

**THE EFFECTS OF THE WRITING PROCESS: A STUDY OF UNIVERSITY
STUDENTS' WRITING DEVELOPMENT**

**A MASTER'S PROJECT
BY
SUARSARAH SUWANNATHEP**

**Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
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AN ABSTRACT

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Suarsaraha Suwannathep. (2006). *The Effects of the Writing Process: A Study of University Students' Writing Development*. Master's Project, M.A. (English). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Asst. Prof. Dr. Nitaya Suksaeresup, Asst. Prof. Dr. Tipa Thep-Ackrapong, and Mr. Peter Fayers.

The purpose of this research was to study the effectiveness of the writing process on developing students' writing ability. Nineteen third-year English minors at Srinakharinwirot University were asked to write pretest and posttest essays in a three-hour session. The students' compositions were collected and analyzed for students' overall writing quality, lexical development, and syntactic growth. The three raters rated students' compositions by applying the writing scale of Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) *ESL Composition Profile* for students' overall writing quality. VocabProfile, a software program, was applied to find students' lexical development, and the t-unit analysis by Gaies (1980) was applied for students' syntactic growth. A t-test was used to find the difference between pretest and posttest essays. The results showed that the inter raters' reliability was .772, .838, and .628 in the pre-tests, and .672, .813, and .582 in the post-tests. There were significant differences at the .01 level between score in the pre-and post-tests. It can be said that students improved their writing ability after using the writing process as the method of teaching.

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การวิจัยครั้งนี้มีจุดประสงค์เพื่อศึกษาผลของการเขียนแบบเน้นกระบวนการที่มีต่อการพัฒนาความสามารถทางการเขียนของนักศึกษาในมหาวิทยาลัย นักศึกษากลุ่มทดลองซึ่งเป็นนักศึกษาชั้นปีที่ 3 วิชาโท ภาษาอังกฤษของมหาวิทยาลัยศรีนครินทรวิโรฒ จำนวน 19 คนเขียนเรียงความภาษาอังกฤษก่อนและหลังการทดลองในหัวข้อที่กำหนดในเวลา 3 ชั่วโมง งานเขียนของนิสิตถูกรวบรวมเป็นข้อมูลนำมาวิเคราะห์เพื่อศึกษาคุณภาพงานเขียนโดยรวมของนักศึกษา ศึกษาพัฒนาการทางการใช้คำศัพท์ของนักศึกษา และศึกษาพัฒนาการทางการเขียนรูปประโยคของนักศึกษา โดยดำเนินวิธีวิจัยดังนี้ (1) ผู้เชี่ยวชาญทางการเขียนภาษาอังกฤษ จำนวน 3 ท่าน เป็นผู้ตรวจพิจารณาคุณภาพงานเขียนโดยรวมของนักศึกษาโดยใช้เกณฑ์การให้คะแนนของจาโคบส์และคณะ(2524) เป็นเกณฑ์ประเมินผล (2) นำโปรแกรมคอมพิวเตอร์ VocabProfile มาใช้ในการวิเคราะห์คำศัพท์ (3) นำทฤษฎีการวิเคราะห์ความถูกต้องด้านไวยากรณ์ของเกย์ (2529) มาวิเคราะห์หาความถูกต้องทางการเขียนรูปประโยคของนักศึกษาโดยใช้ t-test วิเคราะห์ความแตกต่างของคะแนนการทดสอบก่อนและหลังการทดลอง ผลการวิจัยพบว่า คะแนนก่อนการทดลองมีค่าความเชื่อมั่นที่ .772, .838, และ .628 ส่วนคะแนนหลังการทดลองมีค่าความเชื่อมั่นที่ .672, .813, และ .582. คะแนนโดยรวมก่อนและหลังการทดลองมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01. สรุปได้ว่า นักศึกษาเขียนเรียงความภาษาอังกฤษได้ดีขึ้นหลังจากได้รับการสอนเขียนแบบเน้นกระบวนการเป็นเครื่องมือในการสอนเขียนเรียงความภาษาอังกฤษ

The Master's Project Advisor and Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University.

Master's Project Advisor

.....
(Assistant Professor Dr. Nitaya Suksaeresup)

Chair of the Master of Arts degree in English

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(Assistant Professor Dr. Tipa Thep-Ackrapong)

Oral Defense Committee

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The Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

..... Dean of the Faculty of Humanities
(Assistant Professor Chaleosri Pibulchol)

April....., 2006

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CHAPTER 1

INTRODUCTION

Background

Writing is an important skill which one can use as a means to communicate with other people. Generally, people write notes and letters to family members, friends, and relatives in everyday communication. In workplaces, people write many kinds of correspondence to conduct business transactions including business letters, minutes, and memos. In school, students are always assigned to write paragraphs, essays, and reports for course requirements. As shown above, writing involves us in all aspects of life, and is also used as a formal form of documentation to give witness or evidence in legal matters. Thus it is necessary to possess good writing skills because they will enable the writer to communicate effectively, and paves his/her way to successful future career.

