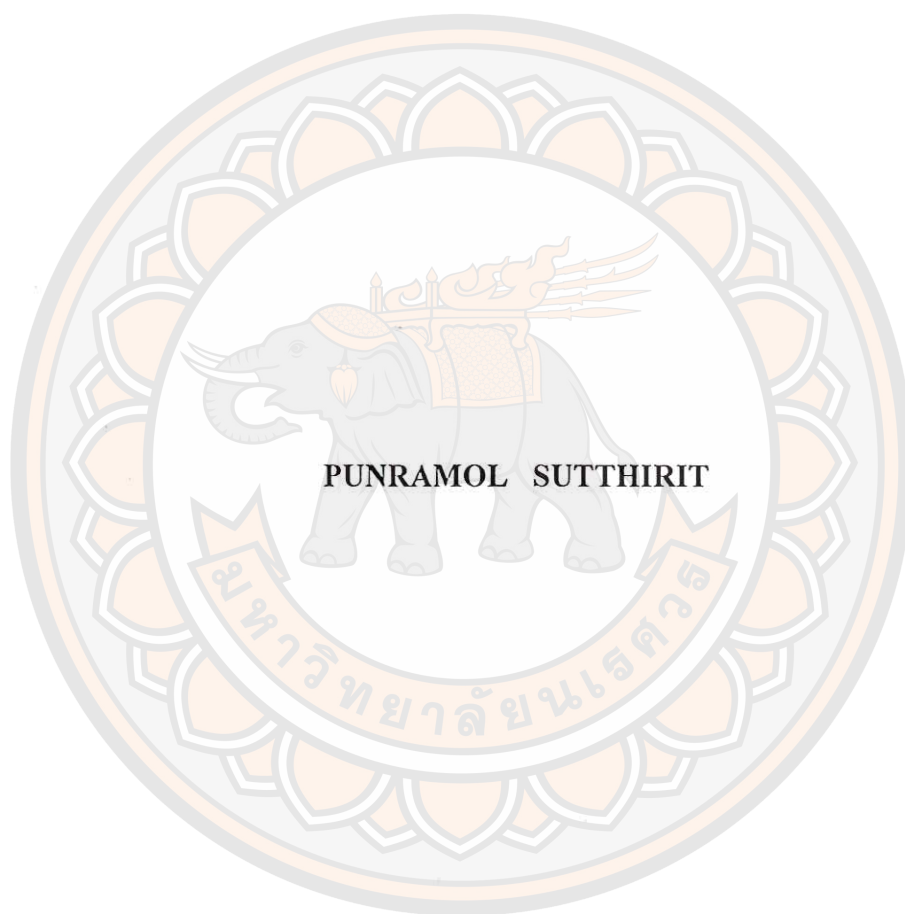


**ERROR ANALYSIS : THE INVESTIGATION OF SECOND-YEAR
ENGLISH MAJOR STUDENTS' PARAGRAPH WRITING
AT NARESUAN UNIVERSITY**



PUNRAMOL SUTTHIRIT

**A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Arts Degree in English
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Thesis entitled "ERROR ANALYSIS: THE INVESTIGATION OF SECOND-YEAR
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UNIVERSITY"

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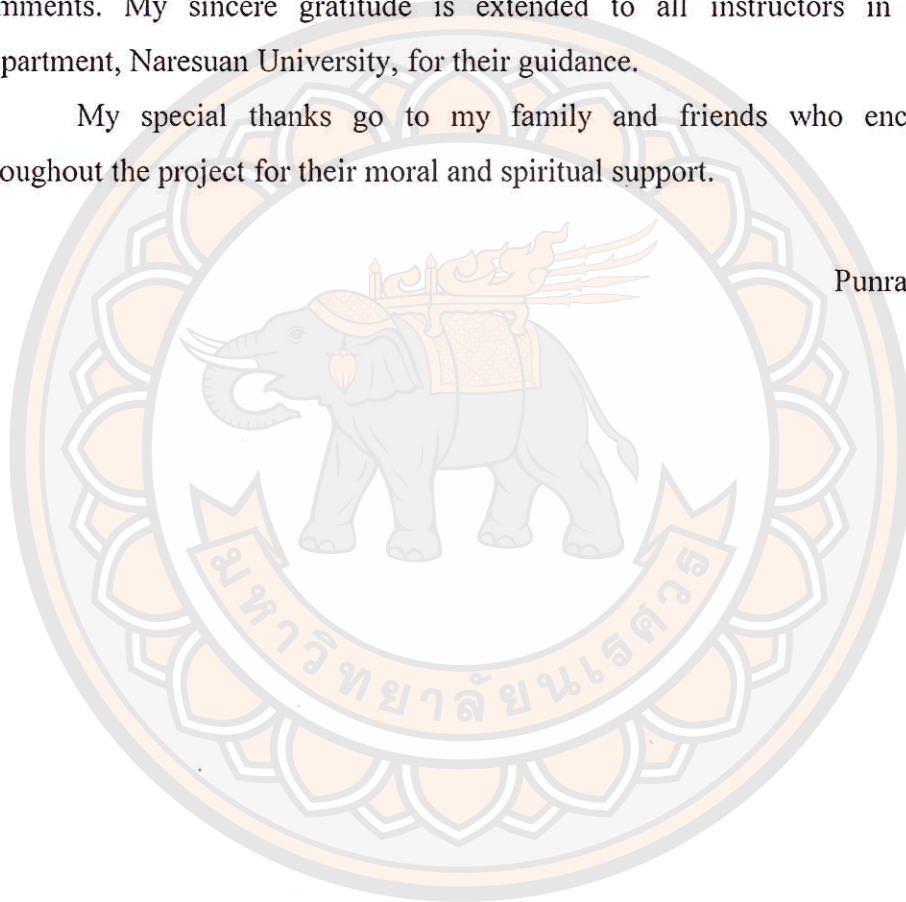
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ABSTRACT

This study aimed (1) to examine types of errors in paragraph writing of second-year English major students at Naresuan University, (2) to find out which levels of errors are mostly found in students' paragraph writing by using Carl James (1998) levels of error model, and (3) to identify the plausible explanation for the errors. The participants of the study were 29 second-year English major students who enrolled in Paragraph Writing. The instrument used for collecting data was the student's narrative paragraph written in English in the topic of *My Memorable Trip/Journey*. The statistics used was percentage. The results of the study revealed that there were 3 types of errors in English paragraphs written by the participants which were grammar errors (63.73%), text error (29.88%), and discourse errors (6.39%). In addition, grammar errors are mostly found in students' paragraph writing. The present study indicates that interference from L1 and inadequate competent of L2 are the main causes of errors.

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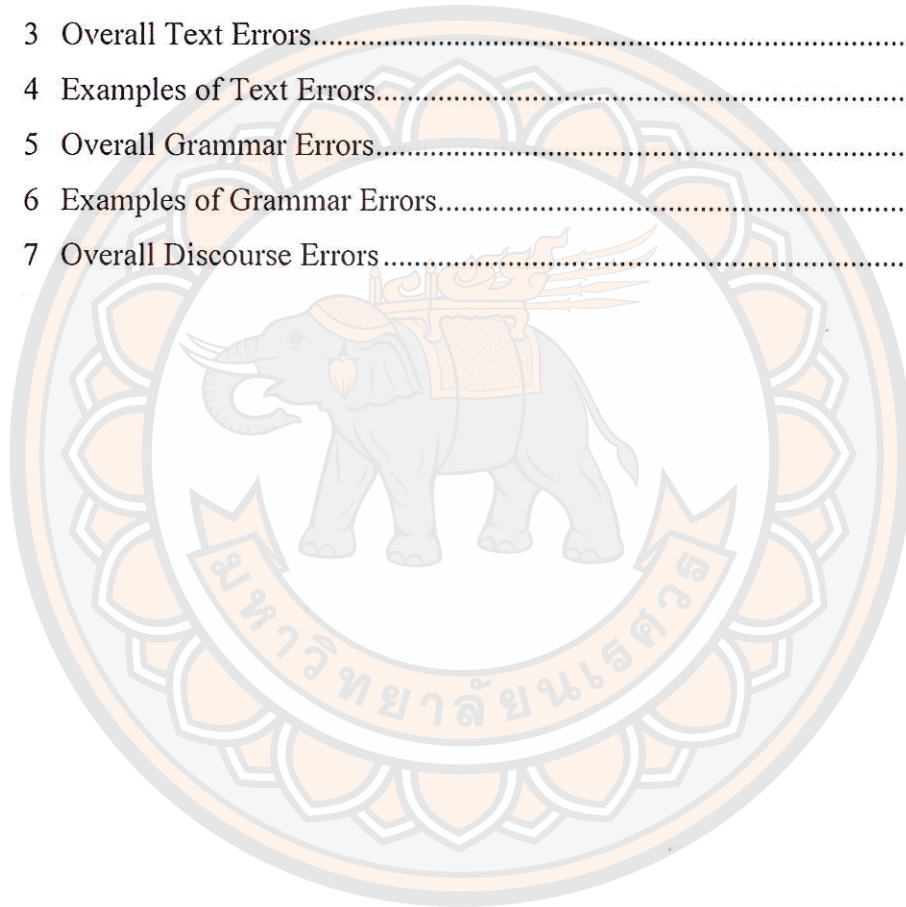
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CHAPTER I

INTRODUCTION

This study examined the errors that occur in the second-year English major students' paragraphs written in English in terms of text, grammar, and discourse levels. This chapter includes the statement of the problem, the purposes of the study, the research questions, the significance of the study, the scope of the study, and the definitions of terms.

Statement of the problem

At the present time, English is considered an important medium for communication all over the world. To communicate in business, education, culture, society, even in politics, people use English as a vital tool for communication. In many countries, particularly in Southeast Asia, English is used as an official language, for example, Singapore, Malaysia, and Philippines. Although, English is not used as an official language in Thailand, English has been taught widely in the country since the past until now.

English in Thailand has been viewed as a foreign language (EFL). To address the roles of English in English language teaching in Thailand, English has been in the National Curriculum since 1980. In 1960 English was one of the compulsory subjects in primary schools, in 1978 it was one of the elective subjects in primary schools and in 1996 it became one of the elective subjects recommended to be taught in primary schools from the first grade. Finally since 2001, it has been the first foreign language to be introduced from the first grade (Luksaneeyanawin, 2005 as cited in Rattanaphumma, 2013).

English instruction in Thailand, normally in primary school, secondary school, and higher education emphasizes training four skills namely listening, speaking, reading, and writing. Teachers habitually instruct the listening skill at first, and followed by speaking, reading, and then writing. Hedge (2000) stated that "adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing".

There are a number of researchers who affirmed that writing should be set at the end in teaching because of its complexity and difficulty. For example, Grabe and Kaplan (1996, p. 87) stated, "Probably half of the world's population does not know how to write adequately and effectively". In the same way, Celce-Murcia and Olshtain (2000) claimed that "The writing skill is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills". According to, Richards and Renandya (2002) stated that "Writing is the most difficult skill for second language learners to master since the writer has to pay attention to generate, organize, and translate ideas into text".

Therefore, it is apparent that learning English as a foreign language (EFL) requires mastering all four skills, but the writing skill has always been one of the most complex and difficult language skills for second language learners to master.

Since the writing skill is not an inborn skill, it involves formulating new ideas and transforming information, which by itself is a complex process (Bereiter and Scardamalia, 1987 as cited in Azizi, et al., 2012). Consequently, many errors are committed by second language learners in the process of mastering the English writing skill.

In the field of applied linguistics, there are many theories that try to explain errors such as Contrastive Analysis Hypothesis, Error Analysis, and the Interlanguage approach (Fisiak, 1981). Error Analysis was established by Stephen Pit Corder and his colleagues in 1960s in order to answer the question of L1 and L2 acquisition process being the same or not (Corder, 1967). In the process of learning the second or foreign language, creating errors are common to the learners. The errors of learners indicate both the learner's knowledge and the way in which a second language is learned in second language learning (Richard, 1973). However, the meaning of errors and mistakes are still ambiguous, therefore, Ellis (1997) distinguished the term of errors and mistakes as follows:

"Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct".

"Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows".

Ellis (1997, p. 17)

In Thai context, there are a number of studies related to error identification in students writing, the results revealed that most Thai students still have problems and commit errors in writing on many levels such as lexical, sentence, and discourse levels (Thananart, 2008; Malyamonton, 1998; Sudsata, et al., 2005; Sattayatham and Rattanapinyowong, 2008).

It can be seen that writing skill is the problematic skill for Thai people and Thai students. Errors occurred even in a simple sentence. As mentioned above, many universities in Thailand realize the importance of writing skill. Writing courses are considered as required courses for students majoring in English such as Basic Writing Skills, Paragraph Writing, and Essay Writing. Although the curriculum includes many writing courses, the students still have problems in writing (Watcharapunyawong and Usaha, 2013).

From the previous studies and the score review of ETS and IELTS, the researcher launched a pilot study to second-year Non-English major students to find out what types of errors occurred in their writing. The results showed that these students had difficulties in their writing; they committed errors in many levels such as lexical, sentence, and discourse levels. This inspired the researcher to examine the errors in students' majoring in English to see the major problems and try to solve them. This study is intended to examine the types of errors in English paragraphs of second-year English major students at Naresuan University in terms of text, grammar, and discourse levels. In this study, errors in all three levels (text, grammar, and discourse) will be analyzed together to see which level has the highest percentage of error by using Carl James (1998) levels of error model. It is a challenging opportunity for the researcher to carry out this study because most studies both in Thai and EFL/ESL context focused on one or two levels but few studies focused on lexical, sentence, and discourse levels together. Therefore, this study will fulfill the gap in the lack of the quantitative information for the identification of errors in these three levels as well as to identify the plausible explanation for the errors.

