CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. English Curriculum in Thailand

The current National Curriculum of Thailand has been designed and reformed based on the progress of economic, society, and technology that require all society to be aware and cooperate about that. According to National Education Act B.E. 2542 and Amendments (Second National Education Act B.E. 2545, the basic education curriculum is divided into two stages, they are national and institutional. Then, based on Ministry of Education, the curriculum framework at the national stage has three components: (1) the curricular framework specifying its objectives, standards, as well as assessment and evaluation methods of teaching and learning; (2) the framework for the national core curriculum to be organized consistently through four three-year key stages; and (3) the framework for local curriculum providing schools with plans for adaptation of learning contents appropriate to their localities. At the framework, there are eight subjects that are applied: Thai language; mathematics; science; social studies; religion and culture; health and

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physical education; art, work education and technology; and foreign languages.[19]

Based on the framework and standards for educational subjects that are provided in Thailand National Curriculum, English is included into the subject which is categorized as foreign languages. According to the Thai TESOL Association study, English language has been taught in Thailand for over a century.[20]

In responding to the global era, the Ministry of Education encourages all university classes to use English as a medium of instruction. In Thailand, many international programs both in undergraduate and graduate level use English to carry out teaching and learning. Bureau of International Cooperation Strategy, Commission on Higher Education in 2008 reveals that there are 350 international master's degree programs, 296 bachelor's degree programs and 215 doctoral degree programs. However, in many universities, there is no clear policy of using English as a medium of instruction for each subject and each teacher. Therefore, there is no consistency in every class and subject. Some teachers use English along the course, some use it sometimes, and

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[19] Sirinit Chanawong, "Reshaping ELT in Thailand: Reconsidering curriculum design through reflective writing". *Journal of Humanities and Social Sciences*, Vol.3 (2), 158

[20] Nakhon Kitjaroonchai. "Motivation Toward English Language Learning of Students in Secondary and High Schools in Education Service Area Office 4, Saraburi Province, Thailand". *International Journal of Language and Linguistics*. Vol. 1, No. 1, 2013, pp. 23. doi: 10.11648/j.ijll.20130101.14

others rarely use it. The cause of this problem may be because there is a variety in English language abilities of individual teachers. While the National Curriculum aims to shift the teaching paradigm from the traditional grammar-translation method to communicative teaching methods, there is a need to reconsider whether teachers themselves still have difficulties in using English to convey their instruction.[21]

In Thailand, English was made as a compulsory subject after grade 4 (first grade of Senior High School). It becomes the first compulsory foreign language subject for Thai students at levels of primary, secondary, and high school as it becomes a required subject in the National University Entrance Examination. Then, for the method of teaching English in Thailand is applied in memorization and grammar translation. These methods are traditional approaches of teaching and learning students who learnt the language without guiding students to practice and use it in the real life. By the time, English language teaching pedagogies have strongly emphasized a communicative approach, and learners are expected to apply the language skills in their real life situations in the last two decades. Though, the English curriculum in the

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[21]Nakhon Kitjaroonchai. "Motivation Toward English Language Learning of Students in Secondary and High Schools in Education Service Area Office 4, Saraburi Province, Thailand". *International Journal of Language and Linguistics*. Vol. 1, No. 1, 2013, pp. 25. doi: 10.11648/j.ijll.20130101.

secondary school and university cannot meet the request for English used in the current factory. [22]

The importance of writing has been recognized since many universities provide writing courses, as both elective and compulsory subjects for students to register. To evidently prove, according to the curricula of Thepsatri Rajabhat University[23], English major students have to pass four English writing courses in order to graduate, they are Paragraph Writing, Writing for Specific Purposes, Writing Strategies in English, and Creative Writing. Yet, Thai students' writing ability is still far from satisfactory, especially, for Thai students who are living in South Thailand, Patani Province.

2. Grammar Accuracy in Writing

Many researchers have reasonably argued that for academically oriented and advanced L2 learners, grammar instruction is essential if they are to achieve their educational and professional goals. Celce-Murcia,[24] emphasized the importance of a reasonable degree of grammatical accuracy in academic writing. She stated that high frequency

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[22] Nakhon Kitjaroonchai. "Motivation Toward English Language Learning of Students in Secondary and High Schools in Education Service Area Office 4, Saraburi Province, Thailand". *International Journal of Language and Linguistics*. Vol. 1, No. 1, 2013, pp. 25. doi: 10.11648/j.ijll.20130101.