The stronger the writing skills one has, the more successful he/she becomes (Buscemi, Nicolai and Strugpla. 1995). Nevertheless, students with less competence often struggle with writing grammatical sentences. Most of the time, they pay attention to grammar rather than to the ideas they want to express. Some of those who can write correct and meaningful sentences cannot tie these sentences into a paragraph or an essay. Especially, Thai undergraduate students face difficulties in choosing words, putting words in the right order and using appropriate discourse markers to combine sentences and clauses so that the sentences are coherently linked to make the message logical and meaningful. Besides, Kaewlee (2000) reveals that the fear of making errors in writing affects students' confidence in writing. Some students do not like writing because they

are afraid of making mistakes and therefore feel frustrated when they are asked to do a writing task.

To overcome the students' problems above, many teachers have tried many ways to solve the students' difficulties in writing. Some teachers believe that teaching grammar prior to teach students' compositions can solve students' problems in writing. Thus, they encourage students to write correct sentences and focus on grammatical accuracy. As a common practice, the students have to learn grammar, syntax, and mechanics of writing intensively. Then, they have to write after the teacher's model. However, most students feel discouraged to write because they still make mistakes and their compositions are often stained with red markings.

Later, researchers introduced the writing process in teaching writing. This approach emphasizes ideas and contents in a written task. Many teachers applied this method in their classrooms. Many researchers support the process approach because this approach provides less difficulty in writing (Rose. 1983). In the writing process, learners always set a goal before writing. They can change or improve ideas during the process. Writing is regarded as a product of the thinking process. That is, students are able to transform ideas and information because writing and thinking work together as a process.

In brief, teaching compositions by using the writing process has been widely applied in writing classrooms. The writing classes at Srinakharinwirot University are no exception. Nonetheless, research about the effects of teaching composition by using the writing process to undergraduate students has rarely been done at Srinakharinwirot University. Thus, the researcher aims to analyze undergraduate English minor students' compositions in order to detect the students' overall development after implementing the

writing process as a method of teaching. Moreover, vocabulary use and syntactic growth are also studied to find the students' development at word and sentence levels.

Objectives of the Study

The objectives of the study were as follows:

1. To analyze students' pre-and post-tests in order to detect the students' overall writing quality.
2. To analyze students' pre-and post-tests in order to detect the students' lexical development.
3. To analyze students' pre-and post-tests to detect the students' syntactic growth.

Significance of the Study

This research will be beneficial as follows:

1. It encourages teachers to use the writing process as a method of teaching writing.
2. It can be used as a guideline to improve students' vocabulary and syntax.
3. It can be used as a guideline to develop students' writing ability.
4. It can encourage teachers and researchers to do research following the same research model.

Scope of the Study

The study involved only 19 third-year English minor students taking EN 331: Composition I in the second semester of the academic year 2005 at Srinakharinwirot University as participants in the study.

Definition of Terms

1. The writing process refers to the method of teaching writing used in this study.
2. T- unit or terminable unit is used to analyze syntactic growth in the written tasks. It covers all independent clauses and dependent clauses. A compound sentence which comprises a coordinator is counted as two t-units, while a complex sentence is counted as a t-unit.
3. VocabProfile (Nation, 1995) is a software computer program used as a measurement to detect lexical development.

In summary, it is necessary that students require a good writing skill so that they will be well-equipped for their future study or career. This research aims to study the effects of using the writing process as a method of teaching writing to undergraduate students at Srinakharinwirot University.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The review of the related literature is divided into five sections: the writing process, vocabulary learning, and vocabulary use, VocabProfile Program, t-unit analysis, and previous studies concerning teaching compositions by using the writing process as a method of teaching.

1. The Writing Process

Writing is regarded as a process, not a written product. This clarifies that writing assignments are never complete. Thus, students are always able to review and revise the writing as many times as they like with their work. The writing process includes steps of writing such as writing situation, brainstorming, planning or outlining, writing the first draft, revision, recursive writing, editing, and proofreading.

First, students are encouraged to assess their writing situation. The writing situation is defined as the key elements of writing: subject, purpose, audience, and constraints (Hacker, 1999: 3). Constraints are defined as length of document, document design, review session, and deadline. In this step, students can save their time in writing by finding their writing situation prior to writing.

After the students have studied the writing situation, the next writing step is to generate ideas. This process is also called brainstorming. According to Oshima and Hogue (1991), generating ideas is a useful step in writing. Some techniques used in generating ideas are listing, freewriting, and clustering. Whatever technique students use, the goal is the same; that is to generate wealth of ideas.

In the two stages aforementioned, students are able to determine their topics, and generate ideas. Therefore, students are ready for the next stage in the process of writing, the planning, or outlining stage. Miller (1999) states that some writers reveal that it is helpful to write an outline. The outline will present their main points. Therefore, students are taught to divide all ideas into two, or three main groups, and then make sublists to support each main group. Besides, a topic sentence is also needed in this step. This is because, the topic sentence points out the central idea of the whole composition; hence, students should practice writing topic sentences before drafting (Oshima and Hogue, 1991: 9).