Purposes of the study

1. To examine types of errors in paragraph writing of second-year English major students at Naresuan University.
2. To find out which levels of errors are mostly found in students' paragraph writing by using Carl James (1998) levels of error model.
3. To identify the plausible explanation for the errors.

Research Questions

In order to achieve the purposes of the study, the following research questions are raised:

1. What types of errors are produced in English paragraph writing by second-year English major students at Naresuan University?
2. Which levels of errors are mostly found in students' paragraph writing?
3. What are the causes of errors in students' paragraph writing?

The Significance of the study

The results of this study benefit those who study English as a foreign language (EFL), particularly in the production of L2 writing. That is to raise their awareness when they write to avoid making errors in their writing. Besides, the findings may be practical to those who teach English as a foreign language, especially English writing course, to better understand the problems and difficulties in acquiring writing skills. It will probably shed some light on the types of error in text, grammar, and discourse levels in their students' paragraphs, enabling them to design appropriate lessons or teaching techniques or materials to facilitate their student writing skills.

Scope of the study

The present study focuses on 29 second-year English major students who enrolled in Paragraph Writing (205222) in 2014 academic year. They passed the Fundamental English, Developmental English and Basic Writing courses. Therefore, they are supposed to further their writing skill in longer or more difficult writing task such as paragraph writing. Their first assignment of writing task will be examined to identify the errors in terms of text, grammar, and discourse levels. The results may not

be generalized to all Thai EFL undergraduate students due to the small sample, but to those in similar circumstances; that is, Thai EFL undergraduate students who are studying in an English major curriculum and learning paragraph writing.

Definitions of Terms

Error analysis in this study refers to a process for analyzing types of errors and accumulated frequencies of errors at text, grammar, and discourse levels in English paragraphs.

Errors in this study refer to the errors occurring in the participants' first assignment of writing task in terms of text, grammar, and discourse levels.

Text errors in this study refer to errors occurred in lexical level such as Formal misselection, Misformations, Distortions, Confusion of sense relations, Collocational errors (James, 1998)

Grammar errors in this study refer to grammatical errors such as Noun morphology errors, Verb morphology errors, Adverb morphology errors, Adjective morphology errors, Phrase structure errors, Clause errors, Sentence errors, Intersentence errors (cohesion) (James, 1998).

Discourse errors in this study refer to errors occurred in discourse level such as coherence; Topical coherence, Relation coherence, Sequential coherence (James, 1998).

Causes of error in this study refer to Interlingual errors: Mother-tongue influence, Intralingual errors: Target language causes: False analogy, Misanalysis, Incomplete rule application, Exploiting redundancy, Overlooking co-occurrence restrictions, Hypercorrection (monitor overuse), Overgeneralization, or system-simplification (James, 1998).

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

This part provides important components to the research of Error Analysis: The Investigation of Second-Year English Major Students' Paragraphs Writings at Naresuan University. The review and analysis of the significant literature are presented for the understanding of the theoretical frameworks as follows: writing, paragraph, error and mistake, error analysis, classifications of errors, levels of errors, causes of errors, criteria for error analysis of the study, and related studies.

Writing

Writing skill is considered as one of the most important components in English language. Writing is a complex and difficult activity that the writers have to practice and take a long time to be successful. They should have the entire knowledge and combine various skills together for making an effective writing work. Writing relates to formulate the new thoughts and transform information, which is a complicated process by itself. Besides, Myles (2002) stated, "writing skills must be practiced and learned through experience because the ability to write well is not a naturally acquired skill".

According to Oshima and Hogue (2006), there are four steps in writing process: prewriting, planning, drafting, and revising. Writers can adjust each step any time for the most ideal writing. To be proficient in English, Britton, et al., (1975) pointed out that writers should have various knowledge such as vocabulary, grammar, idioms, euphemism, structure of language and can convey their purpose to readers. Additionally, learners need to acquire linguistic knowledge including grammar, morphology, phonology, and semantics (Rattana, 2007 as cited in Chanphram, 2011). Moreover, writers have to have the competence in coherence and cohesion (Oshima and Hogue, 2006).

In short, written products are often the result of thinking, drafting, and revising procedures that require specialized skills.

1. Aspects of Writing

The aspects of writing are one of the most important things that writers pay attention to. In order to make a good composition, according to Cohen (1994, p. 328) there are five aspects of writing namely content, organization, vocabulary, grammar, and mechanic. Content is the theme of writing showing the main idea of the writer. It should be stated clearly and accurately. Also, content requires a good organization, then, the content would be coherent and logical. The use of vocabulary is the other essential aspect of writing. It includes choice of words, use of idioms, and words form (Cohen, 1994). Additionally, the using of vocabulary and grammar is one aspect to be concerned. This is about organization of structure; hence, the writer should pay attention to the details. Finally, mastery of spelling and punctuation is the characteristic of the mechanic. Likewise, Harris (1969, pp. 68-69) concurred that writing is the competence in the integration of content, form, grammar, style, and mechanics together.

It can be concluded that to make a good composition, writers need to have five elements which are content, organization, vocabulary, grammar, and mechanic. If the writers can nicely integrate all these elements together, therefore, they can develop their writing skills to make a good and effective composition as well.

2. Errors in Writing

English writing of most students in higher education in EFL context is not good as it should be because of its complexity. To prove this, various researches in EFL context has been conducted to investigate the errors in students' writings. The results of these studies revealed that EFL students still have problems and commit errors on their writing in lexical, sentence, and discourse levels. For example, in lexical and sentence level, Sudsata, et al. (2005) investigated the error occur in English essay writing of 50 students on the fourth year English major students at Siam University. The finding showed that the seriousness of error found in tense usage, fragments and run-ons, and punctuation. In the same way, Thananart (2000) examined errors in comparison and contrast paragraphs written by EFL university students at Chulalongkorn University. The results showed that the vast majority of errors were grammatical structure, and the other types of errors were errors in using transition signals, verb forms, word choice and spelling. In the same way, Sawsan Saud Aziz (2011) evaluated the writing skills of the second class evening students concerning with grammar, mechanic, and lexis. The findings showed that most students made different errors such as wrong spelling, misuse of singular/plural pronoun, misuse of tense, misuse of prepositions, and word order.

In addition, not only errors that can occur in lexical and sentence level, but it can happen in discourse level also. Sattayatham and Rattanapinyowong (2008) carried out a study concerning with analysis of errors in paragraph writing of first year medical students. The result showed that most students had errors in standard format of paragraph writing which are no introduction, no topic sentence, no transitional words, and no conclusion. Moreover, most students also had difficulty in using English grammar. Likewise, Khansir, et al. (2013) studied the errors in paragraph writing on Iranian EFL students, the findings showed that students made error in topic sentence, supporting sentence, supporting detail, and closing sentence. It can be seen that errors in English writing can occur in any levels and students in EFL context both in English major and non-English major still commit errors on their writing.

Paragraph

According to Hart and Reinking (1990, p. 11), writing builds larger units from smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make compositions such as essays, reports, letters. A paragraph is a group of sentence about one topic. Every paragraph should have one topic, which is usually presented in the first sentence called the topic sentence. All the other sentences in the paragraph must develop and support the topic (Cambridge, 2014). Moreover, Rajatanun (1988) stated that a paragraph is a unit of writing that expresses one central idea and consists of two kinds of sentences: a topic sentence and a number of supporting statements.

A paragraph is made up of three components: the topic sentence, the supporting sentences, and the concluding sentence (Cambridge, 2014). O'Donnell and Paiva (1993) provided more details about the important parts for paragraph writing which include a topic sentence, supporting sentences, details, logical order, logical connectors, a concluding sentence, unity and coherence. The ideas in the paragraph must be presented in logical order by using transition words or connecting words which indicate the relationship between the ideas. In a paragraph, the concluding sentence restates the controlling idea, summarizes the supporting detail, offers a solution to the problem, predicts a situation, and makes a recommendation (Reid, 1994).

According to Oshima and Hogue (2006), a paragraph contains three main parts: a topic sentence, supporting sentences, and a concluding sentence.

The topic sentence clearly states the topic and the controlling idea of the paragraph. A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. Therefore, the topic sentence is a helpful guide to both the writer and the reader. A topic sentence is a complete sentence. It contains at least one subject and one verb. Most importantly, topic sentence contains both a topic and a controlling idea. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph. In addition, topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details. To be more precise, the examples will be given as follows; the bold word(s) represents the topic and the underlined word(s) represents the controlling idea:

- **Gold**, a precious metal, is prized for two important characteristics.
- **Driving on freeways** requires skill and alertness.
- **Registering for college classes** can be a frustrating experience for new students.
- **The rise of indie films** is due to several factors.

(Oshima and Hogue, 2006, pp. 3-5)

Supporting sentences develop the topic sentence. They explain or prove the topic sentence by giving more information about it. The examples of supporting sentences about gold will be as follows:

- First of all, gold has a lustrous beauty that is resistant to corrosion.
- For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago.
- Another important characteristic of gold is its usefulness to industry and science.
- The most recent use of gold is in astronauts' suits.

(Oshima and Hogue, 2006, p. 3)

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. It can do this in two ways: by summarizing the main points of the paragraph or by repeating the topic sentence in different words. For example:

- In conclusion, gold is treasured not only for its beauty but also for its utility.

(Oshima and Hogue, 2006, p. 4)

In short, all paragraphs have a topic sentence and supporting sentences, and a concluding sentence (Oshima and Hogue, 2006, p. 3). The topic sentence states the topic and the controlling idea of the paragraph whilst supporting sentences develop the topic sentence. The conclusion is at the end of the paragraph. In the concluding sentence, the main points of the paragraph will be restated.

Error and Mistake

There are many definitions related to the word "Error". Firstly, Corder who established the Error Analysis in 1960s defined the meaning of errors as the result of some failure of performance (1971, p. 152). In the same way, Norrish (1983, p. 7) defined an error as "a systematic deviation that happens when a learner has not learnt something and consistently get(s) it wrong". Additionally, Ellis (1997) stated that "errors reflect gaps in a learner's knowledge; that is to say, those errors may occur because the learner does not know what is accurate". Errors cannot be corrected by learners and they will arise constantly because learners lack knowledge in target language rules.

It is important to make a distinction between mistake and error. Many researchers try to distinguish the meaning of them, for example, Richards (1984, p. 95) stated that mistakes will occur because learners lack attention, carelessness, or other aspects of performance in writing or speaking. In addition, Norrish (1987, p. 8) defined a mistake as an inconsistent deviation, which means sometimes the learner "gets it right but sometimes gets it wrong". Therefore, mistakes are not essentially a product of one's ignorance of language rules. Moreover, Ellis (1997, p. 17) agreed that "mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows". Ellis (1997, pp. 17-18) stated that

there are the ways to distinguish errors and mistakes. The first way is to check the consistency of learners' performance. For example, if the learner's consistency uses the wrong word or structure, this would indicate a lack of knowledge, this means error. However, if they sometimes use the correct word or structure, this would suggest that they possess knowledge of the correct form and are just slipping up, this means mistake. The second way is to ask learners to try to correct their own deviant utterance. Where they are unable to, the deviants are errors; where they are successful, they are mistakes.

It can be concluded that errors are forms of learners' language that violate or deviate a target language rule. Those errors cannot be corrected by the learners themselves, and they will occur repeatedly because of learners' insufficient knowledge in target language. Besides, L2 learners need linguistic competency in target language to identify errors.

Error Analysis

Error Analysis arose as a more effective tool for the study of second language acquisition because of the weakness of Contrastive Analysis in its pedagogical implications. Contrastive Analysis regarded the influence of mother language on all the levels of language including phonological, morphological, lexical and syntactic, in second language acquisition. In contrast, Error Analysis focuses on the errors learners make by drawing a comparison between the errors made in target language and that target language itself. Corder (1967) in his article, "The significance of Learner Errors" has given Error Analysis a new dimension by answering whether or not to the questions of L1 and L2 acquisition process.

1. Definitions of Error Analysis

Crystal (1980, pp. 134-135) quoted that "Error Analysis is a technique for identifying, classifying and systematically interpreting the mistakes made by someone learning a foreign language, using any of the principles and procedures provided by linguistics." Brown (1980) affirmed that Error Analysis is a process of observing, analyzing, and classifying the deviations of the target language rules and revealing the systems performed by a learner. In addition, Fisiak (1981, p. 1) stated that the major of Error Analysis concerning "the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them".

In the same way, James (2001, p. 62) asserted that Error Analysis is the "study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance". Besides, Saville (2006, p. 35) described that Error Analysis as a way to identify the errors in second language production and then analyze them with the differences and similarities between the first and the second languages taken into account.

In short, Error Analysis is the study and analysis of the errors produced by second language (L2) learners (Richards & Schmidt, 2002). Besides, Error Analysis is a process to document the systematic errors that emerge from language of learner.

