การประชุมวิชาการเสนอผลงานวิจัยระดับชาติ ครั้งที่ **9**
The Ninth National Symposium Concerning the Research Work

"การสร้างสรรค์ นวัตกรรม เพื่อเสริมสร้างวิถีชีวิตใหม่ "

"Creating a New Innovation for a New Lifestyle"

เล่มที่

4

วันอาทิตย์ที่ 25 เมษายน 2564
มหาวิทยาลัยกรุงเทพธนบุรี

การประชุมวิชาการเสนอผลงานวิจัยระดับชาติ ครั้งที่ 9

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Presentation at BTU

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มหาวิทยาลัยกรุงเทพธนบุรีร่วมกับ

สำนักงานคณะกรรมการการวิจัยแห่งชาติ (วช.) สมาคมนักวิจัยแห่งประเทศไทย

การกีฬาแห่งประเทศไทย มหาวิทยาลัยราชมงคลรัตนโกสินทร์

มหาวิทยาลัยราชภัฏจันทรเกษม วิทยาลัยเทคโนโลยีพนมวันท์

กลุ่มสาขาวิชาที่นำเสนอผลงานวิจัยทั้งภาคบรรยายและภาคโปสเตอร์

- กลุ่มสาขาวิชามนุษยศาสตร์และสังคมศาสตร์

- กลุ่มสาขาวิชาวิทยาศาสตร์และเทคโนโลยี

- กลุ่มสาขาวิชาวิทยาศาสตร์สุขภาพ

สารบัญ

วิเคราะห์ข้อผิดพลาดทางไวยากรณ์จากการเขียนภาษาอังกฤษ โดยนักศึกษาชั้นปีที่สอง ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFL) ในมหาวิทยาลัยไทย

Grammatical errors analysis of English writing made by second year (Elf) students in Thai university

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บทคัดย่อ

การวิจัยนี้เป็นการวิจัยเชิงคุณภาพซึ่งให้ความกระจ่างเกี่ยวกับปัญหาที่นักเรียนไทยต้องเผชิญในการเขียนภาษาอังกฤษโดยการตรวจสอบข้อผิดพลาดทางไวยากรณ์และสาเหตุที่เกิดขึ้น ผู้เข้าร่วมการวิจัยครั้งนี้เป็นนักศึกษาเอกภาษาอังกฤษจำนวน 10 คน (ชายและหญิง) ซึ่งกำลังศึกษาอยู่ในชั้นปีที่ 2 หลักสูตรการเขียนย่อหน้าภาษาอังกฤษ (English Paragraph Writing) ที่ภาควิชาภาษาอังกฤษ คณะศิลปศาสตร์มหาวิทยาลัยกรุงเทพธนบุรี จุดเน้นของการศึกษานี้คือการค้นหาประเภทของข้อผิดพลาดเพื่อนำมาวิเคราะห์และอธิบายในรูปแบบที่ใช้กันทางภาษาและสุดท้ายเพื่อเสนอวิธีแก้ปัญหาที่เกิดขึ้นเพื่อนำไปปรับปรุงการเขียนภาษาอังกฤษ การวิจัยนี้เป็นการวิจัยเชิงคุณภาพในชั้นเรียน ข้อมูลที่ได้นี้รวบรวมจากงานเขียนของนักศึกษาระดับชั้นปีที่ 2 ของภาควิชาภาษาอังกฤษ ครู / นักวิจัยใช้ (เทคนิคการละเว้น) เพื่อลบรูปแบบของคำสรรพนามที่ถูกต้องและคำอื่น ๆ เพื่อทำให้ประโยคไม่ถูกต้องและให้ผู้ร่วมวิจัยเติมคำที่ถูกต้องลงในแบบฝึก การเขียนตามคำบอก (Dictation) แบบฝึกหัดเกี่ยวกับกาล (Exercises on tenses) และการเขียนย่อหน้า (Writing paragraphs) เพื่อใช้ในการศึกษานี้ แบบสอบถามการประเมินโปรแกรมได้นำมาใช้เพื่ออธิบายสิ่งที่ผู้เข้าร่วมการวิจัยคิดเห็นเกี่ยวกับโปรแกรมและใช้คำถามติดตาม (Follow-up questions) เพื่อหาสาเหตุของข้อผิดพลาดและประสิทธิภาพของโปรแกรม การจำแนกประเภทข้อผิดพลาดใช้วิธีการผสมผสานกับของนักวิจัยก่อนหน้านี้ (ชาวไทยและชาวต่างชาติ) ซึ่งได้กล่าวถึงประเด็นเดียวกันร่วมกับการจำแนกประเภทความผิดพลาดทางไวยากรณ์ โดยครู / นักวิจัยซึ่งมีพื้นฐานทางภาษา ข้อผิดพลาดในการเขียนแบ่งออกเป็นประเภทศัพท์ (Lexical)ไวยากรณ์ (Grammar) วากยสัมพันธ์ (Syntax) และการสะกดตัว (Substance) ซึ่งแบ่งเป็น subject-verb agreement, substitution, omission, word choice, tense and aspects, plurality, sentence fragments, run on, to be verb, word order, connector จากนั้นจึงนับจำนวนข้อผิดพลาดในแต่ละหมวดหมู่และคำนวณความถี่ที่เกี่ยวข้อง ผลการวิจัยแสดงให้เห็นว่าประเภทของข้อผิดพลาดที่เกิดขึ้นบ่อยที่สุดโดยผู้ร่วมการวิจัยจะอยู่ในประเภทของ grammar (tenses, singular/plural, articles, parallelism), morphology