Writing the first draft is the next step in the writing process. The first draft is also called a rough draft because it may consist of errors. Also, the ideas produced in the first draft are probably rough. Nevertheless, students may have new ideas, or they may see a new relationship among ideas while writing the first draft. That is because idea generation can always happen through the drafting step. In contrast, if students cannot generate ideas while drafting, they can skip the difficult part, and then leave a space to be filled later. Probably, the words students need will come to them while working on other parts of the essay (Clouse, 1992: 78).

After the first draft is completed, the stage of making changes is revision. Revision is defined as seeing again. It is considered the most important step in the writing process. This is because during revision, student writers are rather concerned with content and sentence effectiveness than grammar and usage (Clouse, 1992). Thus, experienced writers rarely write only one draft. Rewriting several drafts helps writers to be aware of all mistakes occurring during making drafts (Hacker, 1999: 17).

Recursive writing is also considered. That is, the composition process is a recursive process by which students can go back to various stages of the writing process while writing (Arayaphan, 2004). This clarifies that students are able to omit difficult tasks for others. That is, if students cannot write the introduction, they can write the conclusion or the body before the introduction.

After the revision, editing is the next step in the writing process. Editing is defined as a process of finding and correcting errors in grammar and usage (Clouse, 1993). Students can correct their compositions by themselves, which is called self-editing. Also, they can invite teachers or peers to correct their work. Peer-editing takes a role in editing, or errors correcting. Error correcting covers making corrections in spelling, sentence structure, punctuation, and grammar. That is to say, the students need an audience to read their compositions in order to improve their writing. That is why students can play two roles: as an audience and as an editor (Arayaphan, 2004).

Finally, the final check is proofreading. Proofreading is defined as a special kind of reading. It is a slow and methodical search for misspellings and mistakes in written texts (Hacker, 1999). Also, it is an important step in writing. This is because all of us always make copying or typing errors when we have limited time. Thus, students should proofread their final copy to check for errors made while typing or recopying a draft.

Writing situation, brainstorming, planning or outlining, writing the first draft, revision, recursive writing, editing, and proofreading are considered steps in the writing process. These steps are presented in the figure below:

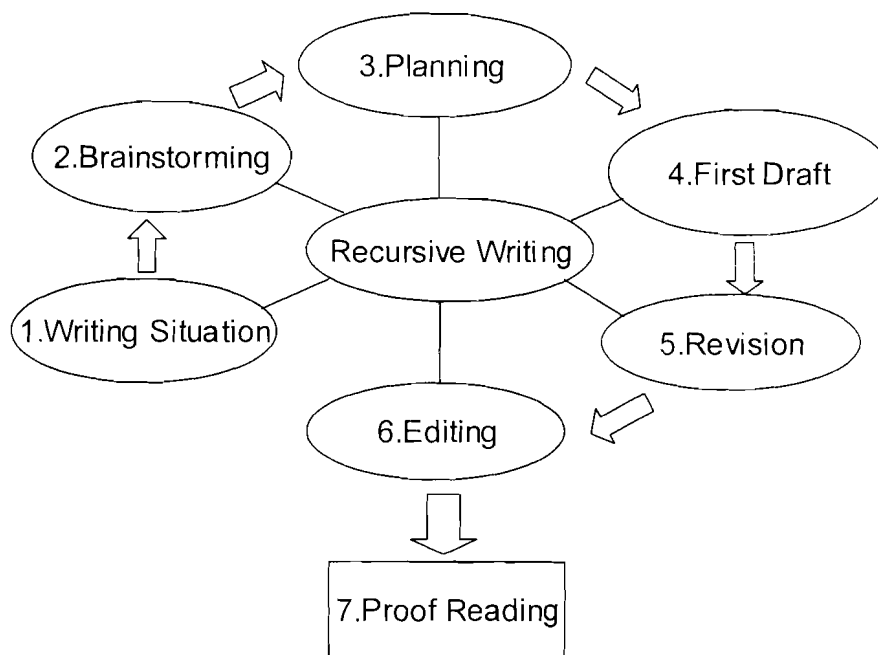


Figure 1: Steps of the writing process

In conclusion, the writing process plays an important role to provide a secure path, or steps in writing a composition. These steps are writing situation, brainstorming, planning or outlining, writing the first draft, revision, recursive writing, editing, and proofreading for students. Moreover, writing is regarded as a process, not a written product. That is the reason why writing assignments are never complete. Students can always review, revise, or make changes in their writing until they are satisfied with their work.

2. Vocabulary Learning and Vocabulary Use

In this section, vocabulary learning and vocabulary use are presented in order to form background information which is useful to detect students' language development.

There are different types of vocabulary learning: tutored, untutored, intentional, and incidental learning. Tutored learning is set in systematic learning which is formally trained, or prepared by teachers and students while untutored learning is free from formal instruction, or systematic direction. The learning planned by teachers or students is called intentional learning whereas the learning which focuses on the use of language such as speaking, writing, reading, and listening activities is defined as incidental learning (Tharvarayus, 2005). Many scholars believe that all types of learning play an important role in vocabulary acquisition.

