FIRST LANGUAGE (L1) INTERFERENCE IN ERRORS FOUND IN THAI EFL LEARNERS’ PARAGRAPH WRITING

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Ruth Manuela Adi Pratami
Student number: 151214115

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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23 May, 2019
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Defended before the Board of Examiners
on July 9, 2019
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Yogyakarta, 9 July 2019

Faculty of Teachers Training and Education
Sanata Dharma University

Dr. Yohanes Harsoyo, S.Pd., M.Si.
For those who never give up on me.

Thank you.

I love you so much.
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotation and the references, as a scientific paper should.

Yogyakarta, 9 July 2019

The Writer,

Ruth Manuela Adi Pratami

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ABSTRACT


Nowadays, a good skill in English writing has become increasingly important to master if one wants to be a successful English learner. Thus, English writing has become an academic subject that is widely taught to learners especially to non-native learners who learn English as a second language or a foreign language. In this study, the context of the targeted subject was Thai English learners who learned English as their foreign language.

Although English was a subject that had been taught since they were in the elementary school, errors in English writing were still observed from the second-semester students’ paragraph writing products. Hence, the researcher conducted a study on the first language (L1) interference in errors found in Thai EFL learners’ paragraph writing products. There were two (2) research questions in this study: (1) what kinds of errors are commonly found in Thai EFL learners’ paragraph writing products? and (2) how does Thai EFL learners’ native language (L1) interfere their performance in writing English paragraphs?

The study was conducted in March 2018 until March 2019. Thirty-seven (37) writing samples from the basic level second-semester students were examined and analyzed using a content analysis method. The learners were from Xavier Learning Community (XLC), a Jesuit school located in Chiang Rai Province, Thailand. A questionnaire through Google Form link was also distributed to the students to gain more data. In addition, online interviews towards two XLC teachers were also conducted to gather deeper data.

In the end, the results showed that numbers of errors were found in their paragraph writing products. There were error items found in punctuation, spelling, concord or agreement, preposition, tenses, articles, and finite verbs aspect. L1 also revealed to interfere learners’ performance when writing English paragraph in the way it interferes learners’ way of thinking. In addition, the differences in English writing rules and learners’ L1 also played role in causing the errors.

**Keywords:** Thai EFL learners, errors in writing, L1 interference

Dewasa ini, kemampuan menulis dalam Bahasa Inggris yang baik menjadi semakin penting untuk dimiliki ketika seseorang ingin menjadi pembelajar Bahasa Inggris yang sukses. Oleh karena itu, menulis dalam Bahasa Inggris telah menjadi mata pelajaran akademis yang diajarkan secara luas khususnya kepada pembelajar asing yang mempelajari Bahasa Inggris sebagai bahasa kedua atau bahasa asing.

Dalam penelitian ini, konteks dari target subjek penelitian adalah pelajar Bahasa Inggris asal Thailand yang mempelajari Bahasa Inggris sebagai bahasa asing. Walaupun Bahasa Inggris telah diajarkan sejak mereka berada di Taman Kanak-kanak, kesalahan dalam penulisan Bahasa Inggris masih dapat ditemukan dalam produk tulisan paragraf pelajar semester dua. Oleh karenanya, peneliti melakukan penelitian terhadap pengaruh bahasa ibu terhadap kesalahan penulisan dalam tulisan pelajar Thailand yang mempelajari Bahasa Inggris sebagai bahasa asing. Terdapat dua pertanyaan dalam penelitian ini: (1) apa saja jenis kesalahan yang kerap muncul dalam tulisan paragraf subjek?; dan (2) bagaimana bahasa ibu mereka mempengaruhi performa mereka dalam menulis paragraf bahasa Inggris?


Pada akhirnya, hasil penelitian menunjukkan bahwa kesalahan penulisan ditemukan pada aspek tanda baca, ejaan, keselarasan subjek dan predikat, preposisi, pola kata kerja terkait waktu, artikel, dan penggunaan kata kerja. Juga ditemukan bahwa bahasa ibu mempengaruhi performa pelajar ketika menulis dalam Bahasa Inggris dalam aspek bahasa ibu mempengaruhi pola berpikir mereka. Selain itu, perbedaan dalam aturan penulisan dalam Bahasa Inggris dan bahasa ibu mereka juga mempunyai peran dalam terjadinya kesalahan penulisan.

**Kata kunci:** Thai EFL learners, errors in writing, L1 interference
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Ruth Manuela Adi Pratami
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER I

INTRODUCTION

A. Research Background

Teaching English writing skill to English as Foreign Language (EFL) learners is something challenging that most of English teachers, teacher candidates, and student teachers may find. EFL learners learn English as a language that is not to widely use in their social context, but as a *Lingua Franca* with the target community is not clearly specified but commonly used in the certain academic context and professional fields (Yashima, 2002). Furthermore, English is not used as the main medium for the teachers to deliver the English materials in their classrooms which are mostly in the basic and intermediate level (Bennui, 2008). Besides, since teaching English means teaching four (4) skills of English including writing, speaking, listening, and reading, the experience of delivering and practicing all the learning materials to the students might not run smoothly. This applies to teaching English writing skill also.

In practice, problems, errors, mistakes, and difficulties may be found along the teaching and learning activities. It might happen because of several factors in which one of them is native language (L1) interference. Bennui (2008) mentions that learners’ L1 and culture do interfere EFL learners English writing competence. These obstacles are often reflected in their writing composition products. Hence, their writing products can be observed in term to determine their mastery in English writing skill.
As the researcher went to Chiang Rai Province, Thailand, for two weeks to have the teaching practicum in Xavier Learning Community, one of the Jesuit academic institutions, the researcher observed that the second-semester Thai EFL learners of the school, which is Xavier Learning Community, still have problems in their English writing skills. Xavier Learning Community (XLC) is a Jesuit school located in Mae Chan District, Chiang Rai Province, Thailand. It is a residential institute which aims to build its students’ professional ability to be a well-prepared global citizen that is aware with their society. In March 2018, as the school demographic status showed, there were thirty-eight (38) students coming from different ethnics groups such as Karen, Akha, and Lahu who were enrolled in the English major. XLC started its initial academic year in September 2017. Thus, when the researcher visited XLC and had the English language teaching practicum, all of the students were on their second-semester of the academic year.

In addition, until XLC has transitioned to become a full-fledged college, it cannot grant its own academic degrees to its students. Hence, XLC has enrolled the first cohort of students on a four-year study at a distance learning institute, Sukhothai Thammathirat Open University (STOU) which will culminate in a Bachelor Degree in English. Thus, English language program curriculum in XLC has been developed in accordance with STOU English language enrichment programs. Referring to their second-semester syllabus, this includes English writing courses offered since the first semester. Moreover, XLC is also in a joint collaboration with Sanata Dharma
University in terms of setting its students competence standard and also curriculum monitor.

However, when their paragraph writing products were observed, some errors in the products were found. This may happen because of learners’ L1 interference, their lack of knowledge in English writing, and also the limitation of time given when they are writing the English paragraphs. Thus, this study will focus on the investigation of L1 interference in errors found in English paragraph writing products of Thai EFL learners.

As seen from XLC students’ English paragraph writing products, some errors highlighted in their writing products were mostly errors on the spelling, punctuation, and grammar structures aspects. It happens because when Thai students are writing an English composition, their native language interferes their way of thinking in the form of Thai alphabets, which is different from English, Thai sentence structures, and also Thai vocabularies and orthography that affect their spelling (Bennui, 2008). In line with it, one of the Xavier Learning Community teachers, who has been teaching Thai EFL learners for several years, also says that her students’ native languages are often give a negative effect on their writing products.

Thai EFL learners’ native languages, which are mostly tribal languages, have different writing systems compared to English. Similar with Thai language writing systems, there is no punctuation used rules, specific grammar related rules, and spelling writing rules in their tribal language writing system (Savage, 1977; 259). Hence, an
investigation towards Thai EFL learners’ native language interference towards their English writing composition products is conducted in this study.

In relation with the Indonesian context, especially the context of English Language Education Study Program (ELESP) of Sanata Dharma University, this study is conducted since there are more opportunities to teach abroad nowadays. More opportunities are offered to the graduates of ELESP to teach in schools abroad. Thus, it is important that English teacher candidates, especially EFL teacher candidates, to be aware about the factors that may affect English as foreign language learners’ performance, specifically in producing English composition or paragraphs.

EFL context comes from countries with students studying English as a foreign language. In South East Asia, EFL context can be found in countries like Thailand and Indonesia. This enables the researcher, who conducted the English teaching practicum in Thailand, to have better opportunity to conduct the study with Thai EFL learners as the subjects of the study and use it as the reference for Indonesian EFL teacher candidates. This leads to a broader understanding and profound knowledge towards the cause of errors in EFL learners’ writing products that are needed to be attained by any EFL teacher candidates in any EFL countries.

Next, writing is one of the English skills that EFL learners have to master in order to have a good English proficiency. In addition, writing is an important skill for any EFL learners to master in higher education due to the academic or professional fields requirements in fulfilling the professional profile. There are many factors
affecting someone’s writing competence, one of the factors is L1 interference which will be investigated further in this study.

Karim and Nassaji (2013) investigate the first language (L1) roles in L2 and foreign language writing and reveal that when the learners write in the target language, their L1 affects their performance in writing. The effect can be positive or negative. The positive effect happens when L1 facilitates the learning process while the negative effect happens when L1 interferes the target language learning process (Derakhshan & Karimi, 2015). The negative effect is then to be described as a first language or L1 interference. Hence, the focus in this educational study will be the interference from L1 in EFL learners’ performance as reflected in their English paragraph writing products.

Seemingly, this negative factor applied not only to Thailand EFL learners, but to all EFL learners. Thus, English teacher candidates might have to understand that the circumstances may also be applied to their students in Indonesia since they, English Language Education Study Program graduates, will mostly teach in Indonesian school. They will deal with students who learn English as their second or foreign language since their first language is *Bahasa Indonesia* or the local languages. Hence, profound understanding about what will affect the students’ performance in learning English is needed in order to decide the better teaching and learning approaches, methods, and techniques.

Next, some of the fresh graduates of English Language Education Study Program of Sanata Dharma University are enrolled to teach English in Thailand. It can
be seen from the researcher experience as she went to XLC, she met several graduates from English Education Study Program of Sanata Dharma University who taught in Mae Fah Luang University, Chiang Rai Province, and also some private elementary schools in Thailand. Thus, it is expected that this study can be a reference for not only English teachers who teach in Indonesian schools, but especially made for those who plan to teach English in Thailand to have a better teaching preparation. This means to have enough knowledge about Thai learners’ background and the role of their native language in affecting their performance in learning English since it is known that L1 does influence, and often interferes, learners in learning and performing tasks in the target language which in this case is English.

Different from any previously conducted studies in error analysis of EFL learners’ writing products, this study will not only deal with error analysis but focuses more on the investigation of L1 interference in errors found in Thai EFL learners’ English paragraph writing products. The aim of the study are to see kinds of error found in Thai EFL students’ English writing composition and how does Thai EFL learners’ first language interfere their English writing performance observed from their paragraph writing products since English and Thai language have different writing systems. The investigation towards the role of Thai EFL learners’ first language in affecting their composition writing ability is made in this study. In connection with the goal of the study, Khoshsima and Banaruee (2017) argue that analyzing EFL learners’ errors in their written performance could be beneficial for teachers to become aware and employ more efficient teaching methods so that EFL learners could acquire the
English writing skill better and to prevent more errors to occur. Hence, it is crucial for teacher candidates to know about EFL learners’ L1 background and its relationship with the target language they are learning which is English.

Eventually, the study about errors in Thai EFL learners’ English paragraph writing products and its connection with the L1 interference is being proposed. Although the study is to investigate Thai EFL learners’ L1 and its connection with errors in their English paragraph writing products, it is limited by the subject of the study which are Xavier Learning Community second-semester students who learn English as a foreign language.

The terms of English as Foreign and Second Language learners, native language (L1), error, and L1 interference towards a target language learning will be described further in the definition of terms section. Next, further explanation about the research methods will also be presented more in the methodology chapter. In the end, the discussion on findings and conclusion about the results of the study will be made as the final remarks of this study.

B. Research Questions

This study has two questions to be addressed: (1) what kinds of errors are commonly found in Thai EFL learners’ paragraph writing products? and (2) how does Thai EFL learners’ native language (L1) interfere their performance in writing English paragraphs?
C. Research Significance

1. For EFL teacher candidates

It is expected that this study to be beneficial for EFL teacher candidates or foreign teachers who plan to teach English in Thailand to understand deeper about the relation between Thai EFL learners’ native language background and their English paragraph writing competence. Furthermore, it is also expected for teacher candidates to use this study as a reference for them in designing proper teaching materials and choosing teaching methods to minimize the negative transfer from Thai EFL learners’ L1 towards their English writing skill. In addition, not only for Thai EFL teacher candidates, the study is also expected to be a reference for any EFL teacher candidates who plan to teach in any EFL classrooms to have better teaching preparation since EFL learners’ might have similar characteristics in learning English.