(word choice, inflectional morpheme's'), syntax (subject-verb agreement, substitution), and substance (spelling).

ข้อผิดพลาดแบ่งออกเป็นสิบสี่ประเภทและมีการรายงานความถี่จากเครื่องมือที่มีข้อผิดพลาด ที่มีความถี่สูงสุด: subject- verb- agreement (100%), word choice (100%), punctuation such as commas (100%), spelling (100%), substitution (100%), run on (90%), tense and aspect (90%), articles (90%), capitalization (70%), negation (50%), subject omission (40%), parallelism (30%), plurality "s" (20%), adverb (10%).

คำสำคัญ: ไวยากรณ์ การเขียนภาษาอังกฤษ

Abstract

The research was a descriptive qualitative research which sheds some light on the difficulties faced by Thai students when writing in English language by examining the grammatical errors and causes committed by them. The participants of this study are ten English major students (male and female) who are in their second year of study, studying a course in English writing at Department of English, Faculty of Liberal Arts, Bangkokthonburi University. The focus of this study is to find types of errors, analyze them, and explain them in a linguistic fashion and finally propose some solution to the problems that occur, in order to improve their English writing. The research used classroom – based qualitative research methods.

The data was gathered from written assignments of the sophomore level students of the English Department. The teacher / researcher uses (omission technique) to delete the correct form of pronouns and other words making the sentence ungrammatical and let the students fill in the right words in the paragraph, some dictation, exercises on tenses and writing paragraphs are also used in the study. A program evaluation questionnaire is used to elicit what the participants thought about the program and this was followed by follow- up questions to find out the causes of error and the effectiveness of the program.

The classification of errors used mix approaches from the previous researchers (Thai and foreigners) who have addressed the same issues together with the teacher/ researcher's own classification with her linguistic background. The writing errors were classified into lexical, grammatical, syntactic and substance types. They are subject- verb agreement, substitution, omission, word choice, tense and aspects, plurality, sentence fragments, run on, to be verb, word order and connector.

Then, the number of errors in each category was counted and the corresponding frequency was calculated. The research findings show that the most frequent types of errors made by the students were in the categories of grammar (tenses, singular/plural, articles, substitution, parallelism), morphology (word choice, inflectional morpheme 's'), syntax (subject-verb agreement), and substance (spelling). The errors are classified into thirteen types and the frequency is reported from the instrument that has the highest frequency: subject- verb- agreement (100 %), word choice (100%), punctuation such as commas (100%), spelling (100%), substitution (100%), run on (90%), tense and aspect (90%), articles (90%), capitalization (70%), negation (50%), subject omission (paragraphing) (40%), parallelism (30%), plurality "s" (20%), adverb (10%).

Keywords: Gramma English Writing

Introduction

This study aims to investigate grammatical errors in English writing produced by second-year English-major students; and to determine the causes of those errors to improve the teaching and learning in BTU, the university of this study. Nowadays mastering of English language skills is becoming an important tool for achieving a professional goal in the global market. Writing is one of the most significant cultural accomplishment of human beings. It allows us to record and convey information and stories beyond the immediate moment (Rogers, 2005). To produce graduates who can write well is one of the most important concerns, besides teaching speaking that school administrators of this century must be able to cope with in view of global developments. According to Rogers (2005), writing is not language. Language is a complex system residing in our brain which allows us to produce and interpret utterances. Writing involves making an utterance visible. Nowadays, we can record and send a spoken message with audio or video recordings, but these require special equipment on both ends. For writing we need only a piece of paper and a pencil. But it is necessary for someone to be able to write with a meaningful grammatical sentence, otherwise; you will waste your time writing a text that nobody understands its intended meaning. Therefore, writing needs to be fulfilled with correct grammatical rules.