Vocabulary use is divided into receptive and productive vocabulary. Receptive vocabulary is defined as words, messages, or languages which can be understood when they occur in the context of reading and listening both of which are considered receptive skills in language learning. Productive vocabulary is described as words, or messages that students can directly produce in speaking and writing (Haycraft, 1978). Receptive and productive vocabulary are sometimes used as the synonym for passive and active vocabulary. Khongphan(2004) states that students need passive vocabulary more than active vocabulary. This is because learners who study foreign language usually have limited number of passive vocabulary. When they do not understand words, they cannot produce these words correctly.

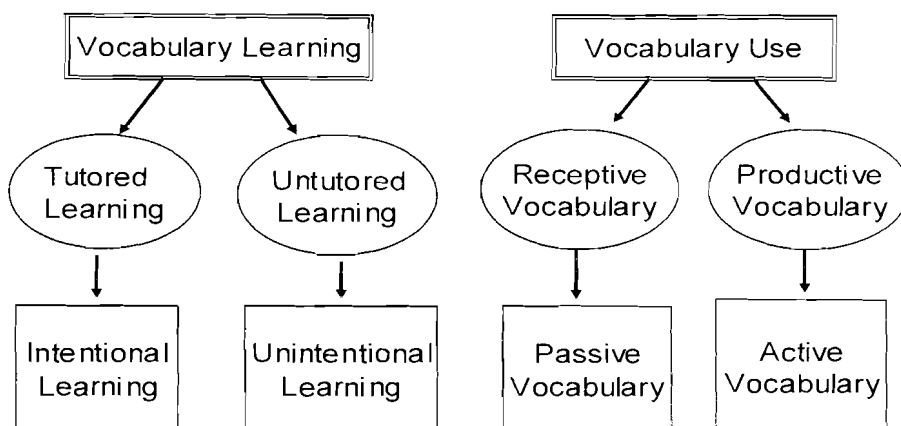


Figure 2: vocabulary learning and vocabulary use

In summary, vocabulary learning is divided into tutored learning and untutored learning. In terms of planning and practice, intentional learning and unintentional learning are similar to tutored learning and untutored learning. In addition, receptive vocabulary and productive vocabulary are considered two components of vocabulary use. Passive vocabulary and active vocabulary are the same as receptive and productive vocabulary. This involves the skills of listening and speaking as well as reading and writing, all of which contribute to communication.

3. VocabProfile Program

VocabProfile Program refers to a computer software program developed by Nation (1995). This program is used to analyze students' vocabulary use in overall writing. VocabProfile classifies words into vocabulary level, word type, word token, and word family.

In terms of vocabulary level, VocabProfile groups words into four levels according to the frequency of word usage as follows:

Level 1 or Base List 1 counts the 1,000 most frequent words.

Level 2 or Base List 2 counts the second thousand most frequent words.

Level 3 or Base List 3 counts academic words.

Level 4 or Base List 4 counts words which are not found in any of the three lists above.

Moreover, VocabProfile classifies words into word type, word token, and word family as follows:

1) Word type refers to different words in a text. A word is counted according to its type.

For example:

When I was young, I listened to the radio.

This example is counted as eight word types because I is counted only once.

2) Word token refers to the total number of words in a text.

For instance:

When I was young, I listened to the radio.

This example is counted as nine word tokens.

3) Word family refers to a headword in word forms.

For example:

Collect, collects, collected, collecting, collective, and collection.

These words are counted as one word family.

Briefly, VocabProfile is a software program used as a tool to measure students' vocabulary size and development. This program classifies words into frequency usage of word, word type, word token, and word family.

4. T-unit Analysis

A t-unit or terminable unit is considered a measurement of the syntactic complexity in speech and writing samples. It has widely been used to measure the syntax of spoken and written English in both native and English as a nonnative language learning. Originally, the t-unit analysis was used to characterize schoolchildren's writing. It is, then, applied in studies of English as a second language learning to describe the syntactic maturity of learners' written production (Gaies, 1980: 53).

According to Gaies (1980), the t-unit covers both independent clauses and all dependent clauses. Theoretically, a simple sentence or a complex sentence is counted as a t-unit. Nevertheless, a compound sentence, which comprises a coordinator: *and, but, or*, is counted as two t-units.

For example:

David went to the library. (1 t-unit)

David went to a book store, but his wife went to church. (2 t-units)

David went to a bookstore because he wanted to buy a composition book.

(1 t-unit)

In addition, the t-unit length is used as an index of writing maturity in English as the first language acquisition. The t-unit length is used to measure the ability to compact the amount of ideas, or chunks of information into words. Nevertheless, the length of error-free t-units is more widely used than the t-unit length. According to the correlation between its mean and the TOEFL score, t-unit length does not correlate with TOEFL scores. However, the relationship between the mean length of the error-free t-unit and the ratio of error-free t-unit is significantly correlated with the TOEFL score (Gaies, 1980). Therefore, the length of error-free t-unit should be applied in English as a second language acquisition.