2. For Xavier Learning Community

For the involved institution, which is Xavier Learning Community, it is expected that this research can give a positive contribution towards the institution. The contribution is expected to be in a form of a reference for the working English teachers in XLC in designing lesson plans and choosing appropriate approaches in teaching writing courses for the students in XLC by considering their L1 interference and their performance in learning English. In addition, it is also expected this study to be a reference in developing programs to enhance its students’ mastery in English.
3. For English Language Education Study Program (ELESP) of Sanata Dharma University

First, this study is expected to be able to show to both English Language Education Study Program of Sanata Dharma University lecturers and students teacher that teaching English is challenging especially when the teacher and the students are non-native English speaker. Thus, by understanding the circumstances and the linguistic gaps, this study is expected to be beneficial for ELESP lecturers to prepare better teaching materials for the students in facing more challenging teaching situation in the EFL context. This study is also expected to be a reference for the students to understand better about obstacles that they may found in another EFL context besides Indonesian EFL context.

Second, it is also expected for this research to be beneficial for the graduates of ELESP who plan to teach English in Thailand in order to have better preparation and understanding towards Thai students L1 background and its capability to interfere the students’ ability in writing English compositions. In addition, since English Language Education Study Program students are basically be prepared to be English teachers in Indonesia, in which the context of the students will be those who learn English as a foreign language, they need to have profound knowledge on how students’ native language can interfere their performance in learning English. Hence, by knowing the context of their future students, English Language Education teacher candidates could have better preparation and choose better teaching approaches when they practice the teaching and learning activities in Indonesian EFL classrooms. These aim to minimize
the errors made in their English writing composition products as the results from their L1 interference and to achieve more successful English writing teaching and learning experience.

4. For other or further researchers

For other and further researchers, it is expected that after they read this study and know about the results, there will be new ideas coming up related to L1 interference and EFL teaching practices in other English skills. Thus, further and deeper studies about L1 interference and EFL teaching are expected to be conducted to see whether the interference or negative transfer from EFL learners’ L1 can be lessen or even avoided. Moreover, it is also expected that this study can give a contribution to the world of research in English language education and language acquisition.

D. Definition of Terms

Some terms that are going to be defined further are native language or first language (L1), second language (L2), English as Foreign Language (EFL) learners, errors, and also L1 interference towards the target language learning.

1. First Language or native language (L1)

A first language or a native language (L1) refers to someone’s mother tongue. It is the language that someone learns at the first time. Mother tongue is usually taught by the parents to their children when they are still in the very early age. This language is used as the main communication language between the learners’ family where they
are growing in the early age (Trokie & Barto, 2017: 4). In this study, L1 refers to XLC students’ native languages. Their native languages are mostly tribal languages namely Akha and Karen languages since they are coming from the countryside with tribal or local languages as the native language. Their tribal languages are similar with Thai language in the aspect of writing system or rules. In Akha, Karen, and also Thai language, there is no specific rule for punctuation, spelling, and also tenses unlike English writing system (Source: an online interview with a teacher of XLC on November 6, 2018). Therefore, L1 in this study refers to XLC students’ native languages which share similar writing systems and rules as in Thai language.

2. Second Language (L2)

Second language (L2) is a language that someone learns right after they learn their first language (Trokie & Barto, 2017: 4). Freeman and Long (2014) also mention that a second language is a language acquired later after the first language or a language that is widely used by the society where someone lives. It may be the local language, tribal language, or even English when someone is studying in an English speaking country. In this study, L2 refers to Thai language which is the language that second-semester XLC students learn after their tribal language as their native language.

3. English as Foreign Language (EFL) Learners

English as Foreign Language (EFL) learners are those who learn English as a foreign language since the country that the students live is not a majority-speaking English country. The language is not widely use in the learners’ immediate social
context but cross-cultural communication and other specific circumstances like in the academic or the professional fields (Trokie & Barto, 2017: 6). The example of EFL learners are English learners who come from developing countries like Indonesia and Thailand. Thus, contextualized with this study, the mentioned EFL learners would be the first batch of the second-semester students in Xavier Learning Community who are learning English in their college as a foreign language in academic year 2017/2018.

4. **Errors**

An error is a reflection of the gaps in learners’ knowledge where they cannot identify what is right and what is wrong due to the target language rules (Ellis, 1997). It is a reflection of the learners’ competence because of the lack of the knowledge they have when performing the tasks. To support, Brown (2007) defines errors as a non-native outcome of learners’ inadequate knowledge of the target language rules and an identifiable shift of the grammatical elements done by learners’ as a reflection of their competence in the target language they are learning. In this study, errors are the wrong or inaccurate use of the grammar structures, word spelling, punctuations, articles, and prepositions use that are unconsciously made by the second-semester XLC students in their paragraph writing products.

5. **L1 Interference**

Interference referes to a negative effect which disrupts something or a process (Derakhshan & Karimi, 2015). Dulay, Burt, and Krashen (1982) define the native language (L1) interference as the negative automatic transfer due to habit of the surface
structure of the native language of the learners onto the target language. L1 interference means the distraction coming from EFL learners’ native language when they are performing the target language tasks. In addition, L1 interference refers to a condition where EFL learners’ native language continues to play an important role in the acquisition of the target language they are learning (Huang, 2010). In this study, the L1 interference refers to the interference of XLC students’ native language in causing errors in their paragraph writing products. It occurs when the second-semesters of XLC students try to apply and internalize English language systems and rules into their minds during or outside the teaching and learning process and implement it to a product. This L1 interference shows up in their English paragraph writing products in form of errors caused by L1 interference.
CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Description

1. English Writing in the EFL Context

To begin with, writing is a skill that EFL learners have to learn in order to master the target language which is English. It is also mentioned as a crucial component of language performances (Phuket & Othman, 2015). It is a difficult skill that EFL learners have to acquire since a well-written writing product requires a text with the correct arrangements of syntax and morphology, a wide range of vocabulary, and a good organization of the use of grammar forms (Cumming, 2001). Minimum requirements are then presented as guidelines for EFL learners to have the well-written and well-organized writing products (Bram, 2002). The requirements are given as code of writing conduct to the correct use of English grammar and rules such as subject-verb agreement, tenses, punctuation, the use of verbs, articles, preposition, and also spelling.

In the secondary school, university level, academic, and professional fields, writing is increasingly important to be taught to students in non-speaking English country where the students are EFL learners with different mother tongues (Leki, 2001: 201). In addition, Santos (2000) agrees the claim by suggesting three reasons why English writing is becoming more essential to be taught to the non-native students or EFL learners: more international linguists are promoting writing as their field of specialization, more articles, news, and publications are being published in English,
and more international students are pursuing their degrees in English speaking countries.

English language is also a global language that is used internationally for various purposes especially academic, business, and professional purposes (Chuenchaichon, 2014). Chen (2007) supports this by stating that to stay connected in this global era, English writing skill is necessarily important to be acquired and kept as the students’ benefits in coping with the highly demanding standard of business, technology, and education. Thus, despite the minimum requirements and difficulties to produce a well-written and organized English writing product, EFL learners might have to realize that it is essential for them to have a good English writing skill in order to be a global competitor in the education, business, and other professional fields.

As in the academic context, teaching English writing to EFL learners covers the activity of teaching grammar structures, vocabulary, idea or topic construction, and also other important aspects required in writing namely word spelling, the use of articles and punctuation, and also paragraph coherence (Celce-Murcia and McIntosh, 2002). These materials, added with the competence goals, are then presented in a form of English writing lesson plans to be practiced in the EFL classroom context (Nation, 2008). In the classroom practice itself, teaching English writing means teaching the learners to write in a form of sentences, paragraphs, texts, essays, and papers. Thus, varied topics may be given to the students as a guidance for them to organize their ideas in writing their paragraphs or texts.
Most of EFL learners have learned English, including the four skills, since they were in the primary school. Thailand is an EFL context where English language is not widely used in a common social context, but in more specific settings such as academic context (Chuenchaichon, 2014). In Thai educational context, a number of Thai universities offer English writing as either a compulsory or an elective course. Therefore, English writing is one important skill to master for Thai university students who then need to complete a range of written assignments and sit for written examinations (Tan & Manochphinyo, 2017). Thai students learn English as a compulsory subject offered since primary school, but Pawapatcharaudom (2007) argues that even in the university level, a majority of Thai students still have a serious problem with the writing skill. This supports the researcher’s experience. When she had her teaching practicum in Thailand, the researcher discovered that the second-semester of university students still have difficulties in writing English paragraphs. Besides, this condition is not significantly change since ten years ago proved by Komin (1998) mentioning that English proficiency of Thai students, even in the university level, is less satisfactory.

Hinnon (2014) conducts an error-analysis-based study towards Thai university students and found out that errors are obviously detected from their English composition writing. These errors are the results from their native language interference. Hence, these identified errors play a role as a reflection of their English competence, especially in English writing competence (Brown, 2007).
In this study, the EFL context investigated is Thai EFL learners. The writing samples of Thai EFL learners’ paragraph writing products from Xavier Learning Community, Chiang Rai Province, Thailand, are to be further investigated. Error finding in their writing products is the step made to see deeper about EFL learners’ writing outcomes and errors that they make in their English paragraph writing products. The errors discovered are later presented in a form of a table.

2. Errors in Thai EFL Learners’ English Writing Composition Product

Error is referred to a reflection of the gaps in learners’ knowledge where they cannot identify what is right and what is wrong due to the target language rules they do not comprehend completely (Ellis, 1997). In support, Brown (2007) defines errors as a non-native outcomes of learners’ inadequate knowledge of the target language rules and an identifiable shift of the grammatical elements done by learners’ as a reflection of their competence in the target language they are learning. Besides, errors in the target language learning are made unconsciously, systematically, and repeatedly by the learners (Gass & Selinker, 2008: 102).

To clarify, different from errors, mistakes are described as learners’ inefficient performance and failure to perform task in the known and learned correct rules (Ellis, 1997; Petter, 2000; and Jie, 2008). Mistakes are then considered as a conscious act made by learners that happens due to the limitation of time or forgetfulness. Hence, when students are given more time to check their writings, the mistakes they made are able to be located and revised by the students themselves (Ridha, 2012).
The cause for the occurred errors comes from grammatical-lexical errors, first language interference and writing organization (Hinnon, 2014). This supports the researcher’s statement by mentioning that errors are results of native language interference. These errors are identifiable only by the teachers, instructors, or others who possess an accurate knowledge of the correct writing systems or rules. Phuket and Othman (2015) mention in their study that errors fall into two categories based on the cause: interlingua error that is caused by learners’ native language interference and intralingua error that is caused by false understanding towards the target language rules and concepts. These two kinds of errors have been used as the base of error-analysis studies of errors produced by Thai EFL learners (Hinnon, 2014).

Since the focus of this study is on native language (L1) interference on Thai EFL learners’ English paragraph writing products, the investigation towards Interlingua errors will be conducted. When interlanguage learners are writing in the target language, in this case will be Thai students writing paragraphs in English, some of their L1 characteristics will show up in their writing products (Bennui, 2008). He also added that in practice, most of English sentences that Thai students write will make more sense in their native language than in English since the direct translation they do and the difficulties they have when applying English language rules in their minds. Thus, Thai EFL learners’ L1 negative transfer plays a major role in causing them to make errors in their English writing products (Sersen, 2011).

Next, errors found in EFL learners’ writing may be varied depends on how the researcher takes the view angle and analyzes the errors. Ridha (2012) classifies writing
errors into grammatical, lexical/semantic, mechanics or spelling, and word order types of errors. In 2012, an investigation towards language issues on learners in English language department paragraph writing products was also conducted. In the study, issues on articles, concord or agreement, finite verbs, preposition, tenses, sentence level, spelling, punctuation, and spelling are found (Bram, 2012).

More specifically, Watcharapunyawong & Usaha (2013) group the errors 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. In this study, an investigation towards errors in several of the aspects above is being made to see the relation between the errors made and how does Thai EFL learners’ L1 interference cause the errors.

3. L1 Interference

Interference refers to a negative effect which disrupts something or a process (Derakhshan & Karimi, 2015). EFL learners’ native language continues to play an important role in the acquisition of the target language they are learning (Huang, 2010). It interferes the learners’ production in the target language they are learning. In connection with this theory, Barrett and Chen (2011) mention that the EFL learners’ product will be influenced by the language rules and system that they do not have in their first language. Besides, EFL learners may also unconsciously use their native language as guidance in thinking when they are performing and producing the target
language tasks (Yuan, 2014). Thus, no wonder that errors caused by L1 interference are commonly occurred in EFL learners’ products.

In the last few years, some studies have been done to investigate the role of EFL learners’ native languages in interfering or giving negative transfer to their performance in the target language they are learning. Watcharapunyawong & Usaha (2013) investigate the first language interference in Thai EFL learners writing errors and identified that the errors 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. In the same year, Kaweera (2013) also conducted a study on error analysis towards Thai EFL learners’ writing and found out that most errors identified in their writing are the result of their native language interference. The interferences are lexical, syntactic, and discourse interference.

Furthermore, a review about conducted recent studies towards Thai university EFL learners and the common errors discovered in their English writing products reveals that first language interference is the main cause of the errors made (Hinnon, 2014). Phuket and Othman (2015) also investigate errors in Thai EFL learners’ writing and found that frequent types of errors were translated words from Thai, word choice, verb tense, preposition, and punctuation. These errors are the results of their L1 interference or called as Interlingua errors. Bennui (2008) investigated the L1 interference towards Thansinsin University students who were enrolled in the Basic Writing course. As investigated from their English composition writing products, some
writing problems were found as the results from their L1 interference namely literal translation from Thai into English. Next, structural borrowing from Thai writing rules into English are also indicated from their word order, the use of subject-verb agreement, and the use of noun determiners.