2. Procedure of Error Analysis

Ellis (1997) provided practical suggestion and explicit examples of how to identify and analyze learners' error. Ellis (1997, pp. 15-20) explained four steps of Error Analysis as follows:

2.1 Identifying Errors

The first step is to identify errors. Comparing the sentences that the learners produced with what seem to be the correct or normal sentences in the target language that correspond with learners' sentences is the way to identify errors.

2.2 Describing errors

After all the errors have been identified, they can be described and categorized into types. One way is to classify errors into grammatical categories. Another way can be to try to identify general ways in which the learners' utterances differ from the reconstructed target-language utterances. The benefit of classifying errors is that it can help teachers (or researchers) to diagnose learners' learning difficulties of their development process and it can describe the altering of error patterns that happen over time.

2.3 Explaining errors

"Errors are, to large extent, systematic and, to certain extent, predictable" (Ellis, 1997). In this step, a researcher tried to explain how and why a sentence called to be erroneous. Also, errors can occur from various sources. Ellis (1997) provided three examples of error sources on his book namely errors of omission, overgeneralization error, and transfer errors. Moreover, the source of an error could be interlanguage or intralanguage (Richard, 1971).

2.4 Error evaluation

Since the purpose of the error analysis is to help learners learn second or target language, it is very necessary to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. There are two kinds of errors: global errors and local errors (Ellis, 1997).

Global errors violate the overall structure of a sentence and for this reason may make it difficult to process. To be more precise, Ellis (1997, p. 20) gave some example of global error; "The policeman was in this corner whistle..." in this sentence the basic structure of the sentence is wrong which is difficult to understand. On the other hand, local errors affect only a single constituent in the sentences (for example, the verb or grammatical functions) and less likely to create any processing problems. For instance, in this sentence "I angry" would be a local error, since the meaning is apparent.

Classification of Errors

Most of the studies in Error Analysis attempt to classify learners' errors. The classification plays a very important role explaining the errors in Error Analysis. The classification of errors proposed by Dulay, Burt and Krashen (1982) Ellis (1997) will be presented as follows.

1. Dulay, Burt, and Krashen (1982).

Dulay, Burt and Krashen (1982) stated that errors are the flawed side of learner's speech or writing. People cannot learn language without first systematically committing errors. There are four descriptive taxonomies to analyze errors: Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy.

1.1 Linguistic Category Taxonomy classifies errors according to both the language component and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

1.2 Surface Strategy Taxonomy highlights the way surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways. Among the common errors are:

Omission Errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. The example will be presented as follows:

Example: "*English use many countries*"

This sentence should be: "*English is used by many countries*"

Addition Errors are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are:

- Double markings: *She didn't went back.*
- Regularization: *eated* for *ate*, *childs* for *children*
- Simple additions: *The fishes doesn't live in the water.*

Misformation Errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

- Regularization errors: *The dog eated the chicken.*
- Archi-forms: *I see her yesterday.*
Her dance with my brother.
- Alternating forms: *I seen her yesterday.*

Misordering Errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The example will be presented as follows:

Example: "*I don't know what is that.*"

This sentence should be: "*I don't know what that is.*"

1.3 Comparative Taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors.

1.4 Communicative Effect Taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors.

Global Errors violate the overall structure of a sentence.

Example: "*The policeman was in this corner whistle...*"

This sentence is difficult to understand because the basic structure of the sentence is wrong.

Local Errors affect only a single constituent in the sentence (for example, the verb) and are less likely to create any processing problems. Local errors do not hinder communication and understanding the meaning of an utterance. Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries (Burt and Kiparsky, 1974 as cited in Touchie, 1986).

2. Rod Ellis (1997) classified errors into four types: Omission, Misinformation, Misordering, and Overgeneralization

2.1 **Omission** is the error of leaving out an item that is required for an utterance to be considered grammatical. The example will be presented as follows:

Example: "*There is picture on the wall.*"

This sentence should be: "*There is a picture on the wall.*"

This sentence leaves out an article "*a*" that must be added before the word *picture*.

2.2 **Misinformation** is the error of using one grammatical form in place of another grammatical form. The example will be presented as follows:

Example: "*I see her yesterday.*"

This sentence should be: "*I saw her yesterday.*"

This sentence contains misinformation in using irregular verb which is marked by the using the wrong form *see* to replace *saw*.

2.3 **Misordering** is the error of putting the words in utterance in the wrong order. The example will be presented as follows:

Example: "*She will come evening tomorrow.*"

This sentence should be: "*She will come tomorrow evening.*"

This sentence has the wrong order of adverb of time evening tomorrow.

2.4 **Overgeneralization** is the error of using over grammatical form in an utterance. To be more precise, the example will be presented as follows:

Example: "*The dog eated the chicken.*"

This sentence should be: "*The dog ate the chicken.*"

This sentence uses –ed to signal past tense but it is an over grammatical form because the word eat is an irregular verb so its past form should be *ate* not *eated*.

Levels of Errors

According to James (1998, pp. 129-172), errors are classified into four levels which are substance, text, grammar, and discourse. If the learner was operating the phonological or graphological substance systems, that is spelling or pronouncing, this systems can be called the learner has produced an encoding or decoding. If the learner was operating the lexico-grammatical systems of the target language to produce or process text, this refers to any errors on this level as composing or understanding errors. If the learner was operating on the discourse level, this labels the errors occurring misformulation or misprocessing errors.

In this study, the researcher decided to choose the Carl James (1998) levels of errors model as the framework for the research to examine types of errors and to find out which levels of error are mostly found in students' paragraph writing and to identify the plausible explanation for those errors as well. The three error levels: text, grammar, and discourse will be adopted for more appropriate arrangement and direct-to-point analysis.

1. Substance errors or mechanical errors consist of misspelling, punctuation errors, typographic errors, dylexis errors, confusibles.

2. Text errors. The term 'text' is perhaps used to refer exclusively to a unit of written language larger than the sentence - 'paragraph' might be appropriate term. Moreover, Halliday and Hasan (1976, p. 1) stated that text may be spoken or written and is not limited to the larger unit: "The word text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole". Text errors arise from ignorance and misapplication of the lexico-grammatical rules of the language, including how these rules are exploited to achieve texture. Text errors consist of lexical errors and grammar errors.

2.1 Lexical errors.

2.1.1 Formal misselection. This category includes errors of the malapropism, what Laufer (1992) calls synforms, Room (1979) calls confusibles, and Phythian (1989) calls confusables. For example:

He wanted to **cancel* (✓ *conceal*) his guilt.

It was a **genius* (✓ *genuine*) diamond.

She listened to his **speak* (✓ *speech*).

2.1.2 Misformations. These are errors that produce 'word ' that are non-existent in the foreign language. They can originate either in the mother tongue or be created by the learner from the resources of the target language itself. For example:

I shoot him with gun in **kopf* (head = German L1 Kopf).

2.1.3 Distortions. These are the intralingual errors of form created without resource to first language resources. The outcomes are forms non-existent in the target language. They result from the misapplication of one or more of the processing operations. For example, omission: int(e)resting, overinclusion: fresh(er)man, misselection: **delitouse* (✓ *delicious*), misordering: **littel* (✓ *little*).

2.2 Semantic errors in lexis. There are two main types which are confusion of sense relations and collocational errors.

2.2.1 Confusion of sense relations. The major types of errors are as follows:

- Using a more general term where a more specific one is needed (superonym for hyponym). The result is an underspecification of the meaning:

The flowers had a special **smell* (✓ *scent*/✓ *perfume*).

The village women **washed* (✓ *scrubbed*) the steps.

Capitalism...made America **big* (✓ *great*/✓ *powerful*).

- Using too specific a term (hyponym for superonym):

The **colonels* (*officers*) live in the castle.

- Using the less apt of two co-hyponyms:

... a decision to **exterminate* (*eradicate*) dialects.

She is my **nephew*.

- Using the wrong one from a set of near-synonyms:

... a **regretful* (✓ *penitent*/✓ *contrite*) criminal or sinner...

2.2.2 Collocational errors. Collocations are the other words any particular word normally keeps company with. There are three degrees of collocation. First of all, semantically determined word selection: it is right to say *crooked stick* but not **crooked year* because in the world as we know it years cannot literally 'be' crooked.

Second, there are combinations with statistically weighted preferences, for example, we can say that an army has suffered *big losses* but *heavy losses* is preferred. Last, there are arbitrary combinations: we *make an attempt* and *have a try* but can neither **make a try* nor **have an attempt*, despite the synonym of *attempt/try*.

3. Grammar errors

3.1 Morphology errors. Grammar has traditionally been discussed in term of morphology and syntax, the former handling word structure, the latter handling structures larger than the word. When discuss lexis errors, it handles on some aspects of morphology. There are five lexical types of word in English which are noun, verb, adjective, adverb, and preposition. Consequently, we can define as morphology error one which involves a failure to comply with the norm in supplying any part of any instance of these word classes. For example;

- **Noun morphology errors:** six **book* (✓books), **abolishment* (✓abolition)
- **Verb morphology errors:** **bringed* (✓brought), was **drinken* (✓drinking)
- **Adverb morphology errors:** visit me **soonly* (✓soon)
- **Adjective morphology errors:** a **colourfuller* (✓colourful) scene.

In addition, prepositions happen to have no morphology. Another morphology errors are related to function words such as third-person singular, plural -s, past tense -ed, and progressive -ing.

3.2 Syntax errors. These errors affect texts larger than the word, namely phrase, clause, sentence, and ultimately paragraphs.

- **Phrase structure errors:** (He) **no* can swim (✓cannot swim)
That **fat big* fish (✓is the mama fish)
- **Clause errors;** superfluous: He shaved himself [**the beard*]
omitted: Give [**noun phrase*] to the dog.
misordered: Watson sent [to him] the letter
misselected: He seems **[crying/✓to cry]*.
blends: **You* would be likely to get and ✓You would most likely get.

- **Sentence errors** involve the selection and combination of clauses into larger units. Shaughnessy (1977, p. 55) stated that there are two subtypes of consolidation errors namely coordination and subordination. The great rule of coordination is that only syntactic equals can be joined, and attempts to conjoin unequal lead to 'broken coordination'. For example, "They believe [they can become leaders in their field₁] and [a good secure job₂]. The two conjuncts are not equals: in fact the first is a clause and the second a noun phrase. The common of them is that they are objects of the verb *believe*. A complicated sort of subordination in English is relative clause formation. The most common sort of relativization error is that involving the mischoice of (a) for (b), for example:

(a) Gandhi, who led the independence movement in India, was a politician.

(b) Gandhi, who was a politician, led the independence movement in India.

These two sentences contain the same information, but it is differently packaged and differently valued in each. In (a) Gandhi's being a politician is what matters, and that he led the independence movement is an extra, an aside. In (b) just the converse weighting of information is achieved. To judge which sentence is correct, it depends on the context and on what point the writer is attempting to make. If the next sentence is about Gandhi as a politician, for example, *He had learnt politics from the British*, then (a) is the right formulation. On the other hand, if the next sentence is about the independence movement, for example, *The movement had become powerful ten years earlier*, then (b) is correct.

- **Intersentence errors (cohesion)**. Halliday and Hasan (1976) identified five types of cohesive link operating in the upper reaches of text structure which are reference, substitution, ellipsis, conjunction, and lexical cohesion. The use of cohesive markers is not compulsory in understanding them. Their use is discretionary, and at times even undesirable. This is the case when the logical relations between sentences of a text are not obscure per se, or when the reader is able to make bridging inferences. Using explicit cohesion markers will be a courtesy to the readers, reducing their uncertainty and often their processing effort. At other times, depending on who the readers are, they may seem to be patronizing, taken as a sign of the writer-speaker not trusting them to see the logical relations without all this unnecessary signposting. As their use is optional, it would be contradictory to talk of errors of omission of such

markers: omission might be a case of discourtesy towards the reader, but hardly a case of text error. According to Leinonen-Davies (1984, p. 97), errors of cohesion can be conjunctive type of marker, logical connectors, ellipsis types, and substitution types. To summarize, she claimed that the most of cohesion errors are omission. Apart from over- and underuse types, there are some misselection of unsuitable markers, the effect being to render the text 'unstable, inefficient, and ineffective'.

In addition, Hubbard (1989) reported his study on cohesion errors in the academic writing of EL2 students in South Africa. The most of cohesion errors involved the reference and conjunctive types. Some examples of errors in reference cohesion marking are:

Samneric insist that there is a beast. Jack being controlled by **/this fear/* he...

There is no obvious referent of '*this fear*'.

Simon is also a Christlike figure. We see **/it/* in the way he gave his food to Piggy.

The '*it*' is a misselection, where '*this*' is called for.

Moreover, Tang and Ng (1995) defined conjunctives as words or phrases which signal some semantic relationship between or within sentences. They indentified seven functional subtypes which are listing (first, next, then), summative (in short, therefore, overall), appositive (such as, for example, that is to say), resultative (because, accordingly, since), inferential (otherwise, in that case, then), contrastive (in other words, better still, anyhow), transitional (incidentally, meanwhile, finally). These devices were highly exploited in the students' writing, compared with other genres. The most frequently used subtypes were listing, summative, and contrastive. This amounts to overuse, underuse, misselection, and misplacement.

