

ERRORS IN THAI WRITING MADE BY THAI STUDENT SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

Errors in Thai Writing Made by Thai Student Suan Sunandha Rajabhat University. The objectives of this research are to and analyze the flaws in Thai writing. Of Thai language teachers Suan Sunandha Rajabhat University and to find the factors that cause the defects in writing Thai of Thai language teachers Suan Sunandha Rajabhat University. The population used in this study was Thai language teacher 20 students in the course of creative writing, using the method of collecting writings from the sample.

The research result show that Spelling mistakes are divided into four types: 1.Pool defects. 2. consonant flaws 3.Tone Defects and 4.Defective Implants The most common characteristics are: Consonant flaws And the least characteristic is. Defective insertion of the wrong orthography.

Errors in the use of words are divided into 5 types: 1.Choosing the wrong word. Meaning 2.Tear word 3.Misuse of Terms 4. Use oral words and 5. Use slang, the most common of which is Use mouth words And the smallest characteristic is slang.

Errors in the sentence is divided into 6 types: 1. Sorting sentences into wrong sentences. 2. The lack of necessary words in sentences. 3. Add unnecessary words to sentences. 4. Use of non-language language 5. Use wrong language level and 6. Use foreign language dialect. The most common characteristics are: Adding unnecessary words into sentences And the least characteristic is. Using non-language language.

Keywords: Errors in Thai Writing, Thai Student, Suan Sunandha Rajabhat University

INTRODUCTION

Thai language holds unique principles and patterns reflecting Thai linguistic prosperity that is the nation's proudest treasure and brings language autonomy. Thai language is used for various purposes, for example, communication tool, and expression of idea, feeling, and understanding allowing peaceful society and co-existence. Besides, it represents local wisdom of Thai ancestor who invented to obtain knowledge and experiences from academic institutes for skill development, analysis, and creativity of every citizen. Therefore, learning and teaching Thai language is an essential tool focusing on learner's language performances including listening, speaking, reading, and writing appropriate to age range.

Writing is the transfer of knowledge, ideas, feelings, needs, and experiences. Of the author passing the letter to the recipient for any purpose, it is very important that the author has Organize the content systematically In order to communicate effectively and successfully. Therefore, Prioritize the idea by placing the storyline, therefore it is important because the storyline is to compile ideas. What to write about What is it relevant to? What is important? Is it complete? Is there any information that needs Research more Placing the storyline before writing it will help Makes the writing complete without being confused due to Putting a storyline will help gather ideas about the subject to be written. Selection and

conceptualization and Therefore, writing skills need to be thought about how to write. In order to convey the meaning Match their own ideas.

Now, the problems in writing are widely found, for example, misspelling, wrong pattern, unconventional sentence structure, incorrect language usage, and inappropriate use of language (Duangjai Thai-U-Boon, 2009).

As mentioned above, such problems were concerned in order to create the analysis table of misspelt Thai language and creative essay writing exercises were conducted in seven different topics: 1. Picture Essay Writing 2. Subjective Writing 3. Story-Writing for Children 4. Experience-based writing 5. Autobiographical writing 6. Book Recommendation Writing 7. Tourism Place Recommendation Writing to evaluate Thai writing deficiency leading to development of teaching and learning for quality of Thai writing of students in the future.

OBJECTIVES

1. To investigate and analyze Thai writing deficiency of students in Bachelor of Education Program in Thai, Suan Sunandha Rajabhat University.

2. To find significant factors of Thai writing deficiency of students in Bachelor of Education Program in Thai.

METHODOLOGY

This descriptive research collected qualitative data to investigate deficiency of Thai writing of 20 students of Bachelor of Education Program in Thai who registered and enrolled in creative essay writing course of the semester 1/2015. The instruments used consisted of the analysis table related to Thai misspelling data and creative essay writing exercises were conducted in seven different topics: 1. Picture Essay Writing 2. Subjective Writing 3. Story-Writing for Children 4. Experience-based writing 5. Autobiographical writing 6. Book Recommendation Writing 7. Tourism Place Recommendation Writing. All data obtained later were classified and analyzed into different types of misspelling to analyze features of misspelling.

RESULTS

Research on Thai writing deficiency of students in Bachelor of Education Program in Thai, Suan Sunandha Rajabhat University. The result of the research showed the overall performances of the students in Bachelor of Education Program in Thai were deficient in various aspects.