Subsequently, in a study in the same EFL learners’ writing context, Khoshsima and Banaruee (2017) claim that English grammar is the linguistic area that suffers the highest level of L1 interference. It happens because, mostly, the foreign language learners have different grammar structures with English. Another study conducted by Tan and Manochphinyo (2017) reveals that there are six grammatical errors in Thai EFL learners’ writing. The errors, as results from L1 interference, are tenses, subject-verb agreement, articles, singular/plural nouns, prepositions and adjectives/adverbs.

From the theories above, it can be concluded that EFL learners’ native language can cause errors when the learners are writing in English as the target language or foreign language they are learning. It happens since EFL learners’ L1 affects learners’ way of thinking when they are performing tasks in the target language. Besides, the existence of different language rules and writing systems are also considered as the cause of errors in their English writing products. These errors can be used as a reflection of students’ level of competence in the target language. Hence, these theories can be used to support the researcher’s investigation towards errors in Thai EFL learners as the results of their L1 interference.
B. Theoretical Framework

Firstly, to answer the first research question, the theories from Bram (2012), Ridha (2012), Watcharapunyawong & Usaha (2013), Hinnon (2014), Phuket and Othman (2015), and also Tan & Manochphinyo (2017) are implemented to identify and classify the writing errors. In summary, they mention that errors are classified into these following categories: literal translation, punctuation, verb tense, finite verb, word choice, word order, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, concord or agreement, parallel structure, comparison structure, and also spelling. Thus, further classification on the writing errors discovered in Thai EFL learners’ paragraph writing products will be based on the category above but put into a smaller group and limited into seven (7) aspects namely concord or agreement, finite verbs, tenses, preposition, articles, punctuation, and spelling. This classification in the seven (7) aspects is based on the minimum requirements of well-written English writing products (Bram, 2012) and the most investigated error aspects in the previous studies. In addition, this categorization can be considered as a simplified version of the overall aspects in the errors classification made by other researchers in the mentioned theories above.

Secondly, to answer the second research question, the theories of L1 interference in causing errors in EFL learners’ English writing products are implemented. These theories will be used to see the connection between errors discovered in Thai EFL learners’ paragraph writing products and their L1 interference.
The theories come from Phuket and Othman (2015) which state that errors in EFL learners can be caused by L1 interference or often called as Interlingua errors. Besides, the theories from Barrett and Chen (2011), Yuan (2014), also Khoshisma and Banaruee (2017) mentioning that the EFL learners’ product will be influenced by the language rules and system that they do not have in their first language are also implemented. Thus, confusion in applying writing language rules in learners’ mind might lead to error occurrences in their English paragraph writing products. This phenomenon happens since EFL learners often use their native language as a guidance in thinking when they are performing and producing the target language tasks. They will tend to think and construct their ideas in their native language because it is easier for them to arrange the ideas and it makes more sense than when they are thinking using the target language. Furthermore, this action also leads Thai EFL learners to do direct translation when they are writing English sentences or paragraphs.

In addition, theories from Bennui (2008) and Khoshisma (2017) are also used to support the answer of the second research question. From their research results on Thai EFL learners’ writing product, they claim that errors in Thai EFL learners’ writing products happen because Thai EFL students do literal translation, structural borrowing, and also adaptation to a new language rules. Savage (1977) also mentions that in Thai language, there is no specific rules in punctuation used, spelling, and also grammar.

Although punctuations exist in Thai language, the rules on using them in the writing forms are not specifically mentioned. Next, spelling in Thai language is the same with its pronunciation unlike in English. In grammar aspects, tenses and concord
are absent. The rules in Thai sentence grammar cover only main aspect of sentence structure in term of subject, verb, and other parts of speech arrangement. Thus, these theories will be used as the ground theories of the questionnaire, online interview, and also supporting theories for the research results of the study related to L1 interference investigation towards error found in Thai EFL paragraph writing products.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research was a mixed-method study which combined qualitative and quantitative research methods. In this method, the researcher used a combination of qualitative and quantitative methods, approaches, and concepts in a single research study. Both parts were conducted concurrently to address the research questions of the study (Johnson and Christensen, 2008). Thus, the research design of this study was a concurrent triangulation design where the data from both methods were analyzed separately for then be used to cross-validate or corroborate findings (Creswell, 2013). In this study, the qualitative approach focused more in exploring theories, words, and the quality of a certain research subject while the quantitative dealt with statistics or numerical data presentation (Johnson and Onwuegbuzie, 2004). Hence, the qualitative parts present the theories, descriptions, and paragraphs while the quantitative part could be in the form of numerical data, descriptive statistic data, and also data equation. In this study, the rationale of using mixed-method was based on the theory from Greene, Caracelli, and Graham, (1989) which stated that complimentarity or cross-validate was one of the rationale of doing mixed-research where the researcher seek clarification of the results of one method with the results from the other method (as cited in Johnson and Christensen, 2008, p. 451).

In this study, the qualitative part was conducted to explore the theories on L1 interference in Thai EFL learners’ performances which then, was implemented in
library study and an online interview activity. The library study activity aimed to discover theories about L1 interference while the online interview activity was conducted to seek deeper information and clarification from XLC teachers as Thai EFL learners’ English teachers. This qualitative method focused on the quality or the content of the examined subjects, namely, theories in books about L1 interference, journals on errors in EFL writing products and L1 interference, and also interview transcripts. Next, the quantitative method was implemented in a close-ended questionnaire and also an error categorization list which involved numerical data as the data presentation. These aimed to gather data from Thai EFL learners’ and also their English paragraph writing products. Hence, in this mixed-method research, a descriptive qualitative methods and a descriptive statistics methods were implemented.

Firstly, a content analysis as a part of the qualitative method was conducted towards the samples of the research which were Thai EFL learners’ English paragraph writing products. The writing samples were analyzed to discover kinds of errors occurring in their writing. After that, the errors were noted, classified, and put into a table designed to sort the errors found in the writing samples. Then, using numerical data, the researcher identified which error occurred the most to the least. Hence, the quantitative method was used in this part of the study. In addition, the data from the close-ended questionnaire was also presented using a percentage to enable the reader to read and interpret the data easily.

Secondly, to connect the errors discovered in the writing samples and the L1 interference theories, a library study was conducted. This process covered the activity
of finding theories from books, journals, and publications to seek coherent theories to support the data. After that, the theories were compiled to be used later in the research results and discussion section to answer the research questions. In these activities, the data were presented using a descriptive qualitative method where the researcher put the data together and described the result as the data presentation of the study.

B. Research Setting

This research was done in between March 2018 and March 2019. Copies from XLC students as EFL learners’ paragraph writing samples were taken from their writing test provided by English Language Education Study Program of Sanata Dharma University professors in XLC on March 27, 2018. Their products were copied on site, which was at their campus in Chiang Rai Province, Thailand, in March after the test were done, scored, and analyzed by the professors and XLC staffs.

The online interview with two of XLC teachers were done in February 2019. The online interview was addressed to Teacher Sri and Teacher Agnes, the English teachers in Xavier Learning Community who have taught English Language to Thai EFL learners for more or less 2 years. Besides, to gain deeper information about L1 interference in Thai EFL learners’ English writing products, a questionnaire was also made and distributed online using Google form in February 2019. This questionnaire was addressed to XLC students as Thai EFL learners to see whether their native language did interfere their performance in writing English composition and affect their way of thinking when performing the target language writing tasks.
C. Research Subjects

1. Thai EFL Learners

   In this research, Thai EFL learners were XLC learners who produced the paragraph writing products to be investigated in this study. These products came from their English writing test results in the form of paragraph writing products. There were thirty-eight (38) products.

2. XLC Teachers

   In addition, two teachers from XLC were also asked to be the interviewees in this study. They were asked to give more supporting data for this study. Thus, the teachers were the subject for the online interview activities conducted by the researcher.

D. Instruments and Data Gathering Techniques

   The instruments used in this research were questionnaire and interview guideline. As the source of data, the researcher used samples from XLC students’ paragraph writing products which were analyzed to answer the first research question. The data gathering technique used was content analysis. This technique enabled the researcher to investigate, highlight, give code, examine, take note, and analyze what is written, stated, or prescribed in the document, content, or the chosen samples (Dawson, 2010). In this research, the researcher highlighted and gave code in the writing samples using colors and shapes. This process was done twice to make sure that the data were
gathered accurately and comprehensively. The documents which were XLC students’ writing samples were investigated to observe what kinds of errors occurred in the samples of Thai EFL learners’ English paragraph writing products. One by one, the student’s work was examined. Then, a list of error found in the writing products was made to be further described in the research results and discussion section. This process also covered a cross-check and discussion process with XLC teacher as Thai EFL teachers to validate the gathered data. Before analyzing the errors in the writing samples, comprehensive discussion towards the writing samples and what might cause the errors were conducted.

To find the errors in Thai EFL learners’ English writing composition, the researcher used samples to gather the data. In this study, thirty-seven (37) of XLC students’ English paragraph writing products containing their writing about a topic given in the English proficiency writing test they took last March in their campus were used as the samples of the main data gathering instrument. Their first paragraph in the paragraph writing products were taken and investigated in this study. The sampling technique used in this study was probability sampling. In this sampling technique, the researcher chose the samples to be used as a generalization of the discussed topic in the study (Dawson, 2010).

The questionnaire filling and the online interview activity were done as a part of survey that enables the researcher to describe the attitudes, opinion, behavior, or characteristics in a certain population (Creswell, 2012). Hence, in this study, the questionnaire filling and interview activity were done to help the researcher identify
the Thai EFL teachers’ and learners’ opinion on errors in Thai EFL learners’ English writing products in connection with the L1 interference. The data gathered through these instruments were used to answer the second research question. Eventually, the instruments in this study were summed into the following table.

Table 3.1. Research instruments

<table>
<thead>
<tr>
<th>No.</th>
<th>Collected data</th>
<th>Instrument / Source of data</th>
<th>Research question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The kinds and numbers of errors in Thai EFL learners’ paragraph writing products</td>
<td>The samples from XLC students English paragraph writing products</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Thai EFL teachers’ claim about errors in Thai EFL learners’ paragraph writing products and the connection with their first language (L1) interference</td>
<td>Interview guidelines</td>
<td>1 and 2</td>
</tr>
<tr>
<td>3.</td>
<td>Thai EFL students’ claim on the first language (L1) interference when they are writing English paragraphs</td>
<td>Questionnaire</td>
<td>2</td>
</tr>
</tbody>
</table>

In connection with the theories and also the purpose of the data gathering process, the questions presented in the questionnaire and interview sheet were based on the theoretical frameworks presented in chapter II. The theories from Bram (2012), Ridha (2012), Watchapunyawong and Usaha (2013), Hinnon (2014), Phuket and Othman (2015), and also Tan and Manochpinyo (2017) were used to make two close-
ended interview questions related to kinds of errors that Thai EFL teachers commonly found in their students’ writing products. Next, the theories from Bennui (2008), Barrett and Chen (2011), Yuan (2014), Phuket and Othman (2015), Khoshshima and Banaruee (2017), and Manochphinyo (2017) regarding to L1 interference were used as the ground theories in designing the close-ended and open-ended questions in the questionnaire and interview sheet regarded to L1 interference in causing the writing errors.

In this study, the qualitative method required all available sample to be taken and investigated (Dawson, 2010). Thus, the thirty-eight (38) second-semester XLC students’ entire English paragraph writing products were taken as the samples but one (1) was eliminated due to the poor quality of the sample which made the sample to be unreadable. Hence, there were thirty-seven (37) writing samples investigated in this study. These writing samples were used to give a generalized result towards Thai EFL learners’ L1 interference and the connection to errors made in their English paragraph writing products. All kinds of errors discovered in their first paragraph of their English paragraph writing products were recorded, classified, and presented into the table 3.2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td></td>
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<tr>
<td>5.</td>
<td></td>
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</tbody>
</table>
From the table 3.2, the gathered data was identified and presented by the most frequent to the least frequent errors appeared in Thai EFL English writing composition products using numerical data. This action was done to enable the researcher to see which kind of error occurred the most to the least and to describe the results better in the research results and discussion part.

Moving forward, to collect more supporting data for the study, an online interview towards two Thai EFL teachers were also conducted. The interview questions were based on the theories presented in chapter II. The questions and the underlying theories were as written in the interview blueprint table.

<table>
<thead>
<tr>
<th>RQ</th>
<th>Question</th>
<th>Underlying Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. In reviewing or evaluating your students’ writing products, do you commonly found errors in their writing products?</td>
<td>Bram (2012), Ridha (2012), Watcharapunyawong &amp; Usaha (2013), Hinnon (2014), Phuket &amp; Othman (2015) and also Tan &amp; Manochphinyo (2017) are implemented to identify and classify the writing errors. In summary, they mention that errors are classified into these following categories: literal translation, punctuation, verb tense, word choice, word</td>
</tr>
<tr>
<td>2</td>
<td>2. If yes, please mention the kinds of errors that are mostly noticed in their writing products. (E.g.: literal translation, punctuation, verb tense, word choice, word</td>
<td></td>
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<tr>
<td></td>
<td>order, sentence structure, article, finite verb, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure)</td>
<td>tense, word choice, word order, sentence structure, article, preposition, modal/auxiliary, singular/plural form, finite verb, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure.</td>
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<tr>
<td>---</td>
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<td></td>
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<tr>
<td>3.</td>
<td>Seen from the errors in your students’ writing products, what is the linguistic area that they suffer the most?</td>
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<tr>
<td>4.</td>
<td>Why do you think that your students have the most difficulty in that area?</td>
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<tr>
<td>5.</td>
<td>Then, how are English language rules different from Thai language rules or your students’ native language in general?</td>
<td></td>
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<tr>
<td>6.</td>
<td>Do you think that the differences in English and their native language have a role in interfering their performances in writing English composition?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Khoshsima and Banaruee (2017) claim that English grammar was the linguistic area that suffered the highest level of L1 interference. It happens because, mostly, the foreign language learners have different grammar structures with English. Barrett and Chen (2011) mention that the EFL learners’ product will be influenced by the language rules and system that they do not have in their first language.</td>
<td></td>
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</tbody>
</table>
7. Moving forward, as observed when you taught your students, do you think that your students often do direct translation?