4. Discourse errors

4.1 Coherence

Das (1978) differentiated between cohesion and coherence as value -as-text and value-as-message. The latter is defined in terms of communicative function, involving the writer's intention and the reader's interpretation. Later, Widdowson (1995, p. 165) distinguished the text from discourse as discourse being a process and text being a product. This echoed Carrell (1982, p. 482), for whom coherence is "what the reader

or listener does with the text". The alternative that related to coherence in text was defined by Beaugrande and Dressler (1981, p. 4) as coherence is the ways in which the components of the textual world i.e. "the configuration of concepts and relations...are mutually accessible and connected".

According to James (1998), coherence is related primarily to content, to the conceptual relatedness of propositions. There are three types of coherences which are: topical coherence, relational coherence, and sequential coherence.

-Topical coherence refers to the need for the components of a discourse to be relevant to its general topic or goal. Where a discourse contains irrelevant propositions or moves, it loses coherence.

-Relation coherence refers to the requirement for the propositions constituting a discourse to be related to each other.

-Sequential coherence refers to the need for constitutive propositions to be arranged in some effective order.

Causes of Errors

There are two major causes of errors; Interlingual errors and Intralingual errors. In this section, the causes of errors from Richards (1974), Norrish (1983), and James (1998) are discussed below.

1. Jack Richards (1974)

He classified causes of errors into two categories that is Interlanguage Errors and Intralingual and Developmental Errors. The two types of causes of error are presented as follows:

1.1 Interlanguage Errors

Richards (1974, p. 173) stated that Interlanguage errors are errors caused by the interference of the learner's mother tongue. Through the meaning of Interlanguage errors can be seen and becomes clear that this kind of errors needs a contrastive analysis. The interference that is mentioned above means the interference of native language into foreign language learning and it indicates the learning process.

1.2 Intralingual and Developmental Errors

Richards (1974, p. 174) stated that intralingual and developmental errors emphasize the reflection of the learners' competence at a particular stage, and

illustrate some of general characteristics of language acquisition. The details of Intralingual errors reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply and developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook. The Intralingual and Developmental errors categorize the errors turn into: Over-generalization, Ignorance of rule restrictions, Incomplete applications rules, and False concept hypothesized.

1.2.1 Over-generalization covers instances where the learner produces a deviant structure on the basis of his/her experience of other structures in the target language. Richards (1974, p. 175) states that over-generalization is associated with redundancy reduction. It may occur, for example, with items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner. In general, overgeneralization is the production of one deviant structure in place of two regular structures. To be more precise, the example will be presented as follows:

Example: "*He can sings.*"

This sentence should be: "*He can sing.*"

From example mentioned above, there is an over form of a structure verb **sing** becomes **sings**.

1.2.2 Ignorance of rule restrictions is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. To be more precise, two examples will be presented as follows:

Example: "*The man who I saw him*" violates the limitation on subjects in structures with *whom*.

"*I made him to do it*" ignores restrictions on the distribution of *make*.

1.2.3 Incomplete application rules are occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. This category emphasizes the systematic difficulty in the use of questions to be examined. It means that the cases are about: a statement form may be used as a question, one of the transformations in a series may be omitted, or a question

word may simply be added to the statement form. To be more precise, two examples will be presented below:

Teacher's Question	Student's Response
<i>Do you read much?</i>	<i>Yes, I read much.</i>
<i>What does she tell him?</i>	<i>She tell him to hurry.</i>
<i>Will they soon be ready?</i>	<i>Yes, they soon be ready.</i>
<i>What does he ask his mother?</i>	<i>He ask his mother for the address.</i>

1.2.4 False concept hypothesized. In addition to the wide range of intralingual errors which have to do with faulty rule learning at various levels, there is a class developmental error which derives from faulty comprehension of distinction in the target language. These are occasionally due to poor gradation of teaching details.

2. John Norrish (1983)

According to Norrish (1983, pp. 21-26 as cited in Hasyim, 2002), causes of errors is classified into three types which are carelessness, first language interference, and translation. The details of these causes are presented as follows:

2.1 Carelessness

Carelessness is familiarly related to lack of motivation. When the students lose their interests, the teachers will admit that it is not always the student's mistake; maybe the materials or/and the style of presentation do not comport the students' interests.

2.2 First language interference

Norrish stated that learning a language (both in a mother tongue or a foreign language) is matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called the first language interference.

2.3 Translation

Translation is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

3. Carl James (1998, pp. 179-199)

James presented the different types of learners' errors including omission, overinclusion, misselection, misordering, and blends. Based on this, he stated that there are four causes of errors which are interlingual errors, intralingual errors, communication strategy-based errors, and induced errors. The details of four causes will be presented as follows:

3.1 Interlingual errors: Mother-tongue influence. In this type, errors are influenced by the native or first languages which interfere with the target or second language learning.

3.2 Intralingual errors: Target language causes. These kinds of errors are caused by the target language itself. The seven causes of errors include:

3.2.1 False analogy. The learners wrongly assume that the new item B behaves like A. For example, they know that *boy* (A) has its plural *boys* and assume that *child* (B) behaves likewise, therefore pluralizes to **childs*.

3.2.2 Misanalysis. The learners have formed a hypothesis concerning an L2 item, which they are now putting into practice. The hypothesis is not based on L1 knowledge at all. Unfortunately, the hypothesis is unfounded. For example: They are carnivorous plants and **its* (✓their) name comes from.... The false concept in operation here is that *its* is the s-pluralized form of it, a hypothesis plausible on the basis of target language evidence alone, but possibly reinforced by the learners' L1 (Portuguese) having the third person singular personal pronoun *ele* which is pluralized to *eles* (them). A false concept is the result of the learners misanalysing the target language. For example: 'Tinker, Tailor', as every story **who* tells about spies.... The learners have hypothesized that since the book's title refers to humans, therefore the [+human] relative pronoun should be selected.

3.2.3 Incomplete rule application. This is the converse of overgeneralization. One might call it undergeneralization. For example: Nobody knew where **was* Barbie (✓Barbie was). An example is seen in the deviant order of subject and verb 'be'. The learners have applied only two components of the interrogative formation rule: they have selected and fronted a wh-element, but have omitted to invert subject and verb. The strategy at work here is aimed at simplification: rather than

attempt to get the whole of the complex interrogative structure right at one go, the learners have decomposed it into smaller operations, one of which they perfect at time.

3.2.4 Exploiting redundancy. Human languages carry considerable redundancy. This is manifest throughout the system in the front of unnecessary morphology and double signaling. For example, signaling subject hood both by word order and by inflection.

3.2.5 Overlooking cocurrence restrictions. This cause of errors is caused by overlooking the exceptional rules. For example: "I would enjoy **to learn* (✓learning) about America", caused by ignorance of the fact that the verb *enjoy* selects a gerundial complement. Another example is "People in America live more **quick* than we do." We have double errors here: first, *quick* is wrongly assumed to be synonymous with *fast* and to have the same distribution. Secondly, it is wrongly assumed that *quick* can serve as either adjective or adverb, as *fast* can, without suffixing *-ly* to the adverb: a system over-simplification.

3.2.6 Hypercorrection (monitor overuse). This is the result of the learners over-monitoring their L2 output, and attempting to be consistent, so it is akin to system simplification.

3.2.7 Overgeneralization or system-simplification is caused by the misuse of words or grammatical rules. For example:

Bill, **that* had a great sense of unconventional morality...

The observing qualities of Roach, **that* was a great observer...

This example is the generalization of the relative pronoun *that*. This strategy leads to the overindulgence of one member of a set of forms and the underuse of others in the set: these learners use *that* to the exclusion of *who*. Similar overgeneralization to one of two target language alternatives happens with *other/another*, *much/many*, *none/neither*, *some/any* and many more such 'confusibles'. It is not restricted to lexical pairs of course. System potions such as tense-marking are also susceptible.

3.3 Communication strategy-based errors which are subdivided into the holistic and analytic strategies.

3.3.1 Holistic strategies or Approximation. The terms 'holistic' refers to the learners' assumption that if you can say X in the second language, then you must be able to say Y. Lacking the required form, it must be all right to use another near-

equivalent second language item which they have learnt. It takes on a number of forms, the first of which is to use a near synonym. For example, one can use a superordinate term: **fruit* for *✓blackberries*. One can use substitute, such as **credibility* for intended *✓truth*. Another example is to use an antonym or opposite, such as **not* happy for *✓sad*. A fourth option is to coin a word: Until you be unconscious to lose your **sensities* (*✓senses*).

3.3.2 Analytic strategies or Circumlocution. These strategies express the concept indirectly, by allusion rather than by direct reference. The learners identify one or more criterial attributes of the referent and mention these in an attempt to refer to the entity in question.

3.4 Induced errors. The errors are caused mostly by the teaching and learning process as follows: Materials-induced errors, Teacher-talk induced errors, Exercise-based induced errors, Errors induced by pedagogical priorities, and Look-up errors.

Related Studies

To examine students' errors in writing, particularly in EFL context, a number of studies have been conducted. Many of these studies involve error analysis of students' written text. There are two parts of related studies: review of Error Analysis in Thai Context and review of Error Analysis in EFL or ESL Context. The related studies are presented as follows:

1. A Review of Error Analysis in Thai Context

Sattayatham and Rattanapinyowong (2008) carried out An Analysis of Errors in Paragraph Writing by First Year Medical Students from the Four Medical Schools at Mahidol University. The objective of the study was to identify the types of errors in paragraph writing in English made by first medical students. The participants were 134 first-year medical students from four medical schools at Mahidol University in the year 2002. The instrument was an opinion paragraph in English on medical ethics based on a reading passage chosen from the Internet. This study focused on a standard format for paragraph writing consisting of 10 criteria used for evaluating the types of errors. The results of the study showed that most students had errors in standard format of paragraph writing which were no introduction, no topic sentence, no transitional

words, and no conclusion. Moreover, most students also had difficulty in using English grammar.

Ponvarin (2007) carried out a study to identify and classify the types of errors of graduate students' writings and to underpin the graduate students' writing weaknesses in *A Survey of Writing Errors of First Year Graduate Students Studying Business English for International Communication at Srinakharinwirot University*. The participants were 20 graduate students majoring in Business English for International Communication at Srinakharinwirot University. The instrument was 80 compositions from 4 topics: Communication, The first day on campus, The importance of being a life-long learner, and A review of the film *Oliver Twist*. Moreover, five students who made the most mistakes and five students who made a few mistakes were interviewed by the researcher. The study focused on grammatical errors: verbs, nouns, pronouns, adjectives and adverbs, sentence structure. The most common errors found were: Verb part: Present, Past, and Perfect Tenses. Noun part: Definite Article, Pronoun part: Relative Pronouns, Adjective and Adverb part: adjectives, Sentence Structure part: Additional Remarks on Conjunctions.

Sudsata, et al. (2005) investigated the error occurred in English essay writing of 50 students on the fourth year English major students at Siam University. The instrument was one essay written by fourth-year students in writing class of three topics: My Love, My Family, My Future. This study focused on grammatical structure, spelling and punctuation. The errors found in tense usage, fragments and run-ons, and punctuation.

Thananart (2000) examined errors in comparison and contrast paragraphs written by EFL university students at Chulalongkorn University. The instruments were the comparison and contrast paragraphs written by EFL university students. This study focused on grammatical structure. The findings showed that the vast majority of errors were grammatical structure, and the other types of errors were errors in using transition signals, verb forms, word choice and spelling.

Malayamonthon (1997) analyzed the English composition errors at the word, sentence, and discourse level made by Thai high school students and classified the communicative strategies causing these errors. The participants were 137 Mathayom 5 students of Suksanareewithaya School. All students were asked to write a composition

after they watch a movie called Cinderella. This study focused on Tense, article, wrong word selection, preposition, numbers, non-finite verbs, sentence fragments, use of verb be, parts of speech, personal pronouns, misplaced adjective ordering, possessive, relative pronouns, discourse markers, negation, agreements, misplaced adverb ordering. The results revealed that the error on tense usage ranked the highest. The second most errors were the articles and the third was the wrong word selection. The least was the misplaced adverb ordering.

2. A Review of Error Analysis in EFL or ESL Context

Khansir, et al. (2013) studied the errors in paragraph writing on Iranian EFL students. The purpose of the study was to examine types of errors of paragraph writing of Iranian learners of English at under-graduated level in Bushehr University of Medical Sciences and Health Services. The participants were 90 first year medical students at under-graduated level in Bushehr University. The instruments were a General English Proficiency Test, a background questionnaire, pre-test, and post-test of paragraph writing (Pre-test and post-test used for collecting data). This study focused on knowledge of English paragraph writing in an academic work. The results showed that students made error in topic sentence, supporting sentence, supporting detail, closing sentence.

Sawsan Saud Aziz (2011) carried out An Analysis of Errors in Paragraph Writing in English by Second Year Geography & History Students at University of Baghdad. The objective of the study was to evaluate the writing skills of the second class evening students in History and Geography Department. The participants were 120 females evening class students of the Geography and History departments. The instrument was a paragraph on topics based on their reading passages, chosen from their prescribed textbooks. This study focused on grammar, mechanic, and lexis. The findings revealed that most students made different errors such as wrong spelling, misuse of singular/plural pronoun, misuse of tense, misuse of prepositions, and word order.

Sarfraz (2011) examined the errors in a corpus of 50 English essays written by 50 participants (undergraduate Pakistani students). The instruments were essays written in English by 50 participants. The topic given in the essays was general but argumentative in nature. This study focused on Interlanguage errors and mother tongue (MT) interference errors. The results showed that the percentage of the occurrences of

Interlanguage errors is higher than those of errors resulting from the interference of mother tongue.