To support the importance of grammatical knowledge of the target language, Weigle (2002) cited in Moh (2010) says, "For the present we will simply note that one

cannot write in a second language without knowing at least something about grammar and vocabulary of that language. An additional factor is the relative similarity or difference between the two languages: writing in language that is closely to one's native language in terms of grammar, vocabulary and writing system is clearly easier than writing in language that is vastly different." For students to be able to master writing the target language well, they must learn the grammar system of that language. Otherwise, they will not be able to make the readers understand their intended meanings, or else, it can lead to a failure in communication. This view is also mentioned by Charles C. Fries (1986), cited in Amornrat (2519). The question then, is not whether one should learn a new language, without learning the grammar of that new language. That is impossible. "Knowledge of grammar helps the student in the correction of mistakes and improvement of written work (Kumar, 2013)." The International English Language Testing System (IELTS, 2020) provided the following explanation to add more importance on grammatical knowledge: It is a universal fact that Grammar is the backbone of any language- whether it is English, Hindi, French, or any other language. The students should be well-versed with accurate grammar knowledge of the corresponding subjects. Grammar errors can cause minor to major differences in the meaning and even damage the whole sentence or phrase. Therefore, it is essential to take care of the grammar. Therefore, teaching writing skills to be qualified for any workplace, becomes more necessary. Evidence can be seen from the changes that have recently occurred around the university of this study. All the official documents used for day-to-day running of the university need to be accompanied by the English versions side- by side. The curriculum of Bangkokthonburi Demonstration School needs to be translated into English besides the Thai version. This implies some significance of mastering English writing more than ever. As a result, teaching English writing that helps the students to achieve their goals of being qualified graduates become more necessary than ever before. We cannot deny that any workplace needs qualified graduates who can write well and speak English intelligibly in order that they may provide professional representation and support.

Objectives of the Study

    1. to explore the kinds of grammatical errors that are common among Thai English- major students when writing English.

    2. to investigate the causes of errors made by the students in their writing of English.

Literature Review

There have been several studies on Grammatical errors at tertiary levels both in Thailand and abroad. For examples: Sukhasem et al (2014) conducted a study on "A Study of Errors in Learning English Grammatical Structures on Tenses of MatthayomSuksa 4 Students of the Demonstration School, KhonKaen University. Shahhoseiny (2015) conducted a study on "A Study of Errors in the Paragraph Writing of EFL Learners: A Case Study of First Year Translation Students at University of Applied Science and Technology in Bushehr, Iran". Uami (2018) conducted a study on "Grammatical Problems In Introduction Section Of Thesis Written By English Literature Students".

Tameemy And Daradkeh (2019) conducted a study on "Common Paragraph Writing Errors Relying on Error Analysis". Rana et al. (2019) conducted a study on "Grammatical Errors in English Writing Made by Senior students Of English Department at Jubail University College – Problem Analysis, Reasons and Solutions" The teacher / researcher has studied some of them thoroughly and agree to use some terms proposed by them.

The Research Context

As previously mentioned about the problems of students' writing English in several previously learned courses in the English Department, Faculty of Liberal Arts, Bangkokthonburi University, they constitute a lot of grammatical errors. These are the reasons why the researcher / teacher would like to find out the causes of mistakes to improve their writing later. When she was assigned to teach Paragraph Writing course, she began to act concerning the preparation for writing this research.

Selection of Research Participants

There are not many students who have enrolled in the Department of English, Faculties of Liberal Arts, Bangkokthonburi University by the time that the researcher/ teacher conducted her study. There are fifteen second year English major students who are studying Paragraph Writing with the researcher/teacher during this semester. Around five students cannot come regularly due to their personal problems. So, the ten students agreed to participate in this research voluntarily.

The Instruments of Data Collection

Ten second year students are arranged to study written documents (two essays). One is used to elicit students' ability in substitution with a special design by the researcher/ teacher, and the other one is used for dictation. Exercises on tenses are also used to elicit their abilities in tenses, following this they have to write one page paragraph. The research will take four weeks (12 hours) to complete the study and one period takes three hours. The researcher/ teacher will distribute one – page essay to students to do exercises on substitution for the first week and let them do their exercises from home before class. She will also tell them to do dictation in class by using one of the two essays to be the model, and this will be done in class. There will be exercises on tenses to back up the students' grammatical errors on the third week. This will concern how to use correct tenses and proper lexical word in each context. The students in this class are studying Paragraph Writing which is their new subject. The researcher/ teacher will teach them about the important elements in a paragraph and how to write a good paragraph starting from the first week. She will teach each type of paragraph first and let the students write their own paragraphs using the same kind of main idea on the fourth week for the purpose that they can write a longer passage which each paragraph should consist of at least six up to eight sentences. At the end of the course of research, participants are asked to complete the program evaluation questionnaire to elicit what they thought about the program. And this was followed by the Interviews which are follow- up questions after the participants have completed the questionnaire. The purpose of this study is to elicit the grammatical errors made by students during the study.