8. Why do you think that your students do direct translation? Is it because when they write, things will make more sense in their native language than in English?

In practice, most of English sentences that Thai students write will make more sense in their native language than in English since the direct translation they are doing and the difficulties they have when applying English language rules in their mind (Bennui, 2008).

9. In your opinion, do you think that your students sometimes use their native language as guidance in thinking when they are performing and producing the target language writing task and why do you think so?

EFL learners may also unconsciously use their native language as guidance in thinking when they are performing and producing the target language tasks (Yuan, 2014).

10. Eventually, what is your opinion towards L1 interference in causing errors in your students English writing products? Do you think that L1 plays a major role in causing the errors?

Phuket and Othman (2015) mention that these errors are the results of their L1 interference or called as Interlingua errors.
The interview was conducted online via e-mail since it was hard to find times for the researcher and the interviewee to meet and conduct a face-to-face interview. Thus, the interview questions and answers sections sheet was sent to both XLC teachers as Thai EFL learner’s teacher via Google Mail.

From the online interview activity, the data gathered was analyzed further using a content analysis in which the researcher worked on interview transcripts (Dawson, 2010). After that, the investigation towards the interview transcripts was conducted to see any similarities or opinion that could be summed up together. Next, the whole data was presented using paragraphs in the research results and discussion chapter.

Subsequently, a questionnaire containing eight (8) close-ended questions was also distributed to Thai EFL learners. It aimed to see whether or not they agreed if L1 did interfere their performance in doing tasks in the target language they were learning which was English. The questions made in the questionnaire were based on the theoretical description and framework presented in chapter II as written in the questionnaire blueprint.

### Table 3.4. Questionnaire blueprint

<table>
<thead>
<tr>
<th>RQ</th>
<th>Question</th>
<th>Underlying Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1. Is it true that English and your native language have different rules related to grammar (including tenses and subject-verb agreement),</td>
<td>Khoshima and Banaruee (2017) claim that English grammar was the linguistic area that suffered the highest level of L1 interference. It happens because, mostly, the foreign language learners have</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Do you think that spelling, punctuation, and other linguistic aspects?</td>
<td>Barrett and Chen (2011) mention that the EFL learners’ product will be influenced by the language rules and system that they do not have in their first language.</td>
<td></td>
</tr>
<tr>
<td>2. Do you think that grammar is the most difficult part in writing English texts or paragraph?</td>
<td>In practice, most of English sentences that Thai students write will make more sense in their native language than in English since the direct translation they are doing and the difficulties they have when applying English language rules in their mind (Bennui, 2008).</td>
<td></td>
</tr>
<tr>
<td>3. Do you think that it happens because you do not have specific language rules about grammar or verb-tenses in your native language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When writing English sentences or texts, do you sometimes do direct translation from Thai words to English because you have difficulty in choosing appropriate English words?</td>
<td></td>
<td></td>
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<tr>
<td>5. Do you also do direct translation because the sentences make more sense in your native language than in English?</td>
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<tr>
<td>6. Next, when you are writing English sentences or texts, do you find any difficulties applying English language rules? (For example: verb-</td>
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<td></td>
</tr>
<tr>
<td>7. Now remember the moments when you are writing an English paragraph. In that moment, do you use your native language as guidance in thinking when you are producing an English paragraph?</td>
<td>EFL learners may also unconsciously use their native language as guidance in thinking when they are performing and producing the target language tasks (Yuan, 2014).</td>
<td></td>
</tr>
<tr>
<td>8. Eventually, do you think that your native language affect you in the way it interferes your performance in writing an English paragraph?</td>
<td>Phuket and Othman (2015) mention that these errors are the results of their L1 interference or called as Interlingua errors.</td>
<td></td>
</tr>
</tbody>
</table>

The questionnaire was distributed through a Google Form link to Thai EFL learners in Xavier Learning Community, Chiang Rai Province, Thailand. The link contained an introduction to the study, eight (8) items of yes-no questions, and also closing words. The link was sent to XLC students with one week range of the given time for them to fill out the questionnaire.

From the questionnaire, the data gathered were summed up and presented using percentage of twenty-eight (28) respondents answering “Yes” and “No” in each
number of the questions. After that, the data was used to support the other data taken from the writing samples and interview result in the form of claim by the Thai EFL learners themselves. In the end, the whole gathered data from all instruments were analyzed and presented using descriptive paragraphs in the next chapter.

E. Data Analysis Techniques

In this mixed-method study, the data were analyzed separately using the same analysis technique. The techniques used to analyze the data was content analysis. It is an analysis technique where the researcher works on transcripts which enable the researcher to analyze data from the writing samples, interview transcripts, the questionnaire data, and also the survey results (Dawson, 2010). Thus, this kind of analysis enabled the researcher to make a further investigation towards the research data which were Thai EFL learners’ English paragraph writing products, interview transcripts and close-ended questionnaire results.

In the end, after all the data were done being analyzed, the findings were presented using a descriptive analysis method. In this method, the researcher presents the findings in a descriptive way (Dawson, 2010). Thus, paragraphs containing description of the research findings were written as the data presentation in the research results and discussion section of this study.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. Kinds of Error Commonly Found in Thai EFL Learners’ Paragraph Writing Products

To answer the first research question which was “What kinds of errors are commonly found in Thai EFL learners’ English paragraph writing products?”, the researcher examined writing samples from second-semester XLC students’ paragraph writing products. There were 37 items of students’ paragraph writing products. Errors found in the writing samples were highlighted, categorized, and presented in the form of a summary data in the table below while the complete list of the errors identified were presented in the attachment of this study.

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Frequency of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Punctuation</td>
<td>149</td>
</tr>
<tr>
<td>2.</td>
<td>Spelling</td>
<td>139</td>
</tr>
<tr>
<td>3.</td>
<td>Concord / Agreement</td>
<td>103</td>
</tr>
<tr>
<td>4.</td>
<td>Preposition</td>
<td>72</td>
</tr>
<tr>
<td>5.</td>
<td>Tenses</td>
<td>68</td>
</tr>
<tr>
<td>6.</td>
<td>Articles</td>
<td>32</td>
</tr>
<tr>
<td>7.</td>
<td>Finite verbs</td>
<td>29</td>
</tr>
</tbody>
</table>

From the table, there were 149 items of errors in the punctuation aspect, 139 items in the spelling aspect, 103 items in the concord or agreement aspect, 72 items in...
the preposition aspect, 68 items in the tenses aspect, 32 items in the articles aspect, and 29 items in the finite verbs aspect. The most frequent error to happen in Thai EFL paragraph writing products was error in the punctuation aspect. Next, errors in spelling and concord or agreement followed as the top three of the errors occurrences. In addition, from the interview results, the data showed that Thai EFL teachers coming from XLC agreed that they commonly found errors in their students’ English paragraph writing products. The errors found were error in punctuation, capitalization, subject-verb agreement, verb tenses, auxiliary, word choice, run-on sentence, pronoun, sentence structure, and also preposition aspect.

2. L1 Interference in Errors Found in Thai EFL Paragraph Writing

Next, to answer the second research question about how did Thai EFL learners’ L1 interfere their performance in writing English paragraph, the theories of L1 interference were connected with the results of the study. Seen from the most frequent errors to happen in Thai EFL English paragraph writing products, which were errors in punctuation, spelling, and concord aspect, it might be true that EFL learners’ products were influenced by the language rules and system that they do not have in their first language (Barrett and Chen, 2011; Yuan, 2014; and Khōshsima and Banaruee, 2017). This linguistics gaps assumed to play role to cause errors in students’ writing. The theory was proven by the data showing that the error in the writing samples happened since Thai EFL learners’ did not have specific rules of writing in punctuation, spelling, and also grammar aspects (Savage, 1977).
In addition, lack of adaptation to the new language rules which were different from EFL learners’ native language rules might also be the reasons to cause errors in their English paragraph writing products in which then called as an Interlingua error (Phuket and Othman, 2015). From the questionnaire results, among 29 respondents from the students, the data showed that 67.9% of the respondents agreed that their native language did interfere their performance in writing English paragraphs. Also, the interview result to two Thai EFL teachers from XLC also indicated that both agreed that their students’ English paragraph writing performance was interfered by their mother tongue. It happened due to the existence of different language rules in students’ native language and English proven by 92.2% of the students who answered “yes” on the first question about whether or not native language have different language rules related to grammar (including tenses and subject-verb agreement), spelling, punctuation, and other linguistic aspects.

B. Discussion

From the investigation towards thirty-seven (37) samples of XLC students’ paragraph writing products, there were 592 error items found. These errors were classified into seven (7) categories namely punctuation, spelling, concord or agreement, preposition, tenses, articles, and finite verbs. There were 149 error items in punctuation, 139 items in spelling, 103 items in concord or agreement, 72 items in preposition, 68 items in tenses, 32 items in articles, and 29 items in finite verb. Presented below are the investigated error categories and some examples of the error
items found in the writing samples. The complete list of the discovered errors in the writing samples was provided in the appendices.

1. Punctuation

In this study, the error discovered related to punctuation used was the most frequent error to happen in students’ works. The errors appeared as the students mistakenly used the punctuation or did not use the required punctuation in the sentence. For example:

a. “First when I came here I can not speak English I don’t understand everything.” (writing sample number 2).

In the sentence above, the student missed some punctuations as in “First(,) when I came here(,) I can not speak English(.) I don’t understand everything.”

b. “They like my family, They help me to study and help me that any problem.” (writing sample number 17).

In the sentence above, the student misused the punctuation as shown in “They like my family,(.) They help me...”

c. “It is very difficult to understand their accent, because they speak very fast and low voice.” (writing sample number 36).

In that sentence, the student put a punctuation where punctuation was not necessarily needed as shown in “It is very difficult to understand their accent(,) because they speak... .”
2. Spelling

There were 139 items of error discovered in the word spelling. These errors where related to the missing letter of a word and misspelled words. In some cases, the missing letters were the silent letter in the end of the words. These were the examples of error items in spelling aspect:

a. “Secondly, at XLC have voluntwees meaks me know accent of faringners more and makes me practce about pronunciation from volounteers.” (writing sample number 1).
   In the sentence above, it was discovered that the student made several errors in the word spelling as in volounteers instead of volunteers, meaks instead of make, faringners instead of foreigners, and also practice instead of practice.

b. “Then, fisth of all, I study at XLC about many sujantes sach as writting, readind, speaking, listening, and structure.” (writing sample number 11).
   In the writing sample number 11, the student also made several errors in word spelling as shown in fisth instead of first, sujantes instead of subjects, sach as instead of such as, writting instead of writing, and readind instead of reading.

c. “Secondly, my favorite cours in lestening because it makes me fun.” (writing sample number 21).
   In the sentence above, the student made error in word spelling by omitting and adding the vowel sounds as shown in cours instead of course and lestening instead of listening.
3. **Concord or agreement**

Concord or agreement deals with theories on concordance between subject and finite verb and also number and noun (Bram, 2012). Hence, the error items found in the writing samples were related to the error in these two aspects. In the writing samples, the students were mistakenly used the correct verb form of the subject concordance and the correct linking verb form of the nouns. For example:

a. “Finally, I think I study at XLC, it make my future is better and make me good English.” (writing sample number 6).

At writing sample number 6, the student made error in the verb form used in the sentence as shown in “Finally, I think I study at XLC, it make (instead of ‘makes’) my future is better and make (instead of ‘makes’) me good English.”

b. “My favourite courses is listening because I can listen when teacher speaks.” (writing sample number 14).

In the sentence above, the student made error related to the wrong noun of in accordance with the verb form as written in “My favourite courses (instead of ‘course’) is listening because I can listen when teacher speaks.”

c. “I very happy to study here because we have a professional teachers.” (writing sample number 25).

In the sentence above, the student made error in the agreement form of the article and the noun as seen in “I very happy to study here because we have a professional teachers (instead of ‘teacher’).”
4. **Preposition**

Error items found in preposition aspect were mostly related to the missing preposition in the required position. In addition, the wrong prepositions used were also found in the writing samples. For example:

a. “Every on Monday to on Friday I have study.” (writing sample number 3).

In the writing sample number 3, the student made error in the preposition aspect by writing prepositions where they were not needed and missing preposition where it needed to be written as in “Every on (‘on’ should have been omitted) Monday to on (‘on’ should have been omitted) Friday I have (to) study.”

b. “First at all, I very like to study at XLC because teachers in XLC very kind and take care me.” (writing sample number 15).

In the writing sample number 15, the student made error by writing the wrong preposition and missing a preposition as seen in “First at (should be ‘of’) all, I very like to study at XLC because teachers in XLC very kind and take care (of) me.”

c. “They work hard, do many things for improve our study.” (writing sample number 25).