Moreover, Gaies (1980) also defines an error-free t-unit as a correct sentence. Nevertheless, spelling, punctuation, and vocabulary mistakes are omitted and counted as one error-free t-unit following the below example.

Example:

Joseph prefers compositions more than mathematics.

(One error-free t-unit)

Corrector: Joseph prefers compositions to mathematics.

Problems usually occur during the use of error-free t-units. That is, many scholars define this term differently, and thus this leads to misunderstanding. According to Gaies (1980), Tucker suggested that morphological and syntactic errors be counted as error-free. Meanwhile, some researchers believed that an error-free t-unit should be a

t-unit without any errors. Therefore, the results of syntactic studies were different due to different definitions.

Two limitations in using t-unit analysis are also discussed (Gaies, 1980: 57). First, this measurement is not appropriate for the analysis of data from subjects with relatively low proficiency. That is, the error-free t-unit is not suitable for a text comprising frequent grammatical and lexical errors. Second, this tool cannot show the difference between the low proficiency learners and the high proficiency learners clearly. Indeed, Gaies (1980) supports that error-free t-units is a suitable device to find learners' syntactic development.

In summary, the error-free t-unit is used to measure the syntactic maturity of learners. This measurement, thus, has widely been applied to characterize English as a second language acquisition. Nevertheless, the t-unit analysis is suitable for some levels of learners. That is, it is suitable for a text containing a few lexical and morphological errors.

5. Previous Studies Concerning Teaching Compositions by Using the Writing Process as a Method of Teaching

There are several related studies concerning teaching compositions by using the writing process as a method of teaching. Many researchers have presented these studies' results as follows:

Thilavat (2004) studied 16 students' English writing ability at a high school in Bangkok through the process of writing. The instruments used in this research were pretest, posttest, self-evaluation, and students' learning logs. Moreover, a t-test

dependent sample and Pearson Product Moment Correlation were statistical methods used in this study. The research results revealed that students' overall ability before and after the experiment were significantly different at the level of .01.

Luekiatpaisan (1990) studied a comparison of the English writing process as perceived by 991 participants who were first year undergraduate students in Bangkok. These sampled participants were both high and low English writing achievers in higher education institutions, in Bangkok Metropolis. Questionnaires, tests, and scores by seven raters were used as the instruments in this research. The research results of the study revealed that the process writing implemented among high and low learners' showed a significant difference at the level of .05. This was because, the high achievers were able to transform ideas into words more precisely than the low ones.

Thannasarnsophon (1992) compared English writing ability of mathayomsuksa six students learning through the process-oriented approach and product-oriented approach. These participants were divided into two groups of 47 and 55 students. The experimental group was trained through the process-oriented approach, but the other group was trained through the product-oriented approach. A t-test and three scorers were used in this study. The findings revealed that the ability of the students learning through the process-oriented approach was significantly higher than those learning through the product-oriented approach at the level of .01.

Vessakosol (1990) studied a model for teaching English writing based on the process approach for 30 Thai students at Thammasart University. Eighteen students were set in the experimental group, whereas there were 12 students were set in the control group. Evaluation, instruction, course objectives, course content, and students were used

as components in the developed model. The result of the experiment directly affected students' ability in writing. The scores of the experimental group were higher than those of the control group at the level of .05.

Zamel (1983) also studied the effects of teaching composition to advanced ESL learners by using the writing process as a method of teaching. ESL students who enrolled in Zamel's intermediate composition class were observed while writing, and interviewed after the study. The results revealed that ESL students were able to explore and clarify ideas after learning the process-approach in writing.

In conclusion, there were various previous studies concerning the writing process. All findings above showed that students improved their abilities in writing after using the writing process in compositions. Thus, it can be said that the writing process directly affected students' ability in writing.

CHAPTER 3

METHODOLOGY

In this chapter, the participants, procedures, and data analysis are presented.

1. The Participants

The participants of this study were 19 third-year English minors who enrolled in the EN 331: Composition I Course in the second semester of the academic year 2005 at Srinakharinwirot University.

2. Procedures

In this section, the procedures were undertaken as follows:

2.1 Data Collection

Nineteen participants were asked to write pre- and post tests on the same topic “Changes of Behavior” before and after the instruction.

2.2 Implementation of The Writing Process as a Method of Teaching

During thirteen weeks of the instruction, the instructor used the text book, Oshima, A., and Hogue’s (1991) *Introduction to Academic Writing*, for the instruction. In addition, participants were assigned to compose 10 essays in different topics following steps of the writing process. That is, participants were encouraged to find their writing situation concerning subject, purpose, audience, and constraints. Then, these participants were taught to generate ideas. In generating ideas, participants brainstormed a wealth of ideas by listing, freewriting, and clustering techniques. After that, participants were guided to divide all ideas into two or three main groups, and then a topic sentence was presented in

this step. Next, it was the time for participants to write their first draft. After writing the first draft, they have to check their own written work following the guideline of evaluation criteria given at the end of each unit. Then, they made correction and wrote the second draft ready to be exchanged and gave to friends for peer-editing. After peer-editing, participants made correction and sent the new draft to the instructor. The instructor gave assignments' feedback in written forms, and in conference on one-to-one basis. Furthermore, the participants were assigned to read Solzhenitsyn(1995)'s *One Day in the Life of Ivan Denisovich*, and Graham(1993)'s *Brighton Rock* so that they were supplied with a large number of vocabularies used in the extra reading practice. In week 15, participants took a posttest on the same topic as the pretest with the same length of time after they received writing instruction implementing the writing process as the method of instruction.