Data triangulation

This research will seek to explain grammatical errors made by second year students whose major is English. Therefore, it is appropriate to have a native speaker of English assess their grammatical errors especially, from their dictation and writing paragraphs and classifying them into groups of mistakes. After that the researcher/ teacher will bring these raw data to generate in different tables and use appropriate words to explain those classification according to linguistic fashion. She will consult for the term used from the previous research done on the same issue to be model in using word to explain each category appropriately. By this way, the data can have triangulation to be more validity and trustworthy.

Conclusion

This study investigated the types of grammatical errors made by second year English major students at Bangkokthonburi University in Bangkok, Thailand. It also aimed to uncover the causes of these errors.

The aim of this research is to answer the following research questions:

1. What are grammatical errors made by second year English- major Thai university students in their writing of English?

2. What are the causes of their errors made by second year English- major Thai university students in their writing of English?

The main findings of this research fall into three main categories, lexical, morphology and syntax. In short, the results of the research reveal that mother tongue interference is not solely the major cause of grammatical errors of English major students. And difference between the two languages- Thai and English are not either. In fact, teacher must know the background of their students and find out using different strategies to elicit students' awareness of inflectional morphology and syntactic rules. These are considered the most important factors in learning the target language. Let them practice using different exercises to measure their knowledge of target language. Additionally, to use their hypothesis to acquire knowledge of grammatical structure. In general, the grammatical errors made by students in this study depending upon individual intellectual ability of participants, individual experiences, background, L1 interference and the teaching's methods of the teachers.

Some causes of errors might derive from the followings:

1. Language difficulty

2. Difference between the two languages

3. Cultural issues.

4. Religious issues

5. Personnel principles, ethics, morality and so on.

Evidence of causes in grammatical errors can be found from some participants' points of view in 'the Interviews'. Most of them need more instruction concerning grammars. They said they have to learn more rules in order to write well. This imply that they need more help from teachers in order to write better.

Research Methodology

1. Teacher should plan their syllabus based on learners' needs, and to realize that this is more effective than the teachers' syllabus.

2. Unsystematic errors occur in one's native language, are not significant to the process of learning. According to Corder (1978), he calls these mistakes. He uses the term 'errors' for the systematic one which occurs in second language.

3. The number of the participants in this study is about ten. The researcher/ teacher found that other research of this kind uses a lot more participants but there is potential problem with large number of participants. This will have an effect on classroom management issues with large discussion groups. The discussion may turn into argument becoming personnel.

1. The instruments used to elicit students' grammatical errors can be taped record to the discussion, or video besides the written documents.

2. The time used in this research is one month which is appropriate for the research procedure.

The Results

Table 1: This table summarizes the grammatical categories including lexical words and syntax found in students' errors. The frequency of each category is counted from the highest errors found in different types of instruments.

No	Categories of Error	Frequency of Error	Instruments
1	Subject-verb agreement	100%	Dictation
2	Word choice (Lexical word)	100%	Dictation
3	Punctuation (commas)	100%	Dictation
4	Substitution	100%	Substitution
5	Spelling (substance)	100%	Dictation
6	Run-on	100%	Dictation
7	Tense and aspect	100%	Exercise on Tenses
8	Articles	90%	Dictation
9	Capitalization	70%	Dictation
10	Negation	50%	Exercise on Tenses
11	Subject omission	40%	Paragraph Writing
12	Parallelism	30%	Paragraph Writing
13	Plurality	20%	Paragraph Writing
14	Adverb	10%	Dictation

Discussion

For the main grammatical errors such as subject-verb agreement, tense and aspect, articles, punctuation, plurality, capitalization that are committed by the participants in this study, we can judge or conclude from different points of view. The first one is the students themselves. They have to be more careful about different rules they have already studied. For example, the rule of subject- verb agreement. They have learned this rule for years since their primary education. They all know that a verb has to agree with subject by using inflectional morpheme 's' to attach to the verb. Second it may be because of language interference. L1 has an influence on L2 for example: Khao kin khao, meaning "He eats rice." In Thai, we do not use inflectional morpheme to attach to the verb to agree with the subject. This might lead to the participants' understanding that he/ she does not have to put an 's' after the verb. In the case of run- on sentence, the same notion can be applied to explain why the students write two complete sentences together without any punctuation in between. In this case it means the punctuation full stop "." or a 'period'. The rule is after an independent clause, we must use 'full stop' to separate the next idea which also comes in a form of an independent clause. Third, teacher should let the students have some tests which concern different grammatical aspects to know their grammatical problems and to head them off during the course. A lot more examples should be brought to let them practice together with appropriate explanation in a certain category and then to exchange categories, and with greater correction and understanding from the learners. Fourth, knowledge from the previous research suggests that, we, as teachers, do not have to correct the students' mistakes right away, Let the students learn from their mistakes and give them more exercises to practice until they can acquire knowledge and gain insight into that problematic topic by themselves.

Suggestions:

1.Should test experiment in writing English with other students of the faculty to compare

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