Phuong (2011) carried out study of Error Analysis of English Paragraphs Written by Students at PHU CAT 3 High School in Binh Dinh Province: A discourse Analysis Perspective. The purpose of the study was to identify some discourse features of English paragraphs and find out the errors in English paragraphs and put forward some solutions. The participants were 240 students at PC3HS in the school-year 2010-2011. The instrument was 240 papers written by the participants. This study focused on linguistic errors, discourse features of English paragraphs, organization, cohesion, and coherence. The findings showed that many errors in the students' writing were due to syntactic errors and students lack of organization in paragraph.

Abushihab, et al. (2011) investigated and classified the grammatical errors in the writings of 62 students of the Department of English Literature and Translation at Alzaytoonah Private University of Jordan. The participants were 62 second year students distributed in two sections from the Department of English Literature and Translation at Alzaytoonah Private University of Jordan. They were asked to write an essay about "Smoking is a bad habit" for their final exam. This study focused on grammatical errors: tenses; prepositions; articles; voice; morphology. The results showed that the largest group in the number of errors was the errors of prepositions. The next was morphological errors. The following most problematic areas were consecutively: articles, verbs, active and passive and tenses.

Mungungu (2010) carried out the Error Analysis: Investigating the Writing of ESL Namibian Learners. The objective of the study was to investigate common English language errors made by Oshiwambo, Afrikaans and Silozi First Language speakers. The participants were 180 secondary students from isolated area, where learners are not exposed to a multi-lingual background. The instruments were 360 corpus essays written by participants (examination written scripts on the same topic). This study focused on grammatical and spelling errors. The results showed that the four most common errors committed by the participants were tenses, prepositions, articles and spelling.

Marzuki and Zainal (2007) investigated the frequency of errors produced by students when writing reports, examined which parts of the target language students

have tendencies to produce errors, identified the error types which hinder learners from performing the writing task effectively, and identified the reasons as to why these errors occur. The participants were 59 second-year UTM students enrolled in the Faculty of Science. The instruments were examination scripts: 3-4 page report from information given in the examination question. The report contained the sections on introduction, findings and analyses, conclusions and recommendation. This study focused on grammatical errors: passive voice, relative clauses, subject-verb-agreement, verb related errors (e.g. infinitive, modal/auxiliaries, participles), articles, adjectives, adverbs, determiners, pronouns, nouns and its formation, singular-plural. The findings revealed that the students tend to produce grammatical errors such as subject-verb-agreement, active/passive construction, singular-plural and the use of past participles, to name a few. Grammatically, all the errors were found to be structural ones and these had resulted in the construction of flawed sentences.

Kato (2006) analyzed and identified problems in students' essay. The participants were 148 high school students: 46 first year students, 58 second year students, and 44 third year students; 48 males and 100 females. The participants' high schools consisted of twenty public schools and two private schools. The participants were asked to write an essay in the competition held in Saitama Prefecture, Japan. This study focused on grammar: Ferris's model (2005): Morphological errors, lexical errors, syntactic errors, and mechanical errors. The results showed that syntactic errors dominated the rate at 29%, followed by lexical errors (21%), morphological errors in nouns and mechanical errors (18%), and morphological errors (14%).

From the above brief details of the related studies, it can be summarized that writing problems and difficulties can occur in various situations such as English major students and Non-English major students, and various levels such as lexical, sentence, and discourse level. Most studies only focused on one or two levels, therefore, to fulfill the gap, this study intended to examine and investigate writing errors of students majoring in English in terms of text, grammar, and discourse levels.

Table 1 The Summary of Related Studies

Researcher(s) and Year	Title	Focus On		
		Text Level	Grammar Level	Discourse level
Sattayatham and Rattanapinyo- wong (2008)	Analysis of Errors in Paragraph Writing by First Year Medical Students from the Four Medical Schools at Mahidol University			✓
Ponvarin (2007)	A Survey of Writing Errors of First Year Graduate Students Studying Business English for International Communication at Srinakharinwirot University	✓	✓	
Sudsata, et al. (2005)	An error analysis of essay writing : a case study of fourth-year students majoring in English at Siam University	✓	✓	
Thananart (2000)	The Survey of Errors in Written Work of Students Learning Fundamental English at Chulalongkorn University	✓	✓	
Malayamonthon (1997)	Communicative Strategies in Upper Secondary School Students Written English	✓	✓	
Khansir, et al. (2013)	The Study of Errors in Paragraph Writing on Iranian EFL Students			✓
Sawsan Saud Aziz (2011)	Analysis of Errors in Paragraph Writing in English by Second Year Geography & History Students at University of Baghdad	✓	✓	

Table 1 (cont.)

Researcher(s) and Year	Title	Focus On		
		Text Level	Grammar Level	Discourse level
Sarfraz (2011)	Error Analysis of the Written English Essays of Pakistani Undergraduate Students: A Case Study	✓	✓	
Phuong (2011)	An Error Analysis of English Paragraphs Written by Students at PHU CAT 3 High School in Binh Dinh Province: A discourse Analysis Perspective	✓	✓	✓
Abushihab, et al. (2011)	An Analysis of Written Grammatical Errors of Arab Learners of English as a Foreign Language at Alzaytoonah Private University of Jordan	✓	✓	
Mungungu (2010)	Error Analysis: Investigating the Writing of ESL Namibian Learners	✓	✓	
Marzuki and Zainal (2007)	Common Errors Produced by UTM Students in Report Writing	✓	✓	
Kato (2006)	Error Analysis of High School Student Essays	✓	✓	

As can be seen from the summary of related studies, few studies investigated on three levels of errors together, so it is interested to investigate on text, grammar, and discourse levels.

In this study, the Carl James (1998) levels of errors model will be used as the framework to examine types of errors and to find out which levels of error are mostly found in students' paragraph writing and to identify the plausible explanation for those errors as well. The three error levels: text, grammar, and discourse are used for more appropriate arrangement and direct-to-point analysis.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the research methodology. This chapter consists of participants, research instrument, data collection, data analysis, and the reliability of the study.

Participants

The participants of the study were 29 second-year English major students who enrolled in Paragraph Writing (205222) which was the first semester course of their second-year undergraduate program in the Faculty of Humanities at Naresuan University. Regarding their background knowledge, these students have competence in English above the ordinary level because they passed the *Fundamental English* (001211), the *Developmental English* (001212), and *Basic Writing* (205121) which provided a number of English writing tasks. Therefore, they have the ability to write a longer or more difficult writing task such as paragraphs. All of the students are Thai and learn English as a foreign language (EFL). The students were asked to write paragraph by the lecturer in the same topic. After that, the assignment was collected by the researcher to examine errors.

Research Instrument

The assignment of students' writing task was used as the data in this study. The participants were asked to write the narrative paragraph by the lecturer in same the topic which is "*My Memorable Trip/Journey*". The length of the paragraph is between 180-220 words or 1 page within 2 hours during the class. The participants were not allowed to use the dictionary as well as discuss with their friends. Using the assignment of student's writing task was an appropriate method for this study because assignment can reveal the real student's performance on their writing. It is vital to note that the error analysis used in this study focused on text, grammar, and discourse levels in student's paragraph.

Data Collection

This study was conducted in accordance with the following steps:

1. The present study began on the first semester of 2014 academic year (August to December 2014).
2. The researcher asked for permission to collect research data from the lecturer of Paragraph Writing (205222) course.
3. The consent form was signed by the participants of the study.
4. The participants were asked to write the narrative paragraph which was the assignment in the same topic which is *"My Memorable Trip/Journey"* by the lecturer.
5. While writing, the participants were not allowed to use dictionaries or discuss with their friends.
6. The paragraph must be organized in at least three paragraphs (Introduction, Body, and Conclusion). The length of the paragraph is 180-220 words or 1 page at within 2 hours during the class.
7. The participants were informed by the lecturer that the paragraph will be graded in order to enhance their intention in writing.
8. After the participants finished the class, the paragraph was collected by the researcher.
9. Carl James (1998) level of error model was used in the data analysis.

Data analysis

The data were analyzed by Carl James (1998) levels of error model. The steps were as follows:

1. All the paragraphs were encoded with number instead of student names to maintain confidentiality of the participants.
2. Errors found in students' paragraphs were analyzed at text, grammar, and discourse levels.
3. Each type of errors was calculated in percentage.
4. The number of errors at text, grammar, and discourse levels were calculated by the following formula (Sattayatham and Rattanapinyowong, 2008):

$$\text{Percentage of errors} = \frac{\text{number of errors (for each type of errors)} \times 100}{\text{Total number of subjects}}$$

5. The percentage of errors at text, grammar, and discourse levels were tabulated.

6. The text errors, grammar errors, and discourse errors were discussed for plausible explanations.

From the Carl James (1998) levels of error model, the levels of error are divided into three levels: text errors, grammar errors, and discourse errors.

Types of errors at the text level are classified as follows: Formal misselection, Misformations, Distortions, Confusion of sense relations, Collocational errors.

Types of errors at the grammar level are classified as follows: Noun morphology errors, Verb morphology errors, Adverb morphology errors, Adjective morphology errors, Phrase structure errors, Clause errors, Sentence errors, Intersentence errors (cohesion).

Types of errors at the discourse level are classified as follows: coherence; Topical coherence, Relation coherence, Sequential coherence.

Reliability of the Study

Concerning the reliability of the study, all of students' paragraphs were analyzed the errors by qualified raters: one Thai university teacher and two native speakers of English who work in the English skill-required atmosphere.

CHAPTER IV

RESULTS

This chapter reports the results of the study obtained from students' paragraphs. The three research questions mentioned in Chapter 1 were used to organize the presentation of the results. The results of the study are reported in details in tables presented in the type of frequency and percentage. Data were analyzed by employing Carl James (1998). The classifications of errors were categorized into three major errors types; text errors, grammar errors, and discourse errors. This chapter is organized into five main parts:

1. Overall Errors
2. Text Errors
3. Grammar Errors
4. Discourse Errors
5. Plausible Explanation of the Errors

The results of overall errors based on different types of errors are counted and calculated into percentages as shown in Table 2

Overall Errors Based On Carl James (1998) Levels of Errors Model

Table 2 Overall Errors Based On Carl James (1998) Levels of Errors Model

Types of Errors	Overall Errors		Ranks
	Numbers of errors	Percentage	
Text Errors	173	29.88%	2
Grammar Errors	369	63.73%	1
Discourse Errors	37	6.39%	3
Total	579	100%	

The overall errors in paragraph writing of the participants in this study are shown in Table 2 above. As can be seen from the table, the most frequent errors in paragraph writing of the participants in this study were grammar errors (63.73%). The second most frequent errors was text errors (29.88%). The least frequent error was discourse errors which occurred 6.39%.

Text Errors

Identifying Text Errors

Overall errors caused by text errors are counted and calculated into percentages as shown in Table 3

Table 3 Overall Text Errors

Text Errors	Overall errors	
	Numbers of errors	Percentage
1. Lexical Errors		
- Distortions	50	28.90%
- Formal misselection	9	5.20%
2. Semantic Error in Lexis		
- Collocational errors	60	34.68%
- Confusion of sense relations	54	31.22%
Total	173	100%

It can be seen from Table 3 that the collocational errors had the highest percentage (34.68%) of text errors. The second highest percentage of text errors was confusion of sense relations (31.21%), and the third highest was distortion (28.90%). The least was errors in formal misselection (5.20%).

Examples of Text Errors

From Table 4, the total number of substance errors was 173. The most frequent error of this type was collocational errors, that is, 60 out of 173 errors. The second was confusion of sense relations (54/173) and third was distortions (50/173). The rest was formal misselection (9/173). Examples of text errors are shown in Table 4.

Table 4 Examples of Text Errors

Error	Correct Usage
1. Lexical errors	
1.1 Distortions	
- The place is <i>wonderfull</i> .	- The place is <i>wonderful</i> .
- So, this plan was <i>canceled</i> .	- So, this plan was <i>canceled</i> .
- I begged him for guide tour <i>aroud</i> Bangkok.	- I begged him for guide tour <i>around</i> Bangkok.
- ...many people are afraided it.	- ...many people are <i>afraid of</i> it.
1.2 Formal misselection	
- We have to <i>connect</i> with a staff for rent the tent.	- We have to <i>contact</i> with a staff for rent the tent.
- Giant pot is a <i>funny</i> plaything in there.	- Giant pot is a <i>fun</i> plaything in there.
- We traveled a lot...Singapore Flyer, Chinatown and <i>else</i> .	- We traveled a lot...Singapore Flyer, Chinatown and <i>so on</i> .
2. Semantic Error in Lexis	
2.1 Collocational errors	
- We had a <i>little talk</i> about her trip...	- We had a <i>small talk</i> about her trip...
- <i>During the way</i> , I bought many souvenir...	- <i>On the way</i> , I bought many souvenir...
- He put his head into a crocodile's mouth...for a while it <i>close up</i> his mouth...	- He put his head into a crocodile's mouth...for a while it <i>close</i> his mouth...
- I was <i>stunt with</i> a big mass of water...	- I was <i>stunned by</i> a big mass of water...
- Many people was <i>suffer by</i> fighting for a long time.	- Many people <i>were suffering from</i> fighting for a long time.
-...my father who <i>make</i> me and my sister to a new experience.	-...my father who <i>gave</i> me and my sister to a new experience.
2.2 Confusion of sense relations	
- I saw the <i>night</i> in BKK.	- I saw the <i>night life</i> in BKK.
- I got a <i>good</i> welcome.	- I got a <i>warm</i> welcome.
- It was <i>set up</i> more than a hundred years.	- It was <i>established</i> more than a hundred years.
- Finally, we saw light of flashlight, so we felt very <i>glad</i> .	- Finally, we saw light of flashlight, so we felt very <i>relieved</i> .