3. Data Analysis

Totally 38 compositions; 19 from the pretests, and 19 from the posttests were used as the data as follows:

3.1 Analysis of Overall Writing Quality

To analyze the overall writing quality, three raters who are three instructors at a state university were trained to use holistic scoring guide, the ESL Composition Profile, to rate all 38 compositions in order to detect the overall quality of each composition. The scoring guide classified 100 scores into five components: content 30 points, organization 20 points, vocabulary 20 points, language use 25 points, and mechanics 5 points.

Besides, all components above were grouped into four levels: excellent to very good, good to average, fair to poor, and very poor (See Appendix).

After scoring, the scores given by the three raters were calculated for inter raters' reliability by applying Pearson's Product Moment Correlation Coefficient. The scores were also analyzed for mean, standard deviation, and t-test in order to compare students' writing ability before and after using the writing process.

3.2 Analysis of Vocabulary Size

To analyze the amount of vocabulary used in the participants' compositions, VocabProfile (Nation,1995), a software program, was applied according to the following steps:

1. The participants' pre-tests and post-tests were typed into the software program VocabProfile.
2. The vocabulary used in the compositions was classified into four lists, and then the number of words in each base list was calculated into percentage.
3. The data was analyzed for means, standard deviation, and t-test in order to see the difference between vocabulary use in the pre-test and the post-test.

3.3 Analysis of Syntactic Use

To analyze syntactic use in students' compositions, the error-free t-unit was applied. First, the number of error-free t-units in both the pre-tests and post-tests were counted and calculated for means, standard deviation, and t-test. Finally, the number of error-free

t-units which appeared in both the pre-tests and post-tests were compared to find the syntactic development.

In summary, the overall writing quality, amount of vocabulary and syntactic use in the third year English minor students were counted and calculated for means, and standard deviation. Moreover, the t-test was also applied to compare the students' writing ability before and after using the writing process.

CHAPTER 4

FINDINGS

In this chapter, the findings of the study are presented according to the objectives of the study stated in chapter one.

1. Overall writing quality
2. Vocabulary development
3. Syntactic growth

1. Overall Writing Quality

In this section, scores given by the three raters were analyzed for means, and standard deviation to compare the students' writing quality before and after using the writing process.

In order to analyze the students' writing ability, correlations of scores given by the three raters in the pre-test were calculated. The results are presented in Table 1.

TABLE 1 THE INTERRATER'S RELIABILITY IN THE PRE-TEST

	Pre Rater1	Pre Rater2	Pre Rater3
Pre Rater1	1	.772**	.838**
Pre Rater2		1	.628**
Pre Rater3			1

**p < .01

Table 1 reveals that the scores in students' pre-test had reliability at the correlation of .772**, .838**, and .628**, and the inter raters' reliability was significant at .01 level.

In addition, the correlation of the scores given by the three raters in the post-test are presented in Table 2.

TABLE 2 THE INTERRATER'S RELIABILITY IN THE POST-TEST

	Post Rater1	Post Rater2	Post Rater3
Post Rater1	1	.672**	.813**
Post Rater2		1	.582**
Post Rater3			1

**p < .01

Table 2 reveals that the scores in the students' inter raters' reliability had the correlation of .672**, .754**, and .582** and the inter raters' reliability was significant at the .01 level.

Then, the difference between the scores in pre-test and post-test are presented in Table 3.

TABLE 3 DIFFERENCE BETWEEN SCORES IN THE PRE-TEST AND POST-TEST

	N	Mean	S.D.	
Total Pre-test	19	53.33	9.18	t = -13.663**
Total Post-test	19	72.81	6.79	

**p < .01

Table 3 reveals that the mean scores in the post-test was higher than that in the pre-test. Significantly, the mean scores in the pre-test and post-test were 53.33 and 72.81 respectively. The t-score was -13.663, and there was a significant difference between

scores in the pre-test and post-test at the level of .01. Thus, it can be said that students improved their abilities in writing after the instruction.

In brief, the statistics significantly showed the development of students' overall writing quality after the instruction. Indeed, it can be said that the overall result of this part was significantly different at the .01 level.

2. Vocabulary Development

In this section, academic words found in students' compositions were analyzed for means and standard deviation in order to find students' lexical development. The descriptive statistics of word tokens in terms of academic words are presented in Table 4.