[23] Somchai Watcharapunyawong, - Siriluck Usaha, "Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language". *English Language Teaching*; *6* (1), 68. doi:10.5539/elt.v6n1p67

[24] Sasan Baleghizadeh – Yahya Gordani , "Academic Writing and Grammatical Accuracy: The Role of Corrective Feedback". *Gist Education and Learning Research Journal*, 1692-5777. no. 6 ShahidBeheshti University, G.C. Irán, 2012, 163

of grammatical errors in nonnative speaker's academic writing (an average of 7.2 errors per 100 words) most probably makes their writings unacceptable to the University faculties.

Torut analyzed errors in grammar, lexicon, and sentence structures of free writing made by Thai first year university students at Silapakorn University.[25] The grammatical morphemes and syntax were identified and grouped based on the study of Bardovi-Harlig and Bofman. The results revealed that ill-formed sentence errors were the most frequent syntactic errors. Fragments or incomplete sentences appeared the most. Run –on sentences and omission of subjects were the second and third most frequent errors, respectively. Besides that, Chownahe studied grammatical errors of English compositions of Thai high school students.[26] It was an experimental study, having pre and post-test design. Errors were classified by using Richard's methods. The findings showed there were three kinds of errors; inter-lingual, intra-lingual and developmental errors. Errors from the students' the second compositions were more than that of the students' the first compositions. Another source, Ayurawatana[27] analyzed types and frequency of errors in lexical and sentential levels of research proposals

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[25] Tiptida Bootchuy, *"An Analysis of Errors in Academic English Writing by A Group of First- Year Thai Graduates Majoring in English"*. (Graduate School, Kasetsart University, 2008), 31

[26] P. Chownahe, *An Error Analysis of English Compositions Written by Mattayomsuksa Six Students*. Master of Arts Thesis in English, Khon Khaen University, 2000, 41

[27] N. Ayuwaratana, *"An Error of Analysis of Fourth Year English Majors' Research Proposal"*. Master of Arts An Independent Study Report in English, Khon Kaen University, 23

written by fourth year English major students of Khon Kaen University. Data were analyzed based on the T-unit analysis system. The first three error types at the sentential levels which most frequently occurred in the study were: punctuation, subject-verb agreement, and fragments and run-ons. The results showed that, with regard to errors at the sentential level, the main cause of errors was the difference of Thai and English typology. This means that interference errors appeared as the students were unable to see the different structure of the two languages clearly. Application of accurate grammar is an important aspect of any good piece of writing.[28]

In recognizing students' grammatical accuracy, firstly, the compositions are classified and analyzed using a measurement of grammatical errors. This measurement has been used in several previous studies in second language writing to measure grammar accuracy in English written. This measurement is adopted from Polio's guideline. This guideline only measures some categories of grammar use to analyze the grammar accuracy, the categories are pronouns, articles, singular/plural nouns, prepositions, tenses, subject omission, verb omission, verb formation, fragments, word formation, subject-verb agreement, extraneous subject, and fragment.

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[28] N. Ayuwaratana, *"An Error of Analysis of Fourth Year English Majors' Research Proposal"*. Master of Arts An Independent Study Report in English, Khon Kaen University, 30

All the grammatical categories above are analyzed and identified based on some Standard English Grammar books.

1) Pronoun

Marcella writes on her grammar that the person of being spoken *of*, called *the third person*. **Singular** –he (for male), -she (for female), -it (for thing; also for live beings whose sex is unknown or unimportant for the speaker). **Plural** –they (for all live beings and for all things).

Pronouns are words used in place of nouns, substantives (words taking on the function of nouns), or noun phrase (noun accompanied by articles, demonstratives, adjectives, and so on). The noun that a pronoun replaces is called an *antecedent*. [29]

For examples:

Antecedence	**Pronoun**
John is American	He is American
That book belongs to Marry	That belongs to Marry
That woman is American	She is American
Give that book to John	Give that book to him

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[29] Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), 75.

2) Article

For the use of article –*a* is not necessary to be presented if there is no antecedent provided on a sentence. For instance *"He is <u>a</u> handsome.* In this sentence, the article –a is appropriate to be presented.[30] Betty argues on her grammar book that usually a/an is used with a singular generic count noun. For examples: **a** window is made from glass, parent must give **a** child, **a** box has six sides. Marcel Danise also gives clear information dealing with the rule of article usage in sentence. [31] He states that there are two distinct forms of the indefinite article: (1) *a* before a consonant or *u* pronounced as "yooh"; and (2) *an* before a vowel or "silent h" (h that is not pronounced):

For examples:

Before a consonant	Before a vowel
A boy	An egg
A friend	An angel
A hat	An honor
A union	An Umbrella

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[30] Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), A20.