Grammar Errors

Identifying Grammar Errors

Overall errors identified as grammar errors are counted and calculated into percentages as shown in Table 5

Table 5 Overall Grammar Errors

Grammar Errors	Overall errors	
	Numbers of errors	Percentage
1. Morphology Errors		
- Noun	96	26.02%
- Verb	55	14.90%
- Adjective	19	5.14%
- Adverb	4	1.10%
2. Syntax Errors		
- Clause	72	19.51%
- Phrase	51	13.82%
- Sentence	48	13.01%
- Intersentence (cohesion)	24	6.50%
Total	369	100%

It can be seen from Table 5 that the noun errors had the highest percentage (26.02%) of grammar errors. The second highest percentage of grammar errors was clause errors (19.51%), and the third highest percentage was verb errors (14.91%). The rest were phrase errors (13.82%), sentence errors (13.01%), intersentence errors (6.50%), adjective errors (5.15%) and adverb errors (1.08%). In summary, regarding grammar errors, the three most frequent types of errors appearing in this study were noun errors, clause errors and verb errors. The least frequent errors that occurred were adverb errors appearing only 4 times.

Example of Grammar Errors

From Table 6, the total number of grammar errors was 369. The most frequent error of this type was noun errors, that is, 96 out of 369 errors. The second was clause errors (72/369), and the third was verb errors (55/369). Examples of text errors are shown in Table 6

Table 6 Examples of Grammar Errors

Error	Correct Usage
1. Morphology Errors	
1.1 Noun	
- I saw many <i>sheeps</i> .	- I saw many <i>sheep</i> .
- Pai had many tourist <i>attraction</i> .	- Pai had many tourist <i>attractions</i> .
- ...6 bunk <i>bed</i> ...	- ...6 bunk <i>beds</i> ...
1.2 Verb	
- We <i>taked</i> photos.	- We <i>took</i> photos.
- I went to <i>visited</i> ...	- I went to <i>visit</i> ...
- ...and they <i>loste</i> their wallet...	- and they <i>lost</i> their wallet.
1.3 Adjective	
- ...photo looked beautiful, <i>excited</i> , and fun..	- ...photo looked beautiful, <i>exciting</i> , and fun..
- Japan's transportation is so <i>convenience</i> and safe.	- Japan's transportation is so <i>convenient</i> and safe.
- I was so <i>exciting</i> .	- I was so <i>excited</i> .
1.4 Adverb	
- I want to live <i>peaceful</i> .	- I want to live <i>peacefully</i> .
- I <i>ahway</i> think about my trip...	- I <i>always</i> think about my trip...
2. Syntax Errors	
2.1 Clause	
- I <i>happy</i> all time.	- I <i>am happy</i> all time.
- I <i>didn't traveled</i> absolutely...	- I <i>didn't travel</i> absolutely...
- We <i>have been</i> countdown...	- We <i>went to</i> countdown...

Table 6 (cont.)

Error	Correct Usage
- In <i>a gruops</i> , ___ <i>must entertainment</i> in the party at night.	- In <i>each group</i> , <i>we must entertain</i> in the party at night.
2.2 Phrase	
- It was <i>a biggest aquarium</i> in Southeast Asia.	- It was <i>the biggest aquarium</i> in Southeast Asia.
- <i>On Summer</i> , the temperature...	- <i>In Summer</i> , the temperature...
- The good trip <i>on the end</i> of year...	- The good trip <i>at the end</i> of year...
- I went to Khonkaen <i>for participated</i> The University Sports Board of Thailand...	- I went to Khonkaen <i>for participating in</i> The University Sports Board of Thailand...
- ...in their <i>whole life left</i> ...	- ... <i>for the rest of their life</i> ...
2.3 Sentence	
- We met <i>a native speakers which they</i> were alumni <i>in</i> Naresuan University.	- We met native speakers <i>who</i> were alumni <i>from</i> Naresuan University.
- I <i>though</i> Ton-Tan Green market is the best place <i>for</i> purchase and relax <i>to</i> traveler and another.	- I <i>thought</i> Ton-Tan Green market is the best place <i>to</i> purchase and relax <i>for the</i> travelers.
2.4 Sentence (Cont.)	
- My mom and I touch baby tigers_ <i>they</i> <i>are</i> kind and cute like my cat.	- My mom and I <i>touched</i> baby tigers. <i>They</i> <i>were</i> kind and cute like my cat.
2.5 Intersentence (cohesion)	
- Finally, we <i>arrived to</i> Chiangmai zoo. <i>Crowded people</i> were waiting <i>to entry</i> to watch it.	- Finally, we <i>arrived at</i> Chiangmai zoo. <i>Crowd</i> were waiting <i>to enter into the</i> zoo.
- The star <i>came out, and chaineese town</i> <i>began turn on the light. Such a beautiful.</i>	- The stars <i>started to shine</i> , and the <i>Chinese town began to turn on the light. It looks beautiful.</i>

Discourse Errors

Identifying Discourse Errors

Overall errors caused by grammar errors are counted and calculated into percentages as shown in Table 7.

Table 7 Overall Discourse Errors

Discourse Errors	Overall errors	
	Numbers of errors	Percentage
Coherence	37	100%
Total	37	100%

It can be seen from Table 7 that the coherence is the only errors of discourse errors.

Examples of Discourse Errors

From Table 8, the total number of discourse errors was 37. The most frequent error of this type was coherence errors. This kind of discourse errors occurred because the students seemed to add some information that is incoherent in the text. The examples of errors in coherence are presented below.

The original text:

....When 5 years ago. I go to Huahin with my friend. This is frist time of the travel go to the beach. I think It is very funny. The place is happiest in my life. I think take photo with the beach. I happy all time when I share photo on facebook ang ig. My favourite food is spicy soup very much. I like play banana boat very much but I don't like because It dangerous.

The text should be:

...I went to Huahin with my friend for 5 years ago. I think it is very fun. I like to take photos on the beach. I was happy all the time, and I shared the photos on my Facebook and Instagram. In addition, I wanted to take a banana boat ride, but it's dangerous.

The original text:

My journey is mountain . I want to go Kho-Kao. I don't like travel around Mountain because I carsick. I stay at the hotel in 2 days. After I travel around Kho-Kao. I find my friends. I miss them very much. We claim the cliff all day. It enjoy but We are tired.

The text should be:

My journey is on the mountain. I went to Kho-Kao. I don't like to travel around the mountain because I get a carsick. After I travelled around Kho-Kao, I met my friends. I miss them very much. We climbed to the top of the cliff all day. It was a tiring day but we enjoyed.

The original text:

...The next day. We travel at waterfall. It is very beautiful. There the food is very expensive. I don't impress but nature is calm and virgin. I feel good very much. I'm very happy with my friend and my family. It is wonderful in my life. I have father and mather. It so happy and My friend is lovely. I think. The trip is happy in my life. It make me smile and laugh. I find the people very much. Nature is wonderful in the world but Many people can't touch worth.

The text should be:

...On the next day, we travelled to the waterfall. It is very beautiful, and the nature is calm and virgin. Although the food there was very expensive, I was very happy with my friend and my family. It was a wonderful trip in my life. It made me smile and laugh. My parents were so happy, and my friend was lovely. This trip reminds me that nature is the most wonderful thing in the world, but many people do not realize it.

The original text:

...On that day, I was going by myself from Phitsanulok to Bangkok so I met my friends and we go to stadium together.

The text should be:

...On that day, I was going by myself from Phitsanulok to Bangkok. I met my friends and we went to the stadium together.

In conclusion, this chapter discussed the results of the present study by identifying and presenting types of errors in three levels, these are: text errors, grammar errors and discourse errors. The data of this study were taken from the assignment of

students' writing task written by 29 second-year English major students who enrolled in Paragraph Writing (205222) on the first semester of 2014 academic year in the Faculty of Humanities at Naresuan University. The results showed that some students made many errors in their writing. In other words, it seems that some of them do not master grammar which considered the important component of language.

The findings of the analysis show that the total number of errors is 579. They are 369 grammar errors, 173 text errors, and 37 discourse errors. It shows that grammar errors are the highest errors among the others.

In grammar errors, errors identified can be categorized into morphology errors and syntax errors. Within the errors found, the most three predominant types of errors are noun (96), clause (72), and verb (55).

In text errors, errors identified can be categorized into lexical errors and semantic error in lexis. Within the errors found, the most three predominant types of errors are collocational errors (60), confusion of sense relations (54), and distortions (50).

In discourse errors, errors identified can be categorized into coherence appearing 37 times.

Based on the conclusion mentioned above, the results show that the grammar usage, especially in morphology and syntax level are considered difficult grammatical structure for second-year English major students, even though they have passed several courses in the study of the second language, particularly Fundamental English, Developmental English and Basic Writing courses.

Plausible Explanation of the Errors

The present study indicates that interference from L1 and inadequate competent of L2 are the main causes of errors. The plausible explanations were explained in the next chapter.

CHAPTER V

CONCLUSION

In this chapter, to answer the research questions, the research results are discussed. Afterward, the discussion, the recommendations for further study are presented respectively.

Summary of the Study

The study was conducted to examine types of errors as well as to find out which levels of error are mostly found in students' paragraph writing, and to identify plausible explanations for the errors.

The data used in the analysis were taken from assignment of students' writing task. The 29 narrative paragraphs with the same topic (*My Memorable Trip/Journey*) were selected. James (1998) levels of error model was adopted. The purposes of the analysis were to answer the following questions.

1. What types of errors are produced in English paragraph writing by second-year English major students at Naresuan University?

The total numbers of errors found in students' paragraph writing were 579. The types of errors are as follows: 1. Grammar errors 369 (63.73%) consist of morphology errors and syntax errors, 2. Text errors 173 (29.88%) consist of lexical errors and semantic error in lexis, and 3. Discourse errors 37 (6.39%) consist of coherence.

2. Which levels of errors are mostly found in students' paragraph writing?

The level of grammar errors are mostly found in students' paragraph writing which are separated into two types; morphological errors and syntax errors. The total number of grammar errors was 369 out of 579. The total numbers of morphological errors were 174 and syntax errors were 195. Within the errors found, the three main types of errors were noun (96), clause (72), and verb (55).

3. What are the causes of errors in students' paragraph writing?

The present study indicates that interference from L1 and inadequate competent of L2 are the main causes of errors.

3.1 Interference from L1 (Interlingual errors)

Examples

(a) ...depend on place not time, *It* depends on the people...

(b) When the sun set, *There* is beautiful view.

In interference from L1, errors are influenced by the native or first languages which interfere with the target or second language learning (James, 1998). In the same way, Norrish stated that learning a language (both in a mother tongue or a foreign language) is matter of habit formation. When someone tries to learn new habits the old rules will interfere the new ones. This cause of error is called the first language interference. Moreover, translation is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error (Norrish, 1983).

In this study, capital errors also constitute a significant problem in the students' writings. This could be caused by L1 interference as there is no capitalization in Thai writing. Therefore, Thai students encounter new rules of capitalization in writing in English which cause another problem for the students.

In addition, there are also occasions where learners have L1 patterns that could be advantageously transferred to the L2 but they do not exploit this potential (James, 1998). For example, the example of student's errors was presented as follow:

(a)...6 bunk *bed* in place of 6 bunk *beds*.

In Thai language, it has a rule that nouns do not pluralize after a numeral.

3.2 Inadequate competent of L2 (Intralingual errors)

Inadequate competent of L2 or intralingual errors, these kinds of errors are caused by the target language itself (James, 1998). According to Richards (1974), the intralingual errors categorize the errors turn into: Over-generalization, Ignorance of rule restrictions, Incomplete applications rules, and False concept hypothesized.

3.2.1 Over-generalization error

Examples

- (a) "*He can sings.*" (*He can sing.*)
- (b) "*The dog eated the chicken.*" (*The dog ate the chicken.*)
- (c) "*We taked a photo.*" (*We took a photo*)

Over-generalization error covers instances where the learner produces a deviant structure on the basis of his/her experience of other structures in the target language. Richards (1974, p. 175) states that over-generalization is associated with redundancy reduction. It may occur, for example, with items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner. In general, overgeneralization is the production of one deviant structure in place of two regular structures. From sentence (a), there is an over form of a structure verb sing becomes sings. Moreover, Ellis (1997) stated that overgeneralization is the error of using over grammatical form in an utterance. Sentence (b) and (c) indicate over-generalization error when students confuse regular verbs and irregular verbs. The participant has substituted the Past Tense of take "took" with "taked". There is an over form of a structure verb took becomes taked.

3.2.2 Incomplete application of rules

Examples

- (a) "*Nobody knew where was Barbie.*" (*Nobody knew where Barbie was.*)
- (b) "*I happy all time*" (*I am happy all time.*)

Incomplete applications of rules are occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. The learner fails to use a fully developed structure (Richards, 1971). James (1998, p. 185) stated that incomplete rule application is the converse of overgeneralization. The examples are seen in the deviant order of subject and verb "be". The participant fail to fully develop a certain structure required to produce acceptable sentences.

