

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

English as an international language becomes the most important language in the world that is use as mean of communication among the people all over the world. Language is verbal communication equipment used by human to make interaction. Language allows people to say thing to each other and express their communicative needs. Language cannot be separated from speaker society because it is our possession together that must be kept.

When people speak English they are often influenced by their native language, and they are not aware of that influence. The effect occurs because they think communication is only to understand or they think when communication can capture what the speaker says or writes is enough, even the grammar they ignore.

English in Thailand is used in several parts of life such as education, tourism, and economy, politic and so on, and it is also a second language of Thai. Many people can speak English fast but they always make the errors in spoken or in written form. There are two languages in Thailand; they are Standard English language and Thai language.

English in Thai language has particular rules, that rules can be known by understanding its language. When a person speaks English, at first, we will listen to several of sound that it is not arranged and difficult to understand but when we

have known more the English, the unarranged language will be distinguish. It is clear that there are particular rules has master the usage of the sound and sequence. So, does with Thai language.

According to the Pochakoen (2016, p.101) “Writing in English has been perceived as the most difficult skill among the four skills of English. Even a native speaker fails to write a good piece of writing. It is consequently, a very hard task for EFL learners, and it is unavoidable to find errors made by this group of learner since they have a limited chance to write in English”. The following sentences written by EFL learners illustrate the difficulties they have encountered.

- You stick an F. (You have got an F.)
- Paula is a lady pretty. (Paula is a pretty lady.)
- She name is Mook. (Her name is Mook.)
- I am pass an exam. (I pass an exam.)

(Kanyakorn 2017)

The above examples demonstrate a lot of misuses of English grammatical rules which result in grammatically incorrect sentences. Some sentences cannot convey what the writers want to express.

According to Pimpisa (2015, p.99), there are two sources of errors in writing made by the EFL. (1) Interlingual errors: error caused by a native language disorder. The error is from the application of elements of their native language in the target appearance of oral or written language. When dealing with a new language, they tend to consciously or unconsciously describe the relationship between what they already know or do not know. They bring knowledge from their native language to the target language performance. In most

cases, it is unavoidable to learn a foreign language solely without depending on some linguistic features of the language that has been obtained. (2) Intralingual errors: this error occurs because of the ineffective nature of learning such as faulty application of rules and unawareness of the restrictions of rules. Because of that error, it is not relevant to the native language disorder but is led by the target of their language. Mistakes usually occur when they have acquired inadequate knowledge. Errors in writing can be said to be from students' incomplete knowledge about the target of language.

Writing is a crucial component of language performances. English writing in both educational and professional settings is increasingly important in countries of non-native speakers of English. Most university students are required to write a variety of genres of writing, including business writing, summaries, internship report, and research proposal. EFL learners often find that writing is a difficult task. One reason is that a good writing requires a text with complexity of syntax and morphology, a wide range of vocabulary, and a good command over conventional forms and over the means of signaling the relation of the texts with all these details, the foreign language students find English writing is a difficult assignment. It is impossible not to make errors in writing.

In Thailand, students have faced writing problems chronically. According to Charaodom (2007, p.100) "conducted the study aiming to investigate the strategies and problems in learning English language of Thai university students and reported that a majority of Thai students have a serious problem with writing

skill”. When comparing with other skills of English that Thai learners have acquired, writing seems to be the unsatisfied.

According to kanyakorn (2017, p.43) “give the same reason that “Group of students rarely has a chance to write in English. Consequently, producing an error-free piece of English writing is a challenging task for them. A great number of studies in the field of second language acquisition (SLA) and Error Analysis (EA) reveal that EFL students’ written work contains various types of errors. Among those errors, grammatical ones can pose serious difficulties for EFL students since the grammatical rules of English and those of their native language are relatively different. These grammatical errors reduce the effectiveness of students’ written assignments and may result in written miscommunication”. This particular definition states that, it very decisive that the EFL students can make the errors in writing.

According to kanyakorn (2016) says “In Thailand where English has been taught as a foreign language and writing in English is confirmed to be the most difficult skill for Thai learners to master”.

From the definition above, the researcher is interested to errors in written English sentences of Thai English foreign language of Thai students.

1.2 Problem of the Research

Based on the explanation above, the problems of the study are formulated as the following:

1. What types of errors are frequently found in English sentences, make by Thai EFL students?

1.3 Purpose of the Research

The purposes of the present study were to examine the language errors in a writing of Thai students and to explore the sources of the errors. This study focused mainly on sentences because the researcher found that errors in writing sentences, may lead to miscommunication.

1.4 Significance of the Research

The errors made by learners are very significant as they are the indicators of how learners acquire the language. Errors made by learners are beneficial to teachers, learners, as well as researchers.

1. For teachers, errors are evidence of learners' progress of the language learning. Teachers can refer to it in order to help improve learners' writing skill.
2. For learners, errors can be served as resources for their language learning.
3. Lastly, errors provide evidence to researchers on how learners learn and acquire the language.

1.5 Operational Definition

1.5.1 Writing

In this study, writing is the creating of meaning from one's own intellectual and linguistic resources and activity, rather than the copying of someone else's text, or the use prepared list of words to create sentences or stories.

1.5.2 Writing Errors

Writing errors is an unintended deviation from the immanent rules of a language variety because the students' lack of knowledge the correct rules of the target lecture, such as spelling and uppercase. Mechanical errors are a consequence of quick writing where the focus is on the content and not on the form.

1.5.3 Errors

Errors are unintentional deviations from grammar rules. The differences structure of second language it may lead to the learners made the errors. Errors occur because the students do not fully understand the grammatical rules.

1.6 Scope the Research

The present study was to examine the language errors in a writing of Thai students and to explore the sources of the errors. This research will be tested by written tests.