TABLE 4 DESCRIPTIVE STATISTICS OF WORD TOKENS IN TERMS OF ACADEMIC WORDS

Term	N	Mean	S.D.	
Academic words in the				
pre-test	19	7.58	5.69	$t = -3.062^*$
Academic words in the				
post-test	19	12.47	8.14	

* $p < .05$

Table 4 presents the use of word tokens in terms of academic words. The results revealed that the mean numbers of academic words were different between the pre-test and post-test. The mean numbers of academic words used in the pre-test and post-test were 7.58, and 12.47 respectively. Therefore, it can be said that students improved their

abilities in using academic words. The results were statistically significant at the level of .05.

In summary, the statistics results found in Table 4 directly showed students' competence in using vocabulary. Indeed, it can be said that students could produce more academic words after the instruction.

3. Syntactic Growth

The following table summarizes the differences between the syntaxe used in the pre-test and post-test. Therefore, the statistic use of error-free t-units in all the informants is presented in Table 5.

TABLE 5 STATISTICS USE OF ERROR-FREE T-UNITS IN PRE-TEST AND POST-TEST

Informants	N	Mean	S.D.	
Pre-test	19	22.01	14.06	t = -2.16*
Post-test	19	26.63	12.91	

*p < .05

Table 5 shows that students tended to compose more error-free t-units in the post-test. The results revealed that there was a significant difference between the use of error-free t-units in the pre-test and post-test at .05 level. From the table, the mean use of error-free t-units in the pre-test was 22.01, whereas the mean use of error-free t-units in the post-test was 26.63. Indeed, it can be said that the students improved syntactic abilities after the instruction.

In summary, the results revealed that there was effectiveness of using the writing process as the method of teaching composition to English minors. The reason is students could improve their abilities in writing after the instruction. There was also development in terms of vocabulary and syntax used in the students' compositions.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter is divided into four sections consisting summary of the research, discussion, application, and suggestions for further studies.

1. Summary of the Research

Nineteen students' pre-test and post-tests were analyzed for overall writing quality, vocabulary development, and syntactic growth. The inter raters' reliability was applied by using Pearson's Product Moment Correlation Coefficient and the t-test was used in order to find students' overall quality. Then, the amount of vocabulary use in the participants' compositions was put in VocabProfile (Nation, 1995), a software program, and then the data were analyzed for means, standard deviation, and t-test in order to see vocabulary development. Last, the numbers of error-free t-units in both pre-tests and post-tests were calculated, and analyzed for means, standard deviation, and t-test in order to see syntactic growth. The results were revealed according to the three main objectives as following.

First, in terms of the overall writing quality, there was a development of students' overall writing quality after the instruction. The results revealed that there was reliability at the correlation of .772, .838, and .628 in the pre-tests, and .672, .838, and .582 in the post-tests. Moreover, the inter raters' reliability in both pre-and post-tests was significant at .01 level. Then, the total scores were revealed. The mean scores in the pre-test and the post-test were 53.33 and 72.81. Thus, there was a significant difference between the students' compositions before and after the instruction at .01 level.

Second, in terms of vocabulary development, the results showed that there was an increase use of academic words in the post-test. The mean scores of academic words used in the pre-test and the post-test were 7.58 and 12.47 respectively. The results revealed that there was significant difference in students' lexical development at the level of .05.

Finally, in terms of syntactic growth, the students could produce more error-free t-units after the instruction. The results revealed that the mean score of error-free t-units in students' pre-test was 22.01, while the use of error-free t-units in the students' post-test was 26.63. From the results, the difference in the use of error-free t-units between the students' pre-test and students' post-test was significant at the level of .05.

In summary, students could develop their abilities in writing after the instruction. That is, there were significant differences between the pre-post tests' score in all regards. Thus, it can be said that there was an effectiveness of using the writing process in teaching compositions.

2. Discussion

Regarding students' overall writing quality, the results revealed that there was significant development if we consider the mean scores of the students' total pre-post tests. From the results, this study corresponds to Thilavat (2004) and Zamel (1982)'s studies. Thilavat (2004) showed that students' abilities in writing before and after using process writing as a method of teaching was significantly different. Similarly, Zamel (1982) discussed that when learners used the writing process in their compositions, their

qualities of composition would improve. Thus, it can be said that there was effectiveness of using the writing process as a method of teaching English compositions.

Regarding students' vocabulary development, the students could produce more academic words in the post-test. These words indicated students' improvement in writing. From the result, this study supports Tharvarayus (2005)'s study. Tharvarayus (2005) discussed that if there was development of lexical use in students' compositions, the amount of words used in Base List Three, academic words, should be found more in the post-test than those in the pre-test. Hence, there was an improvement in terms of students' vocabulary used in this study.

Regarding the students' syntactic growth, students could produce more error-free t-units in the post-test. This study supports Kanteesan (2004)'s study that students who had good competence in writing could write more error-free t-units.

In brief, the results revealed that there was effectiveness of using the writing process as a method of teaching compositions. That is, the students could present their competence in writing through overall writing quality, vocabulary development, and syntactic growth in their compositions. Indeed, the students' post-test directly pointed out significant improvement in all objectives of the study.