3.2.3 Ignorance of rule restrictions

Examples

- (a) "The man *who* I saw him." (The man *whom* I saw him.)
- (b) "I made him to do it." (I *make* him to do it.)
- (c) "We met a native speakers *which* they were alumni in Naresuan University." (We met a native speakers *who* they were alumni in Naresuan University)

Ignorance of rule restrictions is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply (Richards, 1974, p. 174).

3.2.4 False concept hypothesized

Examples

- (a) "She *didn't went* back." (She *didn't go* back.)
- (b) "I *didn't traveled* absolutely." (I *didn't travel* absolutely.)

In addition to the wide range of intralingual errors which have to do with faulty rule learning at various levels, there is a class developmental error which derives from faulty comprehension of distinction in the target language. These are occasionally due to poor gradation of teaching details (Richard, 1971). Moreover, Dulay, et al.. (1982) also mentioned about this kind of error that are characterized by the presence of an item which must not appear in a well-formed utterance.

3.2.5 False analogy

Examples

- (a) I saw many *sheeps*. (I saw many *sheep*.)

False analogy is one kind of intralingual errors. In this error, the learners wrongly assume that the new item B behaves like A (James, 1998). For example, "*child* = *childs*". They know that *boy* (A) has its plural *boys* and assume that *child* (B) behaves likewise, therefore pluralizes to **childs*.

Moreover, **distortions**, which are the intralingual errors of form created without resource to L1 resources. The outcomes are forms non-existent in the target language. They result from the **misapplication** of one or more of the processing operations (James, 1998). The example of student's error will be presented as follows:

- (a) The place is *wonderfull* (**wonderful*).
- (b) So, this plan was *canceled* (**canceled*).
- (c) I begged him for guide tour *aroud* (**around*) Bangkok.
- (d) ...many people are *afraided* (**afraid of*) it.

Furthermore, the errors in the use of collocation word were found in students' writings. The percentage of collocational errors was 34.68% which had the highest percentage of text errors in this study. James (1998, p. 152) stated that collocations are the other words any particular word normally keeps company with. The causes of collocational errors can be intralingual or interlingual (James, 1998). The example of student's error will be presented as follows:

Examples

- (a) We had a *little* (**small*) talk about her trip...
- (b) I was *stunt with* (**stunned by*) a big mass of water...

Discussion

The data of this study were taken from the students' narrative paragraph written by 29 second-year English major students at Naresuan University of first semester 2014 academic year. The results of the study revealed that the use of grammar, especially in morphology level and syntax level are considered difficult grammatical structure for second-year English major students, even though they have passed several courses in the study of the second language, particularly Fundamental English, Developmental English and Basic Writing courses. In other words, it seems that they still have a lot of problems with English grammatical structure, especially morphology and syntax.

The findings of the analysis show that the total number of grammar errors is 369. They are 96 nouns, 72 clauses, 55 verbs, 51 phrases, 48 sentences, 24 intersentences, 19 adjectives, and 4 adverbs. It shows that errors of noun are the highest among others. This findings supported studies carried out by Thananart (2000) examined errors in comparison and contrast paragraphs written by EFL university students at Chulalongkorn University. This study focused on grammatical structure. The findings showed that the vast majority of errors were grammatical structure, and the other types of errors were errors in using transition signals, verb forms, word choice and spelling. Moreover, Sawsan Saud Aziz (2011) carried out An Analysis of Errors in Paragraph

Writing in English by Second Year Geography & History Students at University of Baghdad. This study focused on grammar, mechanic, and lexis. The findings revealed that most students made different errors such as wrong spelling, misuse of singular/plural pronoun, misuse of tense, misuse of prepositions, and word order.

In the same way, Ponvarin (2007) who carried out a study to identify and classify the types of errors of graduate students' writings and to underpin the graduate students' writing weaknesses in *A Survey of Writing Errors of First Year Graduate Students Studying Business English for International Communication at Srinakharinwirot University*. The study focused on grammatical errors: verbs, nouns, pronouns, adjectives and adverbs, sentence structure. The most common errors found were: Verb part: Present, Past, and Perfect Tenses. Noun part: Definite Article, Pronoun part: Relative Pronouns, Adjective and Adverb part: adjectives, Sentence Structure part: Additional Remarks on Conjunctions.

Regarding the results of the present study and related studies mentioned above, it can be seen that grammar was the serious problems in writing for EFL students. The most serious problems were grammar errors that reflect writing ability. In examining the students' paragraph writing in discourse level, the results showed that some students did not present a proper connection, between ideas in their paragraphs which causes "coherence breaks" (Wikborg, 1990). They did not use transitional words to connect the ideas together. One thought is not connected to the previous one. In addition, the sentences in the paragraphs did not directly relate to the main idea and the topic. They only put the content into the paragraph without expanding on their ideas, so their paragraphs were confused, unclear, and disorganized.

Moreover, it could be assumed that the types of errors made by participants in their writing resulted from difficulties in language areas. Generally, the errors may caused by interference from L1 and inadequate competent of L2. Errors, hence, could be analyzed to provide practical feedback to assist L2 learners acquire grammatical competence in L2.

Based on the discussion above, the results show that the use of morphology and syntax are considered difficult grammatical structure for L2 learners, although they have passed several stages in the study of the L2.

Recommendations for further studies

1. A comparative study on the errors in writing of non-English majors should be studies.
2. Further studies should be carried out on specific areas that are difficulties for Thai students' writing skill such as grammar usage, cohesive device, collocation word, etc.
3. There should be a further study of errors analysis in another genre such as descriptive, expository, and persuasive paragraph.
4. Further studies should include interviews with students in order to find out why they make these particular errors in their writing.

Limitation of the Study

This study was conducted under the limitation that the data were obtained from 29 second-year English major students who enrolled in Paragraph Writing (205222) which was the first semester course of their second-year undergraduate program in the Faculty of Humanities at Naresuan University. With the small scale of the data, the findings of this study may not be generalized to other fields of study.



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R1

มหาวิทยาลัยนครสวรรค์

NB.16

คณะมนุษยศาสตร์

	^{morpho.} Last summer, I went to visited my grandmother ^{at} in Bangkok. I went by a private car with my mother. It took very long time until I arrived there.
	My father also lives there because he has been working there for 10 years. My parents ^{morpho} aren't ^{don't} live together. (She lives
Inter-sentence	with me, my sister and my grandmother (her mother) at Pitsanulok. We go to visit there every year.
	When I was ^{Syntax (my phrase)} at there, I went out to a department store with my mother and bought new clothes. ^{no full stop her}
Inter-sentence	I remembered that it was happy time with her. Since I have stayed at my dorm, we didn't often
	see ^{each other} ^{lexis} . When I was young, every time that I visited there, we went to ^{the} sea, but
run-on sentence	for now my grandmother is older. It didn't ^{Syntax} good to ^{have} take her in the car for long time ^{is} and my father
Inter-sentence	didn't ^{has} ^{have} enough time to go, so I just stayed at home and enjoyed the movies. I stayed there
	for almost a week. I didn't have any thing to do. So I ^{was} just watched movies and slept.
	In evening we had parties, so I ate a lots and my weight increased. As a matter of fact ^{lexis} .
double negative - syntax	I didn't like to go there ^{Syntax} because I don't have nothing to do. I was waiting for a time to go back home. While I was there, After I went back
	to my ^{see} ^{reference} home, I think next year, I won't go there again. It wasn't really good trip for me.
	a



R2

มหาวิทยาลัยนเรศวร

NO. 4

คณะมนุษยศาสตร์

Last summer, I went to visit my grandmother at Bangkok. I went by a private car with my mother. It took very long time until I arrived there. My father also lives there because he has been working for 10 years. My parents aren't ^{living} together. She lives with us, my sister and my grandmother (her mother) at Pitsanulok. We go to visit them every year. When I was at there, I went out to a department store with my mother and bought new clothes. I remembered that it was happy time with her. Since I have stayed at my dorm, we ~~didn't~~ ^{don't} often see each other. When I was young, every time that I visited ~~there~~ ^{them}, we went to the sea, but for now my grandmother is older, it ~~didn't~~ ^{isn't} good to take her in the car for ~~long~~ ^{longer} time and my father ~~didn't~~ ^{doesn't} have enough time to go, so I just stayed at home and enjoyed the movies. I stayed there almost a week. I didn't have any thing to do. So I ~~was~~ ^{just} watched movies and slept. In ~~evening~~ ^{the} we had parties, so I ate a lot and I ~~put on~~ ^{gained} my weight increased. As a matter of fact I didn't like to go there, because I don't have ~~anything~~ ^{nothing} to do. I was waiting for the time to go back home, while I was there. After I went back to my home, I think next year, I won't go there again. It wasn't really good trip for me.



R3

มหาวิทยาลัยราชภัฏ

11016

คณะมนุษยศาสตร์

Last summer, I went to visit my grandmother at Bangkok. I went by a private car with my mother. It took very long time until I arrived there.

My father also lives there because he has been working there for 10 years. My parents ~~don't~~ live together. ^{My mother} She lives with me ^{along with} my sister and my grandmother (her mother) at Pitakulok. We go to visit there every year.

When I was at there, I went out to a department store with my mother and bought new clothes.

I remembered that it was happy time ^{being} with her since I have stayed at my dorm, we didn't often see each other. When I was young, every time that I visited there, we went to the sea, but for now my grandmother is older, it didn't good to take her in the car for long time and my father didn't have enough time to go, so I just stayed at home and enjoyed ^{watching} the movies. I stayed there almost a week. I didn't have any thing to do, so I was just watched movies and slept.

In evening we had parties, so I ate a lots and my weight increased. As a matter of fact I didn't like to go there, because I ~~didn't~~ have nothing to do. I was waiting for ^{passing} time to go back home, while I was there. After I went back to my home, I think next year, I won't go there again. It wasn't really good trip for me.



มหาวิทยาลัยนเรศวร

คณะมนุษยศาสตร์

No. 17

๓๐

Memorable Trip/Journey

I would like to write about my memorable trip ⁱⁿ last summer. It's a football trip ^{on} 13th July 2013. Manchester United ^{has} special friendly match program with all star Thai team ⁱⁿ Bangkok. I ^{was} waiting ^{for} the trip for six months. I was doing part-time jobs ^{for} ^{to} buy ticket and bought a new jersey too. On that day, I was going by myself from Phitsanulok to Bangkok ^{so} I met my friends and we ^{went} to stadium together. I ^{was} happy ^{to} see my favorite team playing. It's the best moment in my life. I made banner ^{to} welcome players to Bangkok. After game over, they said goodbye and thank you to fans ^{so} I saw Rio Ferdinand. He was a defender. He looked at my banner and read it. He smiled and said, "Thank you to me and friends." ^{that} made me so happy. ^{this} is the first time ^{to} meet them. They were so incredible. It's the best memorable trip for the last summer. More than that, in this summer, I have been go to I-Mobile stadium, the stadium of Buriram United, one of my favorite Thai football teams. The stadium is so beautiful, all of ^{the} areas ^{is} blue. The fans call it "Thunder Castle". It's my special moment ⁱⁿ this summer. It's the best football stadium in Thailand and one of memorable things is ^{wherever} in Buriram that I ^{go}, I always saw people that ^{are} in Buriram United Jersey. That ^{make} me know something ^{that} this club is more than football. It's a culture and everyone loves ^{it}. It's ^{one} of my favorite memorable trips.



R2

มหาวิทยาลัยนเรศวร

NO.10

คณะมนุษยศาสตร์

Memorable Trip/Journey

I would like to write about my memorable trip on last summer. It's football trip, on 13th July 2013 Manchester United had special friendly match program with all star Thai team at Bangkok. I was waiting for the trip for six months. I was doing part-time job for ^{buy} football ticket and bought new jersey too. On that day, I ^{went} ~~was going~~ by myself from Phitsanulok to Bangkok, so I met my friends and we ^{went} ~~go~~ to stadium together. I ^{was} ~~am~~ very happy to ^{see} ~~am~~ my favorite team playing. It's the best moment in my life. I made ^{before} banner for welcome players to Bangkok. After game, over, they said goodbye and thank you to fans, so I saw Rio Ferdinand, he was defender, he look at my banner and read it. He smile and said, thanks ~~me~~ to me and friends, as first made me so happy. This is the first time to met them. They were so incredible. It's the best memorable trip for the last summer. More than that, in this summer, I have been go to I-Mobile stadium, the stadium of Buriram United, one of my favorite Thai football team. The stadium is so beautiful, all ^{the} ~~of~~ areas is blue. The fans call "Thunder Castle", it's my special moment on this summer. It's the best football stadium in Thailand and one of memorable things is ^{every time} ~~whenever~~ in Buriram that I go, I always saw see people that are in Buriram United Jersey. That ~~make me~~ ^{mean} know something ^{that} this club is more than football. It's culture and everyone love them. It's become of my favorite memorable trip.



