the other, the students need to know types of writing skills which are English Language, Theory of Writing, Types of writing, Writing Strategies, Writing process, Academic Writing and Importance of Writing Skill, etc. After that, students should practice more and more to write easily in front of various kinds of people. So, if the students understand these, they can write very smartly in front of

various kinds of writing skills such as in the classroom and in university activities. Therefore, in chapter two, by reviewing the literature, the researcher arranged Problems of the English writing skill.

Suggestion to the lecturers

According to finding results of the research, the majority of third-year Myanmar students were facing problems with the English writing skills at the Faculty of Humanities, MCU in Thailand. Students needed a good way to write in front of the audience, people and teachers. Therefore, the researcher would like to suggest to the lecturers who are teaching at the Faculty of Humanities that the lectures should teach clearly The Definition of the English writing skills, the importance of grammar, vocabularies, sentence structure, pronunciations, sub-verb agreement, and lack of transitional words and also mistaking spelling. Therefore, the students need to know types of writing skills which are English Language, Theory of Writing, Types of writing, Writing Strategies, Writing process, Academic Writing and Importance of Writing Skill, etc. So, if the students are experts those which the researcher arranged in the literature review, they will be skillful in the English writing skills. That is why, the lectures should train to write the students to be a skillful person in English writing skills.

Suggestion for the further researchers and studies

As This study has been conducted at the Faculty of Humanities, MCU in Thailand. This study was limited and short time by using collection data about the English writing skills from 40 third-year Myanmar students. Therefore, further study can present the following areas:

A study of difficulty in the English writing skills of 3rd year Myanmar students at Faculty of Humanities, MCU in Thailand. A study of the importance of grammar in the English writing skills of 3rd year Myanmar students at Faculty of Humanities, MCU in Thailand.

A study of vocabularies, pronunciations and sentence structure in the English writing skills of 3rd year Myanmar students at Faculty of Humanities, MCU in Thailand.

A study of sub-verb agreement, and lack of transitional words and also mistaking spelling in the English writing skills of 3rd year Myanmar students at Faculty of Humanities, MCU in Thailand. Lastly, it is suggested to find out the English writing skills of students towards English language policies in order to know if they are aware reading the goals of the university.

Openly talking, So, the researcher would like to suggestion to the next academic research to finding the academic research for further academic field. These factors will be useful for further research and academic work, and then, they will be support to the standard educations system and high education method for teachers and students. Moreover, the

researcher strongly suggests further research to apply good methods which are both quantitative and qualitative (mixed methods).

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