In the writing sample number 25, the student made error in the preposition aspect by using the wrong preposition as written in “They work hard, do many things for (instead of ‘to’) improve our study.”
5. Tenses

Tenses refer to verb forms in accordance with time. The absence of tenses rules in Thai language and students’ native language lead into the errors happened in the use of tenses in the writing samples and also the wrong form of verb forms in relation with the tenses. For example:

a. “I study at XLC almost one year.” (writing sample number 3).

At the sentence above, the student made error in the tenses aspect by using the wrong sentence as written in “I study (‘study’ was written in the present tense instead of present perfect continuous as in ‘have been studying’ to show that the event was started in the past and still going on by the time the student wrote the sentence) at XLC almost one year.”

b. “The first month that I have been here, English is difficult for me.” (writing sample number 18).

In the writing sample number 18, the student made error in the tenses aspect by using the wrong tenses in the sentence as shown in “The first month that I have been (‘have been’ was written in the present perfect tense instead of simple past tense as in ‘was’ to refer to a past event which was started and done in the past time) here, English is (a same case, ‘is’ was written in a present form instead of the simple past form as in ‘was’ to show that the event was started and ended in the past time) difficult for me.”

c. “I was happy at here because here was like my second house.” (writing sample number 30).
In the sentence from the writing sample number 30, the student also made errors in the tenses aspect by using the wrong tenses as in “I was (“be” was written in the past form where it should have been in the present form as in ‘am’ to show a fact or a present condition as the student wrote the sentence) happy at here because here was (“be” was also written in the past form where it should have been in the present form as in ‘is’ to show a fact or a present condition as the student wrote the sentence) like my second house.”

6. Articles

The error items found in the article aspect related to missing of an article in front of countable nouns. For example:

a. “I’m student.” (writing sample number 6).

In the sentence above, the student made an error in the article aspect by missing the article use as shown in “I’m (a) student.”

b. “This is good way to learn, too.” (writing sample number 23).

In the writing sample number 23, the same case on missing the article used was occurred as the student wrote in “This is (a or the) good way to learn, too.”

c. “We have English activity class on the Saturday every week.” (writing sample number 29).

In the writing sample number 29, the student made error by adding an article where it wasn’t needed to be written as shown in “We have English activity class on the (‘the’ should have been omitted) Saturday every week.”
7. Finite verbs

Error items in the finite verbs aspects related to the wrong form of the finite verb due to the verb missing as required for it to be a finite verb in the independent sentences. For example:

a. “I very happy because Fathers and teachers are very kind.” (writing sample number 5).

   In the sentence above, the student made an error in the finite verb aspect by missing the linking verb for it to be a finite sentence as shown in “I (am) very happy because Fathers and teachers are very kind.”

b. “English it difficult for me.” (writing sample number 18).

   In the sentence above, the same case happened where the student missed the finite verb as in “English (is) it (‘it’ should have been omitted) difficult for me.”

c. “I very happy” (writing sample number 25).

   In the writing sample number 25, the student made error by not writing the ‘be’ or the linking verb for it to be an independent sentence as shown in “I (am) very happy”

In addition to the findings above, as the interview results showed, two of Thai EFL teachers from XLC agreed that they commonly found errors in their students’ English paragraph writing. The commonly found errors were punctuation, capitalization, subject-verb agreement, verb tenses, auxiliary, word choice, run-on sentence, pronoun, sentence structure, and also preposition. They also mentioned that the most frequent to happen their students’ writing were errors in punctuation, spelling,
and grammar. Hence, this data came in accordance with the research result showing that punctuation, spelling, and also grammar aspect in concord or agreement were the most frequent error to happen in the samples.

Subsequently, to answer the second research question, errors found in the writing samples were connected to the theories of L1 interference. Savage (1977) gave an example of differences existed in English language writing with some other languages, one of them was Thai language. Similar with the XLC students’ native languages, which were local languages, there was no specific rules in the use of punctuation. In Thai language, there is a punctuation writing rule but it is not commonly used in writing. Usually, a single blank space will mark the end of a sentence and separate it with the following and also the preceding sentence. To support, Thai EFL teachers who were the interviewees also claimed that in their students’ native language, the use of punctuation was not specifically mentioned in the written rules. Hence, no wonder that error in punctuation was the most frequent error to happen in the writing samples since the students were not really care about the use of punctuation in their English paragraph writing products.

Next, errors in spelling came as the second most frequent errors to happen in the sample. This happened due to the orthography differences between English and Thai language and learners’ native language which was tribal language. Because of the inherent inconsistencies of spelling and sounds in English, the confusion may appeared in EFL learners’ mind especially when the spelling in their L1 was only ruled by the pronunciation of the word (Savage, 1977; 260). Hence, the difference between
learners’ L1 and the new language system which was English did interfere Thai EFL learners’ performance in writing the correct spelling of English words.

The other error items appeared in the writing samples might also be the results of learners’ way of thinking when producing English paragraph since they used their native language as guidance in thinking. It happened because the sentences might make more sense in their native language. Thus, they might tend to use the rules of writing in their native language and do literal translation. This was also proven by 60.7% of the students who agreed on the statement that they did direct translation since the sentence made more sense in their native language than in English.

This was connected to the theory saying that learners’ product will be influenced by the language rules and system that they do not have in their first language such as grammar which include tenses and concord related rules (Barrett and Chen, 2011; Yuan, 2014; also Khoshsima and Banaruee, 2017). In addition, theories from Bennui (2008) and Khoshsisma (2017) were also used to support the answer of the second research question. From their research results on Thai EFL learners’ writing product, they claimed that errors in their writing happened because Thai EFL learners do literal translation, structural borrowing, and also adaptation to a new language rules. Henceforth, errors in among the seven (7) aspects investigated were found due to literal translation and having lack of understanding to English language structures and rules from the learners when they were producing the English paragraphs. This was supported by 96.4% of the student respondents claiming that they found difficulties in applying English language rules when they were writing English sentences or
paragraphs. Besides, the claim that English and Thai EFL learners’ native language had different language rules was agree by 92.6% of the students as the respondents. Thus, this existence of language writing rules from students’ native language did interfere their performance in writing English sentences and paragraphs.

In connection with the theories above, some questions about direct translation and using native language in thinking were addressed to Thai EFL teachers as the interviewees of the online interview activity and also the students as the questionnaire respondents of the research. The results showed that both teachers agreed that their students did direct translation and use their native language in thinking since it was simpler and easier for them to think more sense in their native language while producing English paragraphs. They also used their native language when they were arranging ideas for the sentences in their mind since their thought were conceived initially in their first language.

Besides, among 29 respondents, 42.9% of the students claimed that they used their native language as a guidance in thinking while they were producing English sentences or paragraphs. This action lead to errors to happen in the mentioned aspects especially in grammar, punctuation, and spelling since when they used their native language in thinking while producing English sentences or paragraphs, they might miss to apply some English writing rules which did not exist in their native language. Thus, the interference of Thai EFL native language played a role in causing writing errors.

In the end, the same question about whether or not native language did interfere Thai EFL learners’ English writing performance was asked to the teachers and the
students. The teachers both agreed that students’ native language did interfere their performance in writing English paragraphs and lead to errors to happen in their English paragraph writing products. To support, 67.9% of the students also answered “yes” to this question.
CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Eventually, it is to be concluded that errors in punctuation, spelling, concord or agreement, preposition, tenses, articles, and finite verbs were found in the samples of Thai EFL paragraph writing products. There were 149 items of errors in punctuation aspect, 139 items in spelling aspect, 103 items in concord or agreement aspect, 72 items in preposition aspect, 68 items in tenses aspect, 32 items in articles aspect, and 29 items in finite verbs aspect. Among those seven aspects, errors in punctuation, spelling, and concord or agreement were the most frequent errors to happen in the learners’ English paragraph writing products. It happened since Thai EFL learners’ L1 played role in interfering their performance in producing English paragraph writing products.

Next, as seen from the most frequent errors and theories about EFL learners’ native language in interfering their performance in producing English paragraph writing or texts, it was concluded that learners’ native language did interfere their performance in writing English paragraphs or texts in the way it affected their way of thinking. This lead to confusion in learners’ mind and the tendency for the learners’ to do direct translation since the sentences might make more sense in their native language than in English. Besides, the differences in writing rules between English and Thai EFL learners’ native language also played roles in causing errors in their writing especially in aspects where the rules in those aspects is not specifically written as a guidance in writing in their native language. Besides, the linguistic gap and the concept that every
language is unique might also be the reason to cause errors in Thai EFL students English paragraph writing products as see from the data of the study.

B. Recommendation

In the end, as seen from the research results, it is expected for EFL teacher candidates to be more aware to the role of learners’ L1 in affecting EFL learners’ performance in producing English paragraphs or even texts. In accordance to this, deeper thought on choosing more appropriate English writing teaching methods, techniques, and approach might be important. By knowing that L1 does interfere learners’ performance in writing, especially when their L1 has different language rules with English, it is recommended for EFL teachers to elaborate these differences in contextualized examples for the learners to have profound knowledge towards rules exist in English writing such as concord, tenses, spelling, punctuation, preposition, and else.

Also, comprehensive exercises towards English writing minimum requirement aspects could also be applied for the students to understand better about the standard of well-written paragraph in English. For example, the teachers can show the students about the context of the grammar, spelling, punctuation, or preposition use in both English and students’ native language sentences, paragraphs, or texts form. Then, the teachers can combine the teaching and learning activities with exercises focusing on the minimum requirement aspects. These can be implemented in the writing
assignments form, error analysis activity, sentence and paragraph writing tasks, even peer work reviewing or evaluating activity.

In addition, if the EFL teachers do not have the same native language as the learners, contextualized explanation towards the writing materials may be helpful. For instance, EFL teachers can explain the rules in writing such as tenses, verb forms, punctuation, or other writing rules related things using relevant daily basis illustration or contextualized examples in delivering the materials so that the learners will understand the materials better. Moreover, the teacher can also seek for assistance from fellow teachers who are native to help in constructing examples for the students connected with their native language context. This could be applied especially in vocabulary, grammar, and punctuation aspects. Henceforth, it is expected for the EFL learners to be fully aware about the differences between writing rules in English and their native language. In addition, it is also expected for the students to have better understanding towards the writing learning materials so that the errors in EFL learners’ writing products can be lessen or even avoided.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
Appendix 1. The Complete Writing Samples
Appendix 1.1. Writing sample number 1