[31] Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), 46.

Be careful! When an adjective or some other part of speech precedes a noun, you have to adjust the article according to its initial sounds.

3) Singular/plural nouns

The theory of this singular/plural noun use is based on the plural noun rules on the grammar book written by Irene E. Schoenberg and Jay Maurer. [32] The other source of this singular/plural noun rule stated clearly by Marcel Danesi on his book *"common nouns are subdivided into count and non-count. Count nouns refer to anything that can be counted (one book, two books and so son). They can be specified with any article, numeral, or quantity term (many, several) and have both singular and a plural form"*.[33]

For examples:

Singular	Plural
A book	Four books
One cake	Many cakes
The church	Several churches

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[32] Irene E. Schoenberg - Jay Maurer. *Focus on Grammar: An Introductory Course For Reference And Practice.* (USA: Pearson Education White plan, 2002), 262.
[33] Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), 25.

The rules of those statements explain that plural noun (regular) should be added ‒s/es. Then, for the singular noun should not be added ‒s /es. This analysis is also based on the rules of singular and plural nouns created by Betty, she explains that a final ‒s or ‒es is added to a noun to make a noun plural. [34]

4) Preposition

Based on the rule of preposition, there are some types of preposition provided. One of them is **preposition for position**. There are three kinds of preposition which are used for preposition, they are **in or inside**, **on and at**. [35]

In or inside   : giving the area of something enclosed – a container, a drawer, a room, building, world - . For example: *"Hang your coat in the closet! "*

On   : indicating the surface of something ‒ a floor, a wall, a desk, a street. For instance: *"Put the dishes on the table!"*

At   : refers to a general vicinity. For instance: *"He is at school"*

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[34] Betty Schrampfer Azar. *Understanding and Using English Grammar: Second Edition.* (Prentice Hall regents: United States of America, 1989), 197-198.
[35] Marcel Danesi. *Basic American Grammar and Usage: an ESL/EFL Handbook*. (USA: Printed in the United States of America, 2006), 163-165.

5) Subject omission and verb omission

As stated clearly by John, "every sentence has a subject and a verb. Who or what the sentence speaks about is called the *subject*; what the sentence says about the subject is called the *verb*". [36] This statement means that every sentence should have subject and verb.

6) Tenses

Simple Present Tense expresses events or situations that exist always, usually, habitually. The formula is S+V1+O/ S+V1s/es+O. For instance: *I go to school/ Ani goes to school.* [37]

7) Word formation

Prefixes and suffixes that are used in English give clues as to the meaning and, or, the function of words. Typically suffixes indicate the function of a word in a sentence. For instance there are some suffixes that are used only for nouns and others that are used for verbs, adjectives and adverbs. The particular suffix used in forming a word also helps to give meaning to a word, for instance *competition* and *competitor*. Both of them are nouns that are formed from the verb *compete*.[38]

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[36] John S. Hartanto, S. Koentjoro, - manaf Asmoro Seputro. *Accurate, Brief and Clear: English Grammar.* (Suarabaya: Indah Surabaya, 2009), 411.

[37] Betty Schrampfer Azar. *Understanding and Using English Grammar: Second Edition.* (Prentice Hall regents: United States of America, 1989), 2.

[38] This source is taken from website of Athabasca University: Canada's Open University. http://www.thefreedictionary.com/word+form, http://www.athabascau.ca/courses/engl/egh/word_forms.php

8) fragments

Every sentence has to have a subject and a verb in order to be complete. If it doesn't, it is a **fragment. For instance, "***Ran into town"* (No subject) and *"The growling dog"* (No verb). **So,** A sentence **fragment** is a sentence in the sense that it cannot stand by itself. It does not contain even one independent clause.[39]

9) Extraneous subject

Every sentence has to have a subject and a verb in order to be complete. In this case, the subject and verb can be more than one, depending on the context. But, for the subject who/what has been mentioned and the subject refers to the same people, place or thing does not need to be mentioned twice. For example: *my mother she is beautiful.* [40]

10) Verb formation

In a sentence, the existence of verb should agree with the context and meaning of that sentence logically. For example: *"Cat*

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[39] This source is taken from website of Capital Community College Foundation. http://grammar.ccc.commnet.edu/grammar/fragments.htm, http://aliscot.com/bigdog/fragments.htm 22

[40] Betty Schrampfer Azar. *Understanding and Using English Grammar: Second Edition.* (Prentice Hall regents: United States of America, 1989), A5.

eats stone". This sentence is grammatically correct, but it is incorrect logically. [41]

11) subject-verb agreement

John Langan states that a verb must agree with its subject in number. *A singular subject* (one person or thing) takes a singular verb. *A plural subject* (more than one person or thing) takes a plural verb. [42]

John S. Hartanto and friends state that *"to be"* is used to combine between subject and complement of the sentence. The complement of sentence can consists of **adjective, noun, adverb, and verb showing continuous**.[43] In the present tense, the use of *"to be"* **are am, are, is** depends on the subject.

