

The Study of Errors in Thai Writing for Communication by Student Teachers, Faculty of Education, Suan Sunandha Rajabhat University

Sirion Jullasap Kaewmoragot

Faculty of Education, Suan Sunandha Rajabhat University, Bangkok, Thailand,

E-Mail: sirion.ka@ssru.ac.th,

Abstract

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

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

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

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

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

1. Introduction

Thai language holds unique principles and patterns reflecting Thai linguistic prosperity that is the nation's prideful treasure and brings language autonomy. Thai language is used for various purposes, for example, communication tool, and expression of idea, feeling, and understanding allowing peaceful society and co-existence. Besides, it represents local wisdom of Thai ancestor who invented to obtain knowledge and experiences from academic institutes for skill development, analysis, and creativity of every citizen. Therefore, learning and teaching Thai language is an essential tool focusing on learner's language performances including listening, speaking, reading, and writing appropriate to age range (Sophon Sathornsamritphol, 2007).

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

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

2. Objectives

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

3. Methodology

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

4. Results

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

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

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

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

5. Conclusion and Discussion

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

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

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

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

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

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

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

Consistent with the research of (Panitan Bannatham, 2012) Research on Chinese Students and Some Errors in Writing the Thai Language The results of this research show that there were 1151 errors classified into 4 aspects of errors which are spelling, word usage, sentence structure and punctuation. The highest number of errors fell into the errors in spelling which were at the percentage of 62.20. Among those, it was found that the errors pertained in consonant spelling errors, vowel errors and intonation-mark errors. The second rank was

sentence structure which was at the percentage of 21.98. It was revealed that the sentence structure errors consist of lack of necessary words in the sentence, wrong word order in the sentence and redundancy errors. The next rank was the word usage errors found at 13.98%. The most commonly mistakes in word usage were misuse of words in the context, errors in term of word meanings and using English words instead of Thai words. The least error was punctuation error which was only 1.82%.

Therefore, it can be considered that writing is more difficult than other skills. (Sattaphong, T. 2024) The reason is that we do not practice it fully, which results in many people being able to write, but not really write well. It has been said that writing is both a science and an art. That is to say, writing requires elegant and refined language that can convey emotions, feelings, knowledge, and ideas, thus requiring the art of writing. The part that is referred to as a science is because all types of writing must include knowledge, principles, and methods. Nevertheless, writing is still a skill that can be practiced.

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

Such as the results of implementing the learning management innovation using supplementary reading books combined with graphic organizers to enhance the reading, analytical thinking, and writing skills of 40 Grade 10 students, it was found that the target students showed improvement in reading, analytical thinking, and writing, with scores significantly higher than before the intervention at the 0.05 level. This is due to repetitive practice through organizing thoughts using graphic organizers and completing exercises, which increased the abilities of all learners. Students were able to identify key points or sequences of events, analyze what the author intended to communicate, provide suggestions, evaluate credibility, recognize values, extract ideas from what they read, and express opinions logically (Kamolwan Kaimook, Tasanee Sattaphong and Thidadow Dechsri ,2021). This aligns with Thorndike's law of exercise from his learning theory, which posits that learning occurs through the connection between stimuli and responses in various forms. Once learning takes place, individuals tend to use the most appropriate response consistently and will continuously apply this response pattern to link with stimuli in further learning. It is practice or doing repeatedly with understanding, which will make learning permanent (Titsana Khammanee, 2017).

Therefore, if students want to correct mistakes, they should start by practicing and repeating them frequently.

Suggestions

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

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