There were four classifications of spelling deficiency consisting: 1. Vowel deficiency. 2. Alphabetic deficiency. 3. Tonal deficiency 4. Mute Marker (Tua Ka Ran) deficiency. The most common characteristic was alphabetic deficiency whereas mute marker (Tua Ka Ran) deficiency being the most uncommon.

Additionally, the deficiency in vocabulary could classify 5 classifications consisting 1. Wrong vocabulary 2. Singled letters 3. Inappropriate usage of prepositions 4. Verbal language usage and 5. Slang. The most common was verbal language while slang being the most uncommon.

Sentence forming deficiency consisted of 6 classifications: 1. Sentence order 2. Missing essential words 3. Unnecessary word addition 4. Non-formal language. 5. Language level 6. Foreign language structured sentenced. The most common was unnecessary word addition while non-formal language usage being the most uncommon.

CONCLUSION AND FUTURE WORK

To summarize, the deficiency of Thai writing of the students in Bachelor of Education Program in Thai, Suan Sunandha Rajabhat University can be discussed below. Misspelling deficiency can be the result of

1. Vowel misspelling, alphabetic misspelling, misspelling of daily familiar words, misspelling of regularly used words. As mentioned above, it was likely to failing to memorize when reading and careless wiring. The cause of misspelling is from wrong usage of alphabets and vowels due to inappropriate use of consonants (both initials and finals) and vowel.

Inappropriate use of tone could be the result of wrong tonal placement or non-matching tone. Incorrect usage of mute marker (Tua Ka Ran) was meant a failure to write a mute marker at a needed word.

2. Other characteristics and deficiency of various words were due to semantic inappropriateness leading to such words irrelevant to sentences. Next, singled words were the act of spreading a word into 2 parts by positioning a first part at the end of the upper line while a second part positioned at the first of the lower line.

Misuse of preposition, verbal language and slang were phrases and idioms mutually understood among a group or momentarily understood by some. Such language deems incorrect.

3. analyzed characteristics and sentence writing deficiency. The cause was due to 3.1 wrong sentence arrangements lacking necessary words and missing out a necessary word that resulted in an incomplete meaning.

Adding unnecessary words into a sentence, non-formal language usage, language level misuse were caused by communication among those close acquaintances for faster message conveying and service offering, followed by foreign language sentence structures.

Consistent with the research of (Panitan Bannatham, 2012) Research on Chinese Students and Some Errors in Writing the Thai Language The results of this research show that there were 1151 errors classified into 4 aspects of errors which are spelling, word usage, sentence structure and punctuation. The highest number of errors fell into the errors in spelling which were at the percentage of 62.20. Among those, it was found that the errors pertained in consonant spelling errors, vowel errors and intonation-mark errors. The second rank was sentence structure which was at the percentage of 21.98. It was revealed that the sentence structure errors consist of lack of necessary words in the sentence, wrong word order in the sentence and redundancy errors. The next rank was the word usage errors found at 13.98%. The most commonly mistakes in word usage were misuse of words in the context, errors in term of word meanings and using English words instead of Thai words. The least error was punctuation error which was only 1.82%.

The Thai writing errors of Chinese students are caused by 7 factors which are a lack of grammatical knowledge, a similarity in Thai consonant letter, wrong pronunciation, wrong paralleling, lack of comprehension of the word meaning, keep using Chinese grammar structure and limited vocabulary.

Consistent with the research of (Thanu Thodthankun and Pawina Chansuwan, 2015) The Study of Errors in Thai Writing: A Case Study of Students of Rajamangala University of Technology Suvarnabhumi Nonthaburi Campus. The research found 539 errors in 100 pieces of undergraduates writing. The most frequently type involved word usage, namely 175 of misspelling (32.46%) and 78 of misplaced tone mark(14.47%). On the other hand, the least frequently involved the use of informality language, namely 2 words each in terms of inappropriate idioms using, the mixture of formality and informality language, and inappropriate repetition of classifiers (0.37%).

From the proposed problems, there are 7 solutions which are integrated learning by teaching the writing combined together with listening, speaking and reading; educate the

importance of correct spelling; regularly show the common list of misspelled words; teach the correct grammar; grouping similar words, regular writing practice.

SUGGESTIONS

1. Deficiency of students in other school must be tested.
2. Writing deficiency test can focus other aspects, for example, deficiency in official letters to any institutes or organizations, written notice, pamphlets, and PR announcement.

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