3. Cohesion and Coherence in Writing

Chafe stated that writing is generally produced under basically different expectations from those of speaking. Whereas speaking typically occurs in a face-to-face interactive situation, writing is typically performed in "social isolation". The important features of a well-written text are the unity and connectedness of making the individual sentences in the text "hang"

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[41] Betty Schrampfer Azar. *Understanding and Using English Grammar: Second Edition.* (Prentice Hall regents: United States of America, 1989), A1.

[42] John S. Hartanto, S. Koentjoro, - manaf Asmoro Seputro. *Accurate, Brief and Clear: English Grammar.* (Suarabaya: Indah Surabaya, 2009), 453.

[43] John S. Hartanto, S. Koentjoro, - manaf Asmoro Seputro. *Accurate, Brief and Clear: English Grammar.* (Suarabaya: Indah Surabaya, 2009), 34-35.

together and relate to one another, it is stated by Celce-Murcia and Olshtain on Supong Tangkiengsirisin research.[44] This textual relationship is partly a result of coherent organization of the intentions and ideas presented in writing.

In addition, Cornbleet and Carter argued that this relationship significantly depends on the specific process of the writer goes through in order to create formal and grammatical cohesion among paragraphs and among sentences in each paragraph.[45] Therefore, the writer can strengthen coherence, and create global and local unity by employing various devices.

Since "one of the important features of a well-formed text is the unity and connectedness" that connect sentences together, academic textual patterns are essential for university-bound learners to be able to recognize and reproduce. Celce-Murcia and Olshtainstated argued that these organizational patterns make significant contributions to the overall coherence of the discourse by indicating logical connections between ideas, dividing text into chunks of information and drawing attention to themes and meaning with lexical choices.[46]

The concept of "cohesion" was introduced by Halliday and Hasan since 1976 whose major concern is to investigate how sentences are linked in

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[44] Supong Tangkiengsirisin. "Cohesion and Coherence in Text". *Language Institute*, (Thammasat University), 9.

[45] Supong Tangkiengsirisin. "Cohesion and Coherence in Text". *Language Institute*, (Thammasat University), 10.

[46] Supong Tangkiengsirisin. "Cohesion and Coherence in Text". Language Institute, Thammasat University, 10.

a text. For them, the various parts of a paragraph are connected together by cohesive ties. They argued that the writer is able to hold together meanings in the related sentences in a number of ways, and cohesion is created to establish the structure of meaning. They also claim that cohesion is a factor that indicates whether a text is well-connected or simply a group of unrelated sentences. In this case, certain linguistic devices that are used in relating different parts of a text to one another are called cohesive devices.[47]

Various Cohesive Devices

Halliday and Hassan discussed cohesive devices under five heads, *reference, substitution, ellipsis, conjunction* and *lexical cohesion.* But according to them, cohesion can be generally classified as *grammatical* (*reference, substitution, ellipsis*) and *lexical* (*reiteration, collocation*). Halliday and Hassan keep *conjunction* on the uncertain of the grammatical and lexical cohesion with the greater tilt on the grammatical side. Similar views are shared by Steffensen, Hatch and Paltridge.[48] They give more detail explanation dealing with each item as follow:

Reference, Halliday and Hassan explanation that when one item of the language appears second time in the discourse that is the *continuity of*

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[47]Kolawole Olaniyan."Cohesion And Coherence In Editors' Comments In *Tell* Magazines" *Ife Studies in English Language*. Vol. 9 No 1. 2011, 6.

[48] Ambreen Shahriar - Habibullah Pathan. "Coherence and the Role of Cohesion in Coherent Texts". *Language in India* www.languageinindia.com, Vol.12, 2012, 376.

reference. For example: "The book *…… it….. ".* The word *it* refers to the previous word in that sentence, *the book.*

Substitution. Writers frequently substitute a short phrase for a longer one that has preceded it, in much the same way as they use pronoun reference.[49] Simply, substitution is the replacement of one item by another remark. For instance, *He shouldn't have cheated in his exam but he did so because he was desperate to get into university.* The word *did so* substitutes for *cheated in his exam.*

Nominal: one, ones; same.

