

**THE USE OF GUIDED WRITING ACTIVITIES
IN AN EFL CLASSROOM IN THAILAND**

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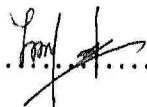
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DECLARATION

, Pairote Bennui, Registration Number TGBY 00029, hereby declare that his dissertation entitled '**The Use of Guided Writing Activities in an EFL Classroom in Thailand**' represents my own academic work, except where due acknowledgement is made, and that has not been previously included in any thesis, dissertation or report submitted to this University or any other institution for a degree, diploma or other qualification.



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Abstract

This experimental study attempts to evaluate the effectiveness of using guided writing activities in narrative writing, namely telling a story through a series of pictures and pen-friend letter tasks in an EFL classroom in Thailand.

Twenty male and female students with good and average English language background from three classes at Grade 11, and three English language teachers at the upper secondary level of Thayaiwittaya School, an Islamic private school in Hat Yai, Songkhla were selected as the subjects. Through the subjects' participation in the guided writing classroom, the findings were obtained by various instruments; lesson plans and worksheets of six lessons, achievement test, pilot interview, naturalistic observation, the researcher's file for note-taking, on-going assessment, teachers' questionnaire, students' interview, and analytical marking method.

On the positive side, the findings revealed that from measures of central tendency, the majority of the students passed two guided writing tasks in the worksheet and achievement test. Moreover, since the series of pictures were based on Thai teenage cultural content, the students could generate the content relevant to the guided pictures, elaborate on the content adequately, and name the characters in authentic Thai style. Besides, some students previously had limited vocabulary items and the habit of copying their friends' work, but they developed their vocabulary skills in narrative writing from practising in the worksheet to the achievement test, particularly through the contextual expansion of guided lexical items, new vocabulary creation, and the appropriateness of Thai lexical transfer or creativity in Thai-English lexicons.

Furthermore, the use of a Thai authentic pen-friend in the achievement test which was adapted from the specially written one exhibited the achievement of the communicative approach. Apart from these, the three teachers accepted guided writing activities as part of lessons in Fundamental English course of this classroom and other classes at the upper secondary level due to the suitability to the students' needs, level, and linguistic and communicative competence, as well as cultural norm and social standards of English usage in Thailand.

On the other hand, the students used the grammar translation method due to limited aural-oral skills in English resulting in Thai interference in their English sentences. In addition, the style of the students' guided letter writing in the worksheet and achievement test was similar to that of models in previous activities in the worksheet reflecting their lack of originality.

Abstrak

Kajian penyelidikan ini bertujuan mengkaji keberkesanan penggunaan latihan aktiviti penulisan dengan bimbingan (guided writing) dalam kelas Bahasa Inggeris sebagai Bahasa Asing (EFL) di Thailand. Contoh-contoh latihan yang digunakan adalah menulis cerita mengikut ia itu mengikut gambar-gambar dan surat menyurat dengan 'pen pal'.

Seramai dua puluh pelajar lelaki dan perempuan yang mempunyai kelayakan yang baik atau sederhana dalam bahasa Inggeris daripada tiga kelas Gred 11, dan tiga guru Bahasa Inggeris sekolah menengah di Sekolah Thayaiwittaya, sebuah sekolah Islam swasta di Hat Yai, Songkhla dipilih sebagai subjek-subjek kajian ini. Melalui penyertaan mereka dalam penulisan dengan bimbingan dalam bilik darjah Beberapa instrument digunakan untuk mengutip data: rancangan-rancangan pelajaran dan kertas tugas untuk enam pelajaran, ujian pencapaian, temuduga 'pilot', pemerhatian secara autentik, fail penyelidik untuk nota-nota lapangan, penilaian berterusan, soal-selidik guru, temuduga pelajar dan kaedah pemarkahan analitikal.

Dari segi positif, hasil penyelidikan menunjukkan bahawa kebanyakan daripada pelajar melulus dalam dua tugas penulisan secara bimbingan dalam kertas tugas dan ujian pencapaian. Kerana gambar-gambar yang digunakan berdasarkan budaya remaja Thai, pelajar-pelajar dapat memberikan kandungan yang relevan daripada gambar-gambar tersebut., menjelaskan tentang gambar-gambar dengan memuaskan, dan dapat memberikan nama watak-watak menurut gaya Thai yang autentik. Beberapa pelajar sebelum ini mempunyai perbendaraan kata yang terhad dan tabiat meniru kerja rakan-

rakan mereka, tetapi mereka mempertingkatkan kemahiran perbendaraan kata dalam penulisan naratif dengan latihan amali, terutamanya melalui memperluaskan lexis-lexis tertentu dengan bimbingan, mencipta perkataan-perkataan baru, dan menyesuaikan lexis-lexis Thai secara kreatif semasa menulis dalam Bahasa Inggeris. Penggunaan 'pen friend' dalam ujian pencapaian yang diubahsuaikan daripada ujian penulisan yang menunjukkan penggunaan pendekatan komunikatif. Tambahan, ketiga-tiga guru menerima latihan penulisan dengan bimbingan sebagai sebahagian pelajaran-pelajar dalam kursus Fundamental English di peringkat sekolah menengah atasan. Ini disebabkan kesesuaian untuk keperluan-keperluan pelajar, taraf pencapaian, dan kemampuan linguistik dan komunikatif mereka serta kepatuhan bahan-bahan kepada norma-norma budaya dan standard social penggunaan Bahasa Inggeris di Thailand.

Sebaliknya, pelajar-pelajar telah menggunakan kaedah 'grammar translation' disebabkan oleh kemahiran lisan-mendengar mereka terhadap yang mengakibatkan kegangguan daripada Bahasa Thai semasa menentukan ayat-ayat dalam Bahasa Inggeris. Akhirnya, gaya pelajar dalam penulisan surat dengan bimbingan dalam kertas amali dan ujian pencapaian adalah hampir sama dengan model-model yang terdapat dalam aktiviti-aktiviti dalam tugas amali.

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