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.2. Writing sample number 2

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Every day we write, we are learning English.
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I have the ability to write stories, but I don't know how to express my ideas. I would like to become a writer, but I'm not sure if I can.
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I need help to improve my English. I'm not confident in my writing, but I want to become a good writer.
```
Appendix 1.3. Writing sample number 3

I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room. I think of Mr. D as my old one room. I know many everyone in Mr. D. Find out the new one room.
Appendix 1.4. Writing sample number 4

The best way to learn a new language is every day. Everyday something new must be learned. I started learning English when I was 10 years old. It was not an easy task at first. I had to learn grammar, vocabulary, and pronunciation. The main reason why I learned English was to communicate with people from other countries. My parents wanted me to learn it because they believed it would be useful for my future. Now, I can easily communicate in English with my friends and family. It has become easier for me to understand them and express my ideas. I have also made new friends through English. I believe that learning a new language is an important skill that helps me adapt to different cultures and environments.
Appendix 1.5. Writing sample number 5

[Image of a writing sample with annotations and scores]
Appendix 1.6. Writing sample number 6
Appendix 1.7. Writing sample number 7

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.8. Writing sample number 8

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

English activities make me understand English better. It helps me improve vocabulary. I learn more about people and culture. It was very fun. I also make many new friends. I think this is very important in my individual learning.
Appendix 1.9. Writing sample number 9

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.10. Writing sample number 10

I am an English student at XIC. I have many activities in learning English. First, we play sports and English courses together. Second, we have evening English activities. We have English writing, reading, and speaking activities together. We also do many English activities such as playing sports, watching movies, and reading books. We will learn English in English activities.

We also learn about Australian culture and Mexican culture. We meet together to share our learning experiences. We also plan sports activities together. We all have fun together. I think this is my favorite school. We all do our activities together.
Appendix 1.11. Writing sample number 11

I am learning at XLC. It made me learn and understand many things. I didn't know about

Paragraph Writing: 55/100

A. MULTIPLE CHOICE

B. COMPOSITION
Appendix 1.12. Writing sample number 12

Everyone in the country had a same dream: to have a job. I had a different dream. I wanted to be a teacher. I loved my English teacher. Everyone admired me and told me that I was a good student. I was very happy for my English teacher. I admired him so much. I learned a lot from him.
Appendix 1.13. Writing sample number 13

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.14. Writing sample number 14

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.5. Writing sample number 15

I have a lot of learning experiences so I feel that I should go to school. Because, according to my parents, I need to be educated to teach and learn very well. I think that my English writing skills will improve if I practice more. Also, I would like to make more friends and learn more about learning experiences. I think that school is very important for me. I know that I have to be responsible and study hard. I am sure that if I practice more, I will improve my English writing skills.
Appendix 1.16. Writing sample number 16
Appendix 1.17. Writing sample number 17

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.18. Writing sample number 18

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.19. Writing sample number 19

About...
Appendix 1.20. Writing sample number 20

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.21. Writing sample number 21
Appendix 1.22. Writing sample number 22

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.23. Writing sample number 23

As we can see, the text is marked and corrected. The score is calculated as follows:

Multiple Choice: 44/60 = 73.33%

Paragraph Writing: 5/100

The score is 55 out of 100.
Appendix 1.24. Writing sample number 24

<table>
<thead>
<tr>
<th>Score</th>
<th>Paragraph Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.100</td>
<td></td>
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</tbody>
</table>

**A. MULTIPLE CHOICE**

**B. COMPOSITION**

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.25. Writing sample number 25

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.26. Writing sample number 26

To very many people, the second language is very important. My English is very important to me. It is very important for me to speak English. I tried to learn as much as I could. I learned English by taking classes. I also communicate with my friends. I try my best to speak English. I study English both with and without teachers. I believe that English is very important for me. I try my best to learn English. I also have a good job and I am good at it. I believe that English is very important for me.
Appendix 1.27. Writing sample number 27

My name's Mary. I live in Chiang Rai. In 2019, I learned Xavarian English. For me, it's a difficult language to learn. I always help each other. When I have problems, my friends and teachers help me. Finally, I want to say that you support me.

English is very important. I learn to learn with my teacher. Sometimes it's hard for me. I have homework. How many students study hard. My friends and teachers encourage me. I want to say that you support me.

Because I think Xavarian English is more advanced than before. It can help me study for my future. This year I will study hard and my life.

Score: Multiple Choice 58/100 Paragraph Writing: 1/100
Appendix 1.28. Writing sample number 28

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

My Learning Experiences

In my life, I have many lessons to teach and many mistakes to make. I have been taught many lessons by my teachers at school, but I still fail many times. I have been taught many lessons by my parents, but I still make mistakes. I have been taught many lessons by my friends, but I still fail many times.

In school, I have many lessons to teach and many mistakes to make. I still fail many times. I have been taught many lessons by my teachers at school, but I still fail many times. I have been taught many lessons by my parents, but I still fail many times. I have been taught many lessons by my friends, but I still fail many times.

In life, I have many lessons to teach and many mistakes to make. I still fail many times. I have been taught many lessons by my teachers at school, but I still fail many times. I have been taught many lessons by my parents, but I still fail many times. I have been taught many lessons by my friends, but I still fail many times.

To study, I can study with volunteers and parents. To study, I can study with volunteers and friends.

To study, I can study with volunteers and parents. To study, I can study with volunteers and friends.
Appendix 1.29. Writing sample number 29

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.30. Writing sample number 30

I think it will make us get a lot of knowledge. We can apply our learning in our daily life. English is a second language in Indonesia, but we also studied English in school. We can use English to communicate with other countries and make new friends. We can also read books in English and learn new things.
Appendix 1.31. Writing sample number 31

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.32. Writing sample number 32

[Handwritten text]

XAVIER LEARNING COMMUNITY
Written English Achievement Test
Answer Sheet

A. MULTIPLE CHOICE

B. COMPOSITION

Score
Multiple Choice
Paragraph Writing:

[Handwritten score and text]

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.33. Writing sample number 33

---

If we talk about Vic, there are many interesting facts about Vic. He is a very hard working student, and he always tries to do his best in everything. He is also very kind and always ready to help others. I think he is a very good friend.

---

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1.34. Writing sample number 34

My favorite class is English. I enjoy reading and listening to my favorite teacher. I like to read books and articles about the English language. I have a good command of the language, and I can speak and understand it fluently. I also believe that English is a universal language, and it is widely used in various fields. Therefore, I am passionate about improving my English skills.

In my opinion, the most important thing in learning English is to practice speaking and listening. I always try to practice these skills as much as possible. I listen to English radio and watch English movies to improve my listening skills. I also try to practice speaking as much as possible. I talk to my friends in English and try to make conversations with them.

I believe that English is a valuable skill that can help me in my future career. I plan to use my English skills to work in an international company or to travel to English-speaking countries. I think that English is a language that can open up many opportunities for me.
Appendix 1.35. Writing sample number 35

The text is not legible due to the quality of the image.
Appendix 1.36. Writing sample number 36

In my daily life, I often want to improve my writing skills. English is a very interesting subject, both in class and outside of class. I have enjoyed reading books and articles about the English language. I often write about my favorite things, such as my favorite books, movies, and hobbies. For me, writing is a way to express my thoughts and ideas. I believe that a good writer is someone who can convey their message effectively and clearly. I want to become a good writer, and I know that I need to practice my writing skills. I will continue to improve my writing by reading and writing more. In the future, I hope to write for a living.
Appendix 1.37. Writing sample number 37

I'm not really big on movies, and I'm not really a big fan of TV either. For me, reading is my favorite way to relax. I enjoy reading both fiction and non-fiction books. I find that reading can help me understand the world better.

I've always been interested in English, and I think it's a very important language. I want to be able to communicate well in English, so I've been practicing my skills. I think reading is a great way to improve my English. I try to read as much as I can, and I enjoy it.

My name is Suzana. I'm 18 years old, and I'm a student at Xavier Learning Community. I was very happy when I was chosen to study English at your school. I hope that I will be able to learn a lot from this opportunity.
Appendix 2. Interview Sheet and Results

Appendix 2.1. Interview sheet

INTERVIEW SHEET

1. In reviewing or evaluating your students’ writing products, do you commonly found errors in their writing products?

Answer: ____________________________________________________

2. If yes, please mention the kinds of errors that are mostly noticed in their writing products. (E.g.: literal translation, punctuation, verb tense, word choice, word order, 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)

Answer: ____________________________________________________

3. Seen from the errors in your students’ writing products, what is the linguistic area that they suffer the most?

Answer: ____________________________________________________

4. Why do you think that your students have the most difficulty in that area?

Answer: ____________________________________________________
5. Then, how are English language rules different from Thai language rules or your students’ native language in general?

**Answer:**

6. Do you think that the differences in English and their native language have a role in interfering their performances in writing English composition?

**Answer:**

7. Moving forward, as observed when you taught your students, do you think that your students often do direct translation?

**Answer:**

8. Why do you think that your students do direct translation? Is it because when they write, things will make more sense in their native language than in English?

**Answer:**

9. In your opinion, do you think that your students sometimes use their native language as guidance in thinking when they are performing and producing the target language writing task and why do you think so?

**Answer:**

10. Eventually, what is your opinion towards L1 interference in causing error in your students English writing products? Do you think that L1 plays a major role in causing the errors?

**Answer:**
Appendix 2.2. Interview result 1

ONLINE INTERVIEW SHEET

Introduction:

Dear Interviewee,

Thank you for your willingness to be a part of this study. This study is a descriptive-qualitative study entitled “L1 INTERFERENCE BASED INVESTIGATION TOWARDS ERRORS FOUND IN THAI EFL WRITING PRODUCTS”. The aim of the study is to see what kinds of errors commonly found in their English writing products and its connection with their native language interference. In the end, after the study is finished, it is expected that this study to be beneficial for further EFL teachers/candidates to use as a reference in order to have better teaching preparation in teaching Thai EFL learners.

In this online interview, 10 questions below are prepared for the researcher to dig deeper information related to the topic of the study. Each question is made based on the theories used in the study. Thus, please kindly fill the interview sheet below under your full concern and knowledge towards this issue. Thank you very much.

---

1. In reviewing or evaluating your students’ writing products, do you commonly found errors in their writing products?

   **Answer:**

   Yes.

2. If yes, please mention the kinds of errors that are mostly noticed in their writing products. (E.g.: literal translation, punctuation, verb tense, word choice, word order, sentence structure, article, preposition, modal/auxiliary, singular/plural...)

   **Answer:**

   (Provide specific examples or categories of errors.)
form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure)

Answer:
Punctuation and capitalization, subject-verb agreement, verb tenses, auxiliary, word choice, run-on sentence, pronoun, sentence structure.

3. Seen from the errors in your students’ writing products, what is the linguistic area that they suffer the most?
Answer:
Grammar

4. Why do you think that your students have the most difficulty in that area?
Answer:
The linguistic structure of the Thai language even the XLC students’ native languages (Karen, Akha, Lahu, Hmong, etc) is largely different from that of the English language.

5. Then, how are English language rules different from Thai language rules or your students’ native language in general?
Answer:
From what I observe, because I am not Thai, the Thai language at least (not the students’ native languages), doesn’t have tenses and punctuation. Also, when speaking in Thai, people often drop the subjects. Generally, Thai and English structures are different. For example, pronoun ‘we’ in English has many other forms such as ‘our, us, ours’. Yet, in Thai, if translated literally, it is ‘we’ for both subject and object pronouns; and ‘of+we’ for possessive adjective and possessive pronoun.
6. Do you think that the differences in English and their native language have a role in interfering their performances in writing English composition?
   **Answer:**
   Yes.

7. Moving forward, as observed when you taught your students, do you think that your students often do direct translation?
   **Answer:**
   Yes.

8. Why do you think that your students do direct translation? Is it because when they write, things will make more sense in their native language than in English?
   **Answer:**
   Probably it is the process of people learning English as a foreign language. The language(s) learned before English does play a significant role. It maybe also makes things more sense if written in Thai language. Yet, for your information, not all XLC students can write or read in their native languages (Karen, Akha, Lahu, Hmong, etc) so they are used to write things in Thai language.

9. In your opinion, do you think that your students sometimes use their native language as guidance in thinking when they are performing and producing the target language writing task and why do you think so?
   **Answer:**
   Yes, because they can express their thoughts more effectively in Thai. Moreover, their thoughts are also conceived initially in their native languages.
10. Eventually, what is your opinion towards L1 interference in causing errors in your students English writing products? Do you think that L1 plays a major role in causing the errors?

**Answer:**
Yes. As what psycholinguistics claims, the plasticity of the brain in learning a second or third language decreases beyond the age of 12. However, with much practice, the students may manifest a significant improvement in the long run.
Appendix 2.3. Interview result 2

ONLINE INTERVIEW SHEET

Introduction:

Dear Interviewee,

Thank you for your willingness to be a part of this study. This study is a descriptive-qualitative study entitled “L1 INTERFERENCE BASED INVESTIGATION TOWARDS ERRORS FOUND IN THAI EFL WRITING PRODUCTS”. The aim of the study is to see what kinds of errors commonly found in their English writing products and its connection with their native language interference. In the end, after the study is finished, it is expected that this study to be beneficial for further EFL teachers/candidates to use as a reference in order to have better teaching preparation in teaching Thai EFL learners.