3. Application

1. The beneficial outcome of the use of the writing process on the improvement of students' writing may encourage English teachers to use the writing process as a method of teaching compositions to their writing classes.
2. From the results of this study, there was a development of academic words used in students' compositions. Thus, teachers should encourage students to concentrate on learning the academic words so that they will automatically remember and use these words in their writing.
3. Teachers should encourage students to keep on practicing their writing regularly in order that they will be able to compose their essays without fear of making mistakes.
4. This teaching method can be applied in other writing classrooms in order to detect students' overall writing quality, vocabulary size, vocabulary development, and syntactic growth in students' composition.

4. Suggestions for Further Studies

1. In this research, there were only 19 participants. Therefore, this teaching method should be applied to a bigger group of participants.
2. This study was applied to undergraduate students who were English minors at a university. Thus, the writing process should be used as a method of teaching compositions to other levels of students, for instance, students in high schools or graduate schools.
3. To investigate students' competence in writing, this method of teaching composition should be applied to English major students.

4. To find the effectiveness of using the writing process as a method of teaching English composition, there should be a comparative study between ESL students and English native students.
5. To study students' anxiety in writing, there should be a study of students' attitudes before and after the instruction.

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APPENDIX

ESL Composition Profile

(Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey 1981)

According to Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey (1981), the ESL Composition Profile is a guideline for ESL composition evaluation. This evaluation is divided scales into five parts:

1. Content	30	points
2. Organization	20	points
3. Vocabulary	20	points
4. Language Use	25	points
5. Mechanics	5	points
Total	100	points

Moreover, all components above are classified into four sub-levels:

Level 1	excellent to very good
Level 2	good to average
Level 3	fair to poor
Level 4	very poor

Besides, Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey's (1981) suggested that scorers should read students' composition twice. First, scores should pay attention on content and organization. Another, scores should identify mechanics of writing, language use, and lexical use in compositions.

In addition, ESL Composition Profile is presented in the following table.

ESL Composition Profile (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey 1981)

Component	Points	Level	Explanation of Level
1. Content	30-27	Excellent to very good	Students present the ability to write a well developed and logical essay.
	26-22	Good to average	Students present the ability to write a developed and logical essay. Nevertheless, these essays may lack of supporting detail.
	21-17	Fair to poor	Students present the limited ability to write an acceptable essay. Nevertheless, this essay may be weakness in development.
	16-13	Very poor	Students clearly present the inability to write an acceptable essay. This essay may have none development. Students may have completely misunderstood the essay topic.

Component	Points	Level	Explanation of Level
2.Organiza- tion	20-18	Excellent to Very Good	Students present the ability to write a well-organized, supported, and logical essay.
	17-14	Good to Average	Students present the ability to write an organized and logical essay. Nevertheless, this essay may contains incomplete sequencing, limited supporting detail, and choppy sentences.
	13-10	Fair to Poor	Students present the non-fluent, and confused essay. Moreover, this essay may be weakness in logical sequencing and development.
	9-7	Very Poor	Students clearly present the inability to write an acceptable essay. This essay may have none organization.

Component	Points	Level	Explanation of Level
3. Vocabulary	20-18	Excellent to Very Good	Students present the ability to choose effective, appropriated, words in composition.
	17-14	Good to Average	Students present occasional errors of word choice and usage. Nevertheless, these errors may not effect on understanding, or meaning of whole content.
	13-10	Fair to Poor	Students present the limited ability to choose appropriate words. This essay may contain frequent errors of word choice and usage. Also, the overall meaning is obscured.
	9-7	Very Poor	Students present minimal ability to choose appropriate words in composition.

Component	Points	Level	Explanation of Level
4. Language Use	25-22	Excellent to Very Good	Students present the ability to write effective and complex constructions. Nonetheless, these essays may contain few errors of agreement, tense, number, word order, articles, pronouns, and prepositions.
	21-18	Good to Average	Students present the ability to write effective but simple constructions. These essays may have minor problems in using complex constructions. Also, there are several errors of agreement, tense, number, word order, articles, pronouns, and prepositions. Nonetheless, these errors are not affect the understanding, meaning, of the content.
	17-11	Fair to Poor	Students clearly present problems in using simple/complex constructions. There are frequent errors of agreement, tense, number, word order, articles, pronouns, and prepositions. Also, the meaning is obscured.
	10-5	Very Poor	Students present inability to use sentence construction rules.

Component	Points	Level	Explanation of Level
5. Mechanics	5	Excellent to Very Good	Students present mastery ability in using conventions. However, there are few errors of spelling, punctuation, capitalization and paragraphing.
	4	Good to Average	Students present ability to write well-essay. Also, these essays may contain occasional errors of spelling, punctuation, capitalization and paragraphing. Nevertheless, these errors are not affect on the understanding, meaning, of the whole essay.
	3	Fair to Poor	Students frequent present errors of spelling, punctuation, capitalization and paragraphing in composition. Moreover, the meaning is obscured.
	2	Very Poor	Students present inability to use conventions. Also, there are several errors of spelling, punctuation, capitalization and paragraphing in composition.

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