Verbal: do

Clausal: so, not

Substitutions are believed as very important cohesive function, Cook mentions that the brief forms of the sentences with substitutions are more authentic than the longer sentences without substitutions.[50]

Ellipsis, is a gap or unsaid information that is known to the listener/reader of the text already, as it refers back to something already said. Writers use ellipsis where words are deliberately left out of a sentence when the meaning is still clear. [51] For example: *Penny was introduced to a famous*

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[49] Jeremy Harmer. *How to Teach Writing.* (Pearson Education Limited: England, 2004), 24.

[50] Ambreen Shahriar - Habibullah Pathan. "Coherence and the Role of Cohesion in Coherent Texts". *Language in India* www.languageinindia.com, Vol.12, 2012, 377.

[51] Jeremy Harmer. *How to Teach Writing.* (Pearson Education Limited: England, 2004), 24.

author, but even before she was she had recognized him. The second clause omits the unnecessary repetition of introduced *a famous author*.

Conjunctions. Cook defines conjunction as the words which draw attention towards the relationships between sentences, clauses and words. The words describing text relationship of 'addition' *(and, also, moreover, furthermore),* of 'contrast' *(however, on the other hand, but, yet),* of 'result' *(therefore, consequently, thus) of 'time' (first, then, later, after, awhile)* etc.[52]

Reiteration. McCarthy defines *reiteration* as restating a word (or a phrase) by either direct repetition or using the lexical relations for that word (for example, *synonyms, antonyms, hypernyms, meronyms* etc).

Collocation. McCarthy, Hatch finds collocation to be an important element for building text cohesion. But, Halliday and Hassan's inclusion of collocation among the devices of lexical cohesion, they do not find that collocation can present a semantic relation between various items of discourse as other cohesive markers do.

Coherence may be treated as a "semantic property of discourses, based on the interpretation each individual sentence relative to the interpretation of other sentences",Van Dijk.[53] For a text to have coherence, it needs to have some kind of internal logic which the reader can follow with or without the use of prominent cohesive devise. When a text is coherence, the reader can

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[52] Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 24.
[53] Supong Tangkiengsirisin. "Cohesion and Coherence in Text". *Language Institute*, (Thammasat University), 3.

understand at least two things: the writer's purpose and the writer's line of thought. [54]

The writers' purpose. The reader should be able to understand what the writers' purpose is. Is it to give information, suggest a course of action, make a judgment on a book or play, or express an opinion about world events? A coherence text will not cover the writer's purpose.

The writer's line of purpose. The reader should be able to follow the writers' line of reasoning if the text is *discursive piece*. If the text is *a narrative*, the reader should be able to follow the story and not get confused by time jumps, the characters, etc. Then, in a *descriptive text*, the reader should know what is being described and what it looks, sounds, smells, or test like.Therefore, coherence is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction. Because, different genres provoke different writing.

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[54] Jeremy Harmer. *How to Teach Writing*. (Pearson Education Limited: England, 2004), 24-25.

B. Review of Previous Study

There are some previous studies dealing with this current study. First, the study was done by Somchai Watcharapunyawong & Siriluck Usaha under the title "Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language". This study was taken at School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand. This study aimed at analyzing writing errors caused by the interference of the Thai language, regarded as the first language. The results revealed that the first language interference errors of Thai students fell into 16 categories: verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure.

Second, the study conducted by Ratanakul, under the title "Verb-Tense Errors in English Writing Made by T hai Students: A Comparative Analysis." This study was done on 2000. It analyzed verb-tense errors in Thai students' writing by comparing English and Thai's similarities and differences. The findings suggested that errors of verbs and tenses made by Thai students were the lack of subject-verb agreement, the omission of particle suffix "-ed," the omission of verbs "to be" and "to have," and the incorrect use of verb forms and tenses.

Third, the study was conducted by Charuporn Pongsiriwet under the title "Relationships among grammatical accuracy, discourse features, and the quality of second language writing: The case of Thai EFL learners". This study was done at college of Human Resources and Education at West Virginia University. This study attempted to combine the study of grammatical accuracy with the study of discourse features of second language writing. The findings reveal no statistically significant correlation between grammatical accuracy and cohesion but a statistically significant correlation between grammatical accuracy and coherence.