In this online interview, 10 questions below are prepared for the researcher to dig deeper information related to the topic of the study. Each question is made based on the theories used in the study. Thus, please kindly fill the interview sheet below under your full concern and knowledge towards this issue. Thank you very much.

1. In reviewing or evaluating your students’ writing products, do you commonly found errors in their writing products?
   
   **Answer:**
   
   Yes of course.
   
   They have learned with me for about 1 year and have been in the basic level. Writing is really challenging for them.

2. If yes, please mention the kinds of errors that are mostly noticed in their writing products. (E.g.: literal translation, punctuation, verb tense, word choice, word
order, 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)

Answer:
Subject-Verb agreement, word choice, punctuation, capitalization, preposition

---- as you can see in the Writing sample given at the end.

3. Seen from the errors in your students’ writing products, what is the linguistic area that they suffer the most?

Answer:
The writing level of the students is still basic. They still have difficulties in mechanical mistakes; capitalization, punctuation, and spelling.

4. Why do you think that your students have the most difficulty in that area?

Answer:
The influence of their native language and Thai language can be the basic understanding towards language in general, so they just apply it when they use English. The example are in punctuation and capitalization aspects. In Thai, they don’t have punctuation signs and capitalization, so when they write in English they don’t really care about it.

5. Then, how are English language rules different from Thai language rules or your students’ native language in general?

Answer:
In pronunciation aspect, Thai language is a tonal language while English is not. So, if the students learn English pronunciation, they usually follow the tone of the pronounced words. If the teacher gives wrong pronunciation/stress/tone, the students will repeat the same pronunciation/stress/tone and it’s difficult to change. For example, many Thai pronounce “money” “sorry” with unnecessary tone and the stress in the second syllable. While in English, stress in certain
syllable and ending sounds (that Thai language doesn’t have) are important. So Thai students who learns English need to do more efforts in these things..

In grammar, Thai language doesn’t have tenses and different forms of verbs. So whether the activity is done in the past, present, or future, it doesn’t change the sentence structure. Thai language also doesn’t have “to be” to complete non-verbal sentence. So to learn English, Thai students need to learn the different categories of time and the English structures and rules follow the tenses.

For the details, Thai has its own script so English spelling is also challenging for them. Besides, Thai languages don’t have other language details, such as articles, capital letters, specific prepositions, and punctuation.

6. Do you think that the differences in English and their native language have a role in interfering their performances in writing English composition?

   Answer:

   Yes of course.

   Thai and English pronunciation, grammar, punctuation, word order are different. It can be confusing for the students if they don’t understand the differences.

7. Moving forward, as observed when you taught your students, do you think that your students often do direct translation?

   Answer:

   Yes.

   It’s easier and more make sense for them.
8. Why do you think that your students do direct translation? Is it because when they write, things will make more sense in their native language than in English?

Answer:
Yes, things will make sense first in their language than in English.
(1) They have limited vocabulary skills, so they prefer to use the simplest words to express their idea than finding the proper English word. (- then later in consultation section with the native speaker/ Australian volunteers, they can get better alternatives words to use.)
(2) Some Thai words can be used for more than one meanings. So one word in Thai can refer to many words in English based on different context. The examples the common mistakes:
   - The use “have/has” and “there is/are”. Many students still use have/has for most of the practices. In my bedroom, have a bed, a desk, and a wardrobe.
   - The word “think” in Thai can mean think, worried, and miss. So some students still use I think you if they want to say I miss you.
   - The word “close” (verb) in Thai can mean close, turn off, remove. So the students often use Close the light! instead of Turn off the light!

9. In your opinion, do you think that your students sometimes use their native language as guidance in thinking when they are performing and producing the target language writing task and why do you think so?

Answer:
Yes. In writing class, the students are still in the basic level. Most of them are still struggling in producing and arranging idea, so they usually write their writing in Thai first then they translate it in English. Based on my experience in Writing class Alpha, 9 of 14 students still write their writing in their language
first. The other 5 students have been able to start and develop their writing in English. I think it is one supporting case why students do direct translation.

10. Eventually, what is your opinion towards L1 interference in causing errors in your students English writing products? Do you think that L1 plays a major role in causing the errors?

**Answer:**

I think it’s important for Thai students to know that Thai and English are different. They need to understand their own languages first, and try to compare and contrast it with English - how they are different in many aspects.

I think L1 plays a role in causing the errors, especially in word choice and grammar, because in these aspects they have limitation in their vocabulary and English grammar context. But for the mechanical errors (punctuation, capitalization, spelling) I think L1 is not the major role causing the errors. In my class experience, after we learned about these rules, the students understood well. They could do error analysis, and do writing exercises correctly. But when they write their own writing, they still make simple mistakes. It’s not because they don’t know, but more because they are careless or they don’t care.

Writing is all about practices. They also need to be consistent in following English rules that they have understood.
ADDITIONAL WRITING SAMPLE

Unity in Diversity
Ekkachai Bunyuenkun

The words “Unity in diversity” in my opinion is be one together in the community where people from different places and ethnicity background. We can live together without the same nationality, traditions, skin, religion.

I live in the mountain since I was a child. In my village there are two groups of ethnic minority people those are Akha and Lahu live together. I am also an ethnic because I am Akha. They are many difference between Akha and Lahu, such as language, religion and culture. For example, in my village most of Akha’s villagers are Catholic. Most of Lahu villagers are Protestant. All of Akha family leader is a man. Akha counts generations from generations from father to son, so we called that “Tseevq” in Akha language. In Akha’s tradition when people got married, the girl must become the member and lives with the boy’s family after married. For Lahu, the tradition when people got married is different from Akha. The boy has to become the member and stays with the girl’s family for one or two years to helps the girl’s parents after married. After that, the boy can takes the girl back to his family and live together. However, there are one thing that is similar between Akha and Lahu. They live together in the same village or same area and help each other’s in the community. In my village all of the villagers meet and give responsibility to each other’s such as collecting the rubbish to clean the village.

Now I am a freshman and I study at Xavier Learning Community. In our community we have many people from different ethnicity backgrounds, such as Karen, Akha, Lahu, Lanna and Hmong. The volunteers from Australia, Philippines, Indonesia and seminarians from Bangkok. There are four religions, Catholic, Buddhism, Protestant and Muslim here. Most of the students are ethnic people and most of the teachers are volunteers from aboard. Xavier Learning Community was opened in 2017, for help the new young generations to study as university and learn how to live, grow, love and help each other’s in the society.
They teach us how to be a generous person and how to be the men for other's. The life here are very fantastic, we living here with the right relationship in the right attitude. Everyone be a friend and live together by love and share. Although it was hard to adjust ourselves to live in this community at first. For the daily lives, we have morning gathering in every morning on the week days. We study three or four subjects per days by English language. Farming and playing sports such as football in the evening are our after-school programs. Every duty here we work together by doing house works or farming such as cleaning the building and planting the vegetables in the garden. On the weekend we take the time to take a rest, do homework, and self-study. Almost all of activities in our community we using English in communicate to improve our English skills, so we can live as one even though we do not have the same language.

S-A agreement, S-P form, Mechanics (punctuation, capitalization), Word order, Word choice/Diction, Sentence fragment, Preposition.

TYPES OF ERRORS IN WRITING

(1) Watcharapunyawong and Usaha (2013, p. 69), i.e. organisation, content, and linguistic.

(2) Weigle (2002, p. 35) classified these errors into ones needing more attention. Linguistically, errors can be classified into grammatical categories such as errors in tenses, articles, word forms, etc.

(3) (2007, p. 262), Corder (1991, p. 36-37), and Ellis (1997, p. 18) identified four categories of linguistic errors, i.e. omission, addition, selection, and misordering.
(4) Esl.fis.edu - Mechanical mistakes, grammar mistake, usage mistakes. Mechanical mistakes are those of orthography (spelling and capitalization) and punctuation. **Grammar mistakes** rarely occur in native speakers' writing but very commonly do in the work of less proficient ESL students, whose mother-tongue "interferes" with the production of correct English*. ESL students make numerous mistakes in the use of verbs (for example, incorrect tense choice, incorrect tense form), the articles (*a/an, the* - particularly Asian students in whose languages these words do not exist), and word order. **Usage mistakes** A usage mistake is a word or a string of words in a sentence that is grammatically possible, but not usual in standard English. Such mistakes frequently occur in ESL students' work when they look up a word in their own language and select the wrong English equivalent for the meaning they wish to express.

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*end of the page*
Appendix 3. Questionnaire and Questionnaire Results of Twenty-Eight (28) Responses

Appendix 3.1. The Questionnaire

**QUESTIONNAIRE**

Age: __________

1. Is it true that English and your native language have different language rules related to grammar (including tenses and subject-verb agreement), spelling, punctuation, and other linguistic aspects?
   
   **Answer:** Yes / No

2. Do you think that grammar is the most difficult part in writing English texts?
   
   **Answer:** Yes / No

3. Do you think that it happens because you do not have specific language rules about grammar or verb-tenses in your native language?
   
   **Answer:** Yes / No

4. When writing English sentences or texts, do you sometimes do direct translation from Thai words to English because you have difficulty in choosing appropriate English words?
   
   **Answer:** Yes / No

5. Do you also do direct translation because the sentences make more sense in your native language than in English?
   
   **Answer:** Yes / No
6. Next, when you are writing English sentences or texts, do you find any
difficulties applying English language rules? (For example: verb-tenses,
pronoun, punctuation, preposition, singular/plural forms, spelling.)

Answer: Yes / No

7. Now remember the moments when you are writing an English paragraph. In
that moment, do you use your native language as guidance in thinking when
you are producing an English paragraph?

Answer: Yes / No

8. Eventually, do you think that your native language affect you in the way it
interferes your performance in writing an English paragraph?

Answer: Yes / No
Appendix 3.2. The answer of the question number 1

“Is it true that English and your native language have different language rules related to grammar (including tenses and subject-verb agreement), spelling, punctuation, and other linguistic aspects?”

Appendix 3.3. The answer of the question number 2

“Do you think that grammar is the most difficult part in writing English texts or paragraphs?”
Appendix 3.4. The answer of the question number 3

“Do you think that it happens because you do not have specific language rules about grammar or verb-tenses in your native language?”

Appendix 3.5. The answer of the question number 4

“When writing English sentences or texts, do you sometimes do direct translation from Thai words to English because you have difficulty in choosing appropriate English words?”
Appendix 3.6. The answer of the question number 5

“Do you also do direct translation because the sentences make more sense in your native language than in English?”

Appendix 3.7. The answer of the question number 6

“Next, when you are writing English sentences, paragraphs, or texts, do you find any difficulties applying English language rules? (For example: verb-tenses, pronoun, punctuation, preposition, singular/plural forms, spelling.)”
Appendix 3.8. The answer of the question number 7

“Now remember the moments when you are writing an English paragraph. In that moment, do you use your native language as a guidance in thinking when you are producing an English paragraph?”

Appendix 3.9. The answer of the question number 8

“Eventually, do you think that your native language affect you in the way it interferes your performance in writing an English paragraph?”
### Table 1. Research Blueprint

#### Table 1.1: Interview sheet blueprint

<table>
<thead>
<tr>
<th>RQ</th>
<th>Question</th>
<th>Underlying Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11. In reviewing or evaluating your students’ writing products, do you commonly found errors in their writing products?</td>
<td>Bram (2012), Ridha (2012), Watcharapunyawong &amp; Usaha (2013), Hinnon (2014), Phuket and Othman (2015) and also Tan &amp; Manochphinyo (2017) are implemented to identify and classify the writing errors. In summary, they mention that errors are classified into these following categories: literal translation, punctuation, verb tense, word choice, word order, sentence structure, article, finite verb, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure.</td>
</tr>
<tr>
<td></td>
<td>12. If yes, please mention the kinds of errors that are mostly noticed in their writing products. (E.g.: literal translation, punctuation, verb tense, word choice, word order, sentence structure, article, finite verb, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure)</td>
<td></td>
</tr>
</tbody>
</table>
| 2  | 13. Seen from the errors in your students’ writing products, what is the linguistic area that they suffer the most? | Khoshsima and Banaruee (2017) claim that English grammar was the linguistic area that suffered the highest level of L1 interference. It happens because, mostly, the foreign
<p>| | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>14.</td>
<td>Why do you think that your students have the most difficulty in that area?</td>
</tr>
<tr>
<td>15.</td>
<td>Then, how are English language rules different from Thai language rules or your students’ native language in general?</td>
</tr>
<tr>
<td>16.</td>
<td>Do you think that the differences in English and their native language have a role in interfering their performances in writing English composition?</td>
</tr>
<tr>
<td>17.</td>
<td>Moving forward, as observed when you taught your students, do you think that your students often do direct translation?</td>
</tr>
<tr>
<td>18.</td>
<td>Why do you think that your students do direct translation? Is it because when they write, things will make more sense in their native language than in English?</td>
</tr>
<tr>
<td>19.</td>
<td>In your opinion, do you think that your students sometimes use their native language as guidance in thinking when they are performing and producing the tasks?</td>
</tr>
</tbody>
</table>

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Barrett and Chen (2011) mention that the EFL learners’ product will be influenced by the language rules and system that they do not have in their first language.

In practice, most of English sentences that Thai students write will make more sense in their native language than in English since the direct translation they are doing and the difficulties they have when applying English language rules in their mind (Bennui, 2008).

EFL learners may also unconsciously use their native language as guidance in thinking when they are performing and producing the target language tasks (Yuan, 2014).
<table>
<thead>
<tr>
<th>target language writing task and why do you think so?</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Eventually, what is your opinion towards L1 interference in causing errors in your students English writing products? Do you think that L1 plays a major role in causing the errors?</td>
</tr>
<tr>
<td>Phuket and Othman (2015) mention that these errors are the results of their L1 interference or called as Interlingua errors.</td>
</tr>
</tbody>
</table>
Table 1.2: Questionnaire blueprint

<table>
<thead>
<tr>
<th>RQ</th>
