

ABSTRACT

Learning English in Thailand especially high-school seem to pay less attention on developing oral and written communication to convey meaningful information including language ability of learners. As high school students become university students, this problem affect to the learners directly. Some students may be able to express what they think through writing. However, many Thai teenagers seem not to have ideas about constructing meaningful communication in organized context by using language features regarding communicative purpose. Genre-Based Approach applied to conduct this study due to the fact that this approach focuses on assisting students to understand how to express meaning and require students to concern with purposes, language features and text organization as an important factor. Thus, this approach is selected to assist this study to observe an ability of using English to produce meaningful communication and examine major genre writing problems found in Thai student's writing. Recount and Information Reports are the basic genres that this research focuses on. All data used in this research is collected from 15 high school students of Satriwittaya School learning English in the special English class in the evening. According to an analysis students' writing, it could be indicated that many Thai teenagers seem to be able to apply linguistic knowledge used as tool to help them construct meaning. However, most of them still have problems in term of idea organization and inconsistency of using tense as one of the requirements of genre writing in view of language features. As the researcher or teacher perceives Thai specific problems and strengths, he/she may apply the result of this study to design the new material to help them develop language ability or plan what the teachers have to teach as micro knowledge before teaching writing or support them to use English in a systematic way.