R3

มหาวิทยาลัยนครสวรรค์

NO.17

คณะมนุษยศาสตร์

57

Memorable Trip/Journey

I would like to write about my memorable trip of last summer. It's a football trip, on 13th July 2013, Manchester United has special friendly match program with all star Thai teams at Bangkok. I was waiting for the trip for six months. I was doing part-time jobs ^{and} bought ticket and ^{also} bought a new jersey too. On that day I was going by myself from Phitsanulok to Bangkok so I met my friends and we went to the stadium together. I was very happy to ^{see} my favorite team playing. It's the best moment in my life. I made a banner for welcoming players to Bangkok. After game over, they said goodbye and thank you to fans. ~~so~~ I saw Rio Ferdinand, he was a defender, he looked at my banner and read it. He smiled and said, thank you to me and friends, so that made me so happy. This is the first time to ^{meet} them and they were ~~so~~ incredible. It's the best memorable trip for of the last summer. More than that, in this summer, I have been going to T-Mobile stadium, the stadium of Buriram United, one of my favorite Thai football team. The stadium is so beautiful, all of areas is blue. The fans call "Thunder Castle". It's my special moment of this summer. It's the best football stadium in Thailand. ~~and~~ one of the memorable things is whenever in Buriram that I go, I always saw people that are in Buriram United Jersey. That makes me know something ^{that} this club is more than football, it's culture and everyone loves them. It's ^{one} of my favorite memorable trip.



มหาวิทยาลัยนเรศวร

คณะมนุษยศาสตร์

NO. 18

NO. 1.

► Your Memorable Trip / Journey -

- other sides - morpho.
- other side - phrase

Hello, my name is Kim. Today, I will introduce my memorable Trip and other side of journey.

Last year, I had went to Chiang Rai with my family and my father's best friend. We went from Phitsanulok to Chiang Rai at 8.30 am.

After 8 hours / Right hours later, I stepped out of the bus and went to hotel quickly because I got a headache all the time. That was terrible for me.

On the other side, my father and my brother were took a shower and sleep so fast. In the morning, we let's started to the Myanmar border, at Mae Sai. We walked in the Myanmar market for 4 hours that was excited and I got new shoes and a bag. All of the goods were cheap. I think Myanmar goods were cheaper than their goods but it's low quality.

And then, we went to the resort near a big river and mountain. The dark came so fast that we were the time for a party, party and party. We had beer, wine and alcohol. We sang, drank and danced all night. When you stayed in the party, you can't remember anything, but in the morning, everything was changed. You can't walk, talked or saw anything and you will become a joker for your family and friends because of everything you did last night. That is all of the funniest and terrible trip for me. Thank you.



R3

มหาวิทยาลัยนครสวรรค์

คณะมนุษยศาสตร์

NO.18

NO. 1.



Your Memorable Trip / Journey .

Hello, my name is Kim. Today, I will introduce my memorable Trip and the other side of journey. Last year, I had went to Chery Rai with my family and my father's best friend. We went from phitsanulok to chery Rai at 8.30 am. After 6 hours later, I stepped out from the bus and went to a hotel quickly, because I got a headache all the time that was terrible for me. In the other side, My father and my brother were took a shower and sleep so fast. In the morning, we let's started to the Myanmar border, at Mae sai. We walked in the Myanmar market for 4 hours. That was exciting and I bought a new shoe and a bag. All of the goods were so cheap. I think Myanmar goods are cheaper than Thai goods but it's low quality. And then we went to the resort near a big river and a mountain. The party came so fast that it was were the time for party, party and party. We had beer, wine and alcohol. We sang, drank and danced all night. When you stayed in the party, you can't remember anything but in the morning, everything was changed. You can't walk, talk or see anything and you will become a joker for your family and friends because of every thing you did last night. That's all the funniest and terrible trip for me, thank you.



P2

มหาวิทยาลัยนเรศวร

คณะมนุษยศาสตร์

No. 18

No. 1.



Your Memorable Trip/Journey.

Hello, my name is Kim. Today, I will introduce my memorable Trip and other side of journey. Last year, I had went to Cherry Rai with my family and my father's best friend. We went from phitsanulok to cherry Rai at 8.30 am. After 6 hours later, I step out from the bus and went to hotel quickly, because I got a headache all the time that was terrible for me. In the other side, My father and my brother were took a shower and slept so fast. In the morning, we let's started ^{out} to the Myanmar border at Mae sai. We walked in the Myanmar market for 4 hours ^{and it} ~~that~~ was very excited and I got a new shoes and bag. All of the goods ^{are} so cheap, I think Myanmar goods was cheaper than Thai goods but it's low quality. And then, we went to the resort near a big river and mountain. The dark came so fast that it was were the time for party, party and party. we had beer and wine and alcohol. we sing, drink and danced all the night. When I ^{was} ~~you~~ staged in the party, you can't remmember anything but in the morning, everything was changed. You ^{were not able to} ~~can't~~ walked, talked or say anything. and you ^{was like} ~~will~~ become a joker for your family and friend because ^{I was put out of control} ~~everything you~~ do last night. that all that funniest and terrible trip for me, thank you.



มหาวิทยาลัยนครสวรรค์

คณะมนุษยศาสตร์

No. 19

My Memorable Trip / Journey

I can remember my best trip ever ^{to} Cheang Mai zoo with my parents when I was young. Then, I was 10 years ^{old} and I never ^{went} to ^{the} zoo. ^{So} my parents wanted me to go to ^{the} zoo. They ^{brought} my sister and ^{me} to Cheang Mai zoo in summer. It was the ^{first} time in my life ^{at} ^{the} zoo. I was excited ^{for} everything. ^A zoo full of many animals that I never ^{seen} such as hippos, tigers, ^{and} bears. My mom ^{and} I touched ^{baby} tigers. They ^{were} kind and cute like my cat. ^{Then}, a zoo never have panda like now.

I can remember the day ^{with} hot weather. ^{My} sister and I tried to eat ^a ^{try} ^{ice-cream} but it ^{was} not yummy than I ^{had} wished and after that I don't like ^{try} ^{ice-cream} for ever. All day I ^{was} tired but my parents ^{not} same. They wanted to rest and come back ^{to} hotel. Although I didn't walk all ^{around} of a zoo but it ^{is} my best day ever because I spent time with my family it ^{is} a good time ^{together} and I tried to ^{do} new experiences that I never ^{did} before and ^{lastly} I ^{learned} about 'brave' it is just a little word but it is hard to do. ^{In} the day I braved ^{to} touch baby tigers, eating ^{ice-cream} etc. My mom didn't matter if I don't try ^{but} I ^{have} ^{crash} I tried and I have experiences.



R2

มหาวิทยาลัยนเรศวร

คณะมนุษยศาสตร์

NO. 14

My Memorable Trip / Journey

I can remember my best trip ever at Cheang Mai zoo with my parents when I was young. Then, I was 10 years old and ^{it's been long I haven't been there} I never go to zoo so my parents wanted me to go to zoo. They ^{took me and} ~~bring~~ my sister and I to Cheang Mai zoo in summer. It was the first time in my life at zoo. I was excited for everything. The zoo ^{has} full of many animals that I never seen, such as hippo, tiger, bear. My mom and I touch baby tigers they are kind and cute like my cat. Then, the zoo never have panda like now.

I can remember the day ^{was} hot weather my sister ^{and I} ~~we~~ tried to eat "fry i-cream" but it ^{wasn't} ~~not~~ gummy than I wish and after that I don't like fry i-cream for ever. All day I ^{was} ~~never~~ not tired but my parents ~~not~~ ^{were} came they wanted to take rest and ^{were} ~~came~~ back to hotel. Although I didn't ^{see} walk all of the zoo but it is my best day ever because I spent time with my family, it ^{was} ~~is~~ a good time together and I tried to do new experiences that I never do before. and lastly I learned about "brave" it's just a little word but it is hard to do. In the day I ^{was} ~~braved~~ ^{enough} to touch baby tigers, eat fry i-cream etc. my mom ^{didn't} ~~didn't~~ ^{say} a word ^{to} ~~say~~ mutter if I don't try but I ^{didn't} ~~didn't~~ ^{choose} to try it and I have experiences.



มหาวิทยาลัยนเรศวร

NO.19

คณะมนุษยศาสตร์

My Memorable Trip / Journey

I can remember my best trip ever at Cheang Mai zoo with my parents when I was young. Then, I was 10 years old and I never ^{went} go to zoo so my parents wanted me to go to a zoo. They brought my sister and me to the Cheang Mai zoo in summer. It was the first time in my life at zoo. I was excited for everything. The zoo is full of many animals that I had never seen before like hippos, tigers, and bears. My mom and I touched baby tigers. They are kind and cute like my cat. Then, this zoo never have panda unlike now.

I can remember that day it was hot weather. Me and my sister and I tried to eat "fry i-cream" but it's not yummy. Then I wish and after that I don't like fry i-cream for ever. All day I never tired but my parents not same they wanted to rest and come back hotel. Although I didn't walk all of a zoo but it is my best day ever because I spent time with my family. It is good time together and I tried to do new experiences that never did before. and lastly I learned about "brave" it just a little word but it hard to do. In that day I braved to touch baby tigers, eat fry i-cream, etc. my mom didn't mutter if I don't try but I chosen, I tried and I have experiences.



มหาวิทยาลัยนเรศวร

NO 26

19

คณะมนุษยศาสตร์

My memorable trip/journey
 My journey is Huahin. I went there with my family.
 I like Huahin. It is beautiful and good weather.
 I walked around on the beach in evening.
 The weather is so good. I like beach very much.
 I went 5 year ago. I go to Huahin with my friend.
 This is first time of be had to the beach. I think it is very funny.
 The place is happiest in my life. I like take photo with the beach.
 I happy all time when I share photos on Facebook and IG/Instagram.
 My favorite food is spicy soup very much.
 I like play banana boat very much but I don't like it because
 It is dangerous.
 My journey is Mountain. I want to go to Kho-Kao.
 I don't like travel around Mountain because I'm sick.
 I stayed at the hotel 2 days. After I travelled around.
 Kho-Kao, I find my friends. I miss them very much.
 We climbed the cliff all day. It enjoy but we are tired.
 On the next day, we travelled to waterfall. It is very beautiful.
 There, the food is very expensive. I don't impress but nature
 is calm and virgin. I feel good very much. I'm very happy
 with my friend and my family. It is wonderful in my life.
 I have father and mother. It so happy and my friend is lovely.
 I think. The trip is happy in my life. It makes me smile and
 laugh. I find the people very much. Nature is wonderful in the
 world but many people can't touch north?
 It was a wonderful time in my life.
 It was wonderful in ?
 My life was wonderful.
 I had wonderful time in my life.



มหาวิทยาลัยนเรศวร

คณะมนุษยศาสตร์

NO. 26/19

22

My Memorable Trip/Journey

My journey is huahin. I ~~love~~ with my family.
 I like huahin. It is beautiful and ~~the~~ good weather is good.
 I walk around on the beach in evening.
 The weather ~~also~~ so good. I like beach very much.
 When 5 year ago, I ~~go~~ to huahin with my friend.
 This is first time of the ~~beach~~ to the beach. I think It is very funny.
 The place is ~~happiest~~ in my life. I like to take photo with the beach.
 I ~~am~~ happy all time when I shared photo on facebook and ig.
 My favorite food is spicy soup, my ~~much~~.
 I like play banana bat very much but I don't like because
 It's dangerous.
 (My journey is Mountain). I want to go Kho-Kao.
 I don't like to travel around Mountain because I ~~am~~ sick.
 I stay at the hotel in 9 days. After I travel around
 Kho-Kao, I ~~find~~ my friends. I miss them very much.
 We climb the cliff all day. It ~~is~~ enjoy but we are tired.
 The next day, We ~~travel~~ ^{climb} waterfall. It is very beautiful.
 There the food is very expensive. I don't impress but nature
 is calm and virgin. I feel good very much. I'm very happy
 with my friend and my family. It is wonderful in my life.
 I have father and mother. It ~~is~~ so happy and my friend is lovely.
 I think. The trip is happy in my life. It make me smile and
 laugh (I find the people very much. Nature is wonderful in the
 world but many people can't touch worth)?

that was my first time in the beach side.



R3

มหาวิทยาลัยนเรศวร

คณะมนุษยศาสตร์

NO 26 19

My Memorable Trip/Journey

My journey is Huahin. I ~~came~~ ^{went} with my family.

I like Huahin. It is beautiful and good weather.

I walk around on the beach in evening.

The weather is so good. I like the beach very much.

When 5 year ago, I ~~go~~ ^{went} to Huahin with my friends.

This is first time of ~~be~~ ^{going} to the beach. I think It is very funny.

The place is happiest ^{time} in my life. I like to take photo ^{on} with the beach.

I happy all time. Then I shared photo on facebook and ig.

my favorite food is spicy soup very much.

I like play ^{on} banana boat very much but I don't like it because

It's dangerous.

My journey is Mountain. I want to go Kho-Kao.

I don't like travel around Mountain because It's sick.

I stay at the hotel ^{for} 2 days. After I travel around

Kho-Kao. I find my friends. I miss them very much.

We climb the cliff all day. It's enjoy but we are tired.

The next day. We travel ^{to} waterfall. It is very beautiful.

There the food is very expensive. I ~~don't~~ ^{am} impressed but nature

is calm and virgin. I feel good very much. I'm very happy

with my friends and my family. It is wonderful ^{time} in my life.

I have father and mother. ^{They} ~~It's~~ so happy and my friend is lovely.

I think. The trip is happy ^{time} in my life. It makes me smile and

laugh. I find the people very much. Nature is wonderful in the

world but Many people can't touch worth.