<th>Question</th>
<th>Underlying Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Is it true that English and your native language have different language rules related to grammar (including tenses and subject-verb agreement), spelling, punctuation, and other linguistic aspects?</td>
<td>Khoshima and Banaruee (2017) claim that English grammar was the linguistic area that suffered the highest level of L1 interference. It happens because, mostly, the foreign language learners have different grammar structures with English.</td>
</tr>
<tr>
<td>10</td>
<td>Do you think that grammar is the most difficult part in writing English texts or paragraph?</td>
<td>Barrett and Chen (2011) mention that the EFL learners’ product will be influenced by the language rules and system that they do not have in their first language.</td>
</tr>
<tr>
<td>11</td>
<td>Do you think that it happens because you do not have specific language rules about grammar or verb-tenses in your native language?</td>
<td></td>
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<tr>
<td>12</td>
<td>When writing English sentences or texts, do you sometimes do direct translation from Thai words to English because you have difficulty in choosing appropriate English words?</td>
<td>In practice, most of English sentences that Thai students write will make more sense in their native language than in English since the direct translation they are doing and the difficulties they have when applying English language rules in their mind (Bennui, 2008).</td>
</tr>
<tr>
<td>13</td>
<td>Do you also do direct translation because the sentences make more sense in your native language than in English?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
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<tr>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>14. Next, when you are writing English sentences or texts, do you find any difficulties applying English language rules? (For example: verb-tenses, pronoun, punctuation, preposition, singular/plural forms, spelling.)</td>
<td>EFL learners may also unconsciously use their native language as guidance in thinking when they are performing and producing the target language tasks (Yuan, 2014).</td>
<td></td>
</tr>
<tr>
<td>15. Now remember the moments when you are writing an English paragraph. In that moment, do you use your native language as guidance in thinking when you are producing an English paragraph?</td>
<td>Phuket and Othman (2015) mention that these errors are the results of their L1 interference or called as Interlingua errors.</td>
<td></td>
</tr>
<tr>
<td>16. Eventually, do you think that your native language affect you in the way it interferes your performance in writing an English paragraph?</td>
<td></td>
<td></td>
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</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Table 2. List of error found based on the seven (7) aspects of The Minimum Requirements (Bram, 2012)

Table 2.1. Concord or Agreement

<table>
<thead>
<tr>
<th>No.</th>
<th>Writing sample #</th>
<th>Frequency</th>
<th>Proof(s)</th>
</tr>
</thead>
</table>
| 1.  | Writing sample 1 | 5         | ...XLC make me...;  
|     |                  |           | ...reading, writing, speaking, and spelling make me know...;  
|     |                  |           | XLC have...;  
|     |                  |           | ...volunteers makes me have confidence...;  
|     |                  |           | ...volunteers makes me know accent. |
| 2.  | Writing sample 2 | 4         | It make me...;  
|     |                  |           | It teach me to make friends.;  
|     |                  |           | ...to study all course...;  
|     |                  |           | XLC don’t give me only... |
| 3.  | Writing sample 3 | 1         | It have many people... |
| 4.  | Writing sample 4 | 5         | Father in Chiang Saen tell me...;  
|     |                  |           | favourite courses is...;  
|     |                  |           | another people...;  
|     |                  |           | XLC also help me...;  
|     |                  |           | This is my favourite courses. |
| 5.  | Writing sample 5 | 4         | have some problem...;  
|     |                  |           | favourite learning activities is...;  
|     |                  |           | it make me confidence...;  
|     |                  |           | It’s good places. |
| 6.  | Writing sample 6 | 4         | because it make me happy.;  
|     |                  |           | help me fun and happy.;  
|     |                  |           | it make my future is better and...;  
|     |                  |           | it make me good English. |
| 7.  | Writing sample 7 | 5         | every weeks...;  
|     |                  |           | This activity make us grow...;  
|     |                  |           | this and make us...;  
|     |                  |           | have mass every days...;  
|     |                  |           | It make me feel good. |
| 8.  | Writing sample 8 | 6         | likes English...;  
|     |                  |           | It make me understand...;  
|     |                  |           | It make me grow...;  
|     |                  |           | It make me understand more.;  
|     |                  |           | everyone help together.; |
| Writing sample 9 | 4 | - I like study with everyone.
| Writing sample 10 | 2 | - My favourite courses are...because it is basic to learn...;
|                     |    | - in each games...;
|                     |    | - it make me remember...;
|                     |    | - and it make me enjoy with it.
| Writing sample 11 | 3 | - every weekdays...;
| Writing sample 12 | 1 | - Everyone in XLC make me happy... .
| Writing sample 13 | 2 | - and volunteers help me...and makes me understand and speak...;
| Writing sample 14 | 1 | - My favourite courses is listening... .
| Writing sample 15 | 2 | - My favourite subject are writing and listening;
| Writing sample 16 | 2 | - it make me improve myself...
| Writing sample 17 | 1 | - Everyone in here take care... .
| Writing sample 18 | 2 | - activities in class because it ...;
| Writing sample 19 | 4 | - everyone helps...;
| Writing sample 20 | 3 | - Every weekdays...;
| Writing sample 21 | 3 | - Every on Mondays, Wednesdays, and Fridays...;
| Writing sample 22 | 3 | - everyone helps...;
|                     |    | - each others and do everything...;
|                     |    | - everyone how do...;
|                     |    | - like this place help me.

- PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Writing sample</th>
<th>Count</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 23.            | 3     | - ...reading is my favourite courses...;  
|                |       | - ...it make me don’t stress...;  
|                |       | - ...because it make me relaxed. |
| 24.            | 1     | - ...teacher always make me more... . |
| 25.            | 1     | - ...have a professional teachers. |
| 26.            | 1     | - ...each others. |
| 27.            | 2     | - ...there are only one beauding...;  
|                |       | - ...the teacher have to... . |
| 28.            | 3     | - My favourite courses is reading.;  
|                |       | - ...meaning of some vocabulary...;  
|                |       | - XLC teach me six hours... . |
| 29.            | 4     | - ...it have...;  
|                |       | - My favourite subject is all...;  
|                |       | - ...each subjects are difference...;  
|                |       | - ...like XLC help me. |
| 30.            | 0     | |
| 31.            | 0     | |
| 32.            | 0     | |
| 33.            | 14    | - ...there are many foreigner.;  
|                |       | - ...always help each others...;  
|                |       | - ...take care each others...;  
|                |       | - He is a kindness people.;  
|                |       | - He always help us.;  
|                |       | - He help us to check our...;  
|                |       | - We have learn many thing at XLC...;  
|                |       | - ...communicate with each others.;  
|                |       | - There are many thing that we...;  
|                |       | - Our class aren’t borring...;  
|                |       | - ...a teacher have...;  
|                |       | - ...many style to teach us...;  
|                |       | - It make us happy and enjoy...;  
|                |       | - I love all subject. |
| 34.            | 2     | - I have learnt many thing from...;  
|                |       | - ...because this place makes me becomes a better person. |
| 35.            | 5     | - ...for 6 year.;  
|                |       | - It have been...;  
|                |       | - ...good teachers who takes care...;  
|
- ...in every classes;
- ...people who takes care of... .

<table>
<thead>
<tr>
<th></th>
<th>Writing sample 36</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.</td>
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<tr>
<td><strong>Total</strong></td>
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### Table 2.2. Finite verbs

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<tr>
<th>No.</th>
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<th>Frequency</th>
<th>Proof(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Writing sample 1</td>
<td>1</td>
<td>- I thike English very important... .</td>
</tr>
<tr>
<td>2.</td>
<td>Writing sample 2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Writing sample 3</td>
<td>1</td>
<td>- The second the most effective... .</td>
</tr>
<tr>
<td>4.</td>
<td>Writing sample 4</td>
<td>1</td>
<td>- ...because it fun and help me... .</td>
</tr>
<tr>
<td>5.</td>
<td>Writing sample 5</td>
<td>2</td>
<td>- ...my English improve...; - I very happy because... .</td>
</tr>
<tr>
<td>6.</td>
<td>Writing sample 6</td>
<td>2</td>
<td>- I learning at XLC.; - ...make me good English.</td>
</tr>
<tr>
<td>7.</td>
<td>Writing sample 7</td>
<td>1</td>
<td>- ...and we happy to our work.</td>
</tr>
<tr>
<td>8.</td>
<td>Writing sample 8</td>
<td>2</td>
<td>- Study English very important in...; - ...because study together very happy and fun.</td>
</tr>
<tr>
<td>9.</td>
<td>Writing sample 9</td>
<td>1</td>
<td>- About pronunciation and listening not yet good for me.</td>
</tr>
<tr>
<td>10.</td>
<td>Writing sample 10</td>
<td>1</td>
<td>- Finally, at XLC we also English courses.</td>
</tr>
<tr>
<td>11.</td>
<td>Writing sample 11</td>
<td>1</td>
<td>- I happy when I study.</td>
</tr>
<tr>
<td>12.</td>
<td>Writing sample 12</td>
<td>2</td>
<td>- ...when I sad.; - I think English very... .</td>
</tr>
<tr>
<td>13.</td>
<td>Writing sample 13</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Writing sample 14</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Writing sample 15</td>
<td>3</td>
<td>- ...teachers in XLC very kind...; - It very nice and ...; - ...learning experiences in XLC very important for me... .</td>
</tr>
<tr>
<td>16.</td>
<td>Writing sample 16</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Writing sample 17</td>
<td>1</td>
<td>- XLC likes my house.</td>
</tr>
<tr>
<td>18.</td>
<td>Writing sample 18</td>
<td>1</td>
<td>- English it difficult for me.</td>
</tr>
<tr>
<td></td>
<td>Writing sample</td>
<td></td>
<td>- I very happy when we do... .</td>
</tr>
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</tr>
<tr>
<td>20.</td>
<td>Writing sample 20</td>
<td></td>
<td>- In my suggestions to make learning at XLC more meaningful and useful because it give me knowledge and... .</td>
</tr>
<tr>
<td>21.</td>
<td>Writing sample 21</td>
<td>1</td>
<td>- ...it very different from my... .</td>
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<tr>
<td>22.</td>
<td>Writing sample 22</td>
<td>1</td>
<td>- ...because it useful for me.</td>
</tr>
<tr>
<td>23.</td>
<td>Writing sample 23</td>
<td></td>
<td>- I very happy to study...;</td>
</tr>
<tr>
<td>24.</td>
<td>Writing sample 24</td>
<td>1</td>
<td>- I very proud of myself...;</td>
</tr>
<tr>
<td>25.</td>
<td>Writing sample 25</td>
<td>3</td>
<td>- I very happy.</td>
</tr>
<tr>
<td>26.</td>
<td>Writing sample 26</td>
<td>1</td>
<td>- ...it hard to find a good job... .</td>
</tr>
<tr>
<td>27.</td>
<td>Writing sample 27</td>
<td></td>
<td>- If it not enough to study....</td>
</tr>
<tr>
<td>28.</td>
<td>Writing sample 28</td>
<td>1</td>
<td>- If it not enough to study....</td>
</tr>
<tr>
<td>29.</td>
<td>Writing sample 29</td>
<td></td>
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<tr>
<td>30.</td>
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<td>Writing sample 31</td>
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<td>Writing sample 33</td>
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<td>Writing sample 34</td>
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<td>Writing sample 35</td>
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<td>Writing sample 36</td>
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<td>37.</td>
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<tr>
<td>1.</td>
<td>Writing sample 1</td>
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<td></td>
</tr>
<tr>
<td>2.</td>
<td>Writing sample 2</td>
<td>3</td>
<td>- ...when I came here, ...I do not...; - ...when the teacher teach me, but now...; - ...more than the first time when I come here.</td>
</tr>
<tr>
<td>3.</td>
<td>Writing sample 3</td>
<td>1</td>
<td>- I study at XLC almost one year.</td>
</tr>
<tr>
<td>4.</td>
<td>Writing sample 4</td>
<td>3</td>
<td>- First day,...I came with my friends. They are 2 people...; - I have to visit here because.... (past); ...Father Anurak in Chiang Saen tell me (past).</td>
</tr>
<tr>
<td>5.</td>
<td>Writing sample 5</td>
<td>3</td>
<td>- ...in highschool, I don’t understand... (past); - When I studied, I don’t... - When I was sick, they will take... .</td>
</tr>
<tr>
<td>6.</td>
<td>Writing sample 6</td>
<td>0</td>
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<tr>
<td>7.</td>
<td>Writing sample 7</td>
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<tr>
<td>8.</td>
<td>Writing sample 8</td>
<td>1</td>
<td>- Sometimes, my free time or holiday, I listening to music, watching... .</td>
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<tr>
<td>9.</td>
<td>Writing sample 9</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Writing sample 10</td>
<td>4</td>
<td>- ...we will have farming after finished...(habitual); - on Sunday, we will play sport...(habitual); - We will have 5 skills...(fact); - Sometimes, we will have activities when we studies in class (fact).</td>
</tr>
<tr>
<td>11.</td>
<td>Writing sample 11</td>
<td>1</td>
<td>- It made me know and...(fact).</td>
</tr>
<tr>
<td>12.</td>
<td>Writing sample 12</td>
<td>5</td>
<td>- ...they will bought...; - ...some snakes and gave me...(fact); - I learned English good more then before...(fact); - I learned this here...(fact);</td>
</tr>
<tr>
<td>Writing sample</td>
<td>Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
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<tr>
<td>13.</td>
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<tr>
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<td>16.</td>
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<tr>
<td>18.</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>19.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>12</td>
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<td></td>
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<tr>
<td>21.</td>
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<tr>
<td>22.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ...but she told me a good (fact).
- When I study listening class, teachers gave sheets... .
- ...I am happy to came... .
- I have many friends that studied...;
- In XLC, I learned many...(fact);
- I never enjoyed the mass...(fact);
- ...but I came here...(present);
- I enjoyed the mas...;
- ...I thought I’m Buddhist but...;
- ...when I lived here...(fact);
- ...our Father that taught me...(present).
- The first month I have been here...;
- The first month...English is difficult.
- I was improve because we have very good teachers... .
- I had to study grammar...(fact);
- Every weekdays, I had to...;
- On Saturday morning, I had to...;
- Every on Mondays,...., and Fridays evening I played sports (habitual).;
- Every on Tuesday,...I had to do farming.;
- When I did farming...(habitual);
- ...I enjoyed to do it (fact).;
- In a garden, we planted...(fact);
- Every day I had to...;
- There is a kind woman cooked...;
- On Sundays, we had to cook...;
- ...I’m so happy because I had...
<table>
<thead>
<tr>
<th>Writing sample 24</th>
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</thead>
<tbody>
<tr>
<td>Writing sample 25</td>
<td>2</td>
</tr>
<tr>
<td>- ...I came here, I can not...;</td>
<td></td>
</tr>
<tr>
<td>- The first time...I can not speak English, I don’t know how to... .</td>
<td></td>
</tr>
<tr>
<td>Writing sample 26</td>
<td>0</td>
</tr>
<tr>
<td>Writing sample 27</td>
<td>2</td>
</tr>
<tr>
<td>- The first time I came here, XLC there are only...;</td>
<td></td>
</tr>
<tr>
<td>- Because I thought English is very hard for me.</td>
<td></td>
</tr>
<tr>
<td>Writing sample 28</td>
<td>2</td>
</tr>
<tr>
<td>- The most experiences in my life is when I was XLC student (present);</td>
<td></td>
</tr>
<tr>
<td>- First of all, I liked to...(fact).</td>
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<tr>
<td>Writing sample 29</td>
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<tr>
<td>Writing sample 30</td>
<td>14</td>
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<tr>
<td>- I was happy at here...(present);</td>
<td></td>
</tr>
<tr>
<td>- ...because here was like my...(present);</td>
<td></td>
</tr>
<tr>
<td>- Everyone were friendly (present);</td>
<td></td>
</tr>
<tr>
<td>- We have had many opportunities...;</td>
<td></td>
</tr>
<tr>
<td>- I have had good prists...;</td>
<td></td>
</tr>
<tr>
<td>- In XLC, we always studied...;</td>
<td></td>
</tr>
<tr>
<td>- ...and we also studied with STOU...(present);</td>
<td></td>
</tr>
<tr>
<td>- ...we have had volunteers from...;</td>
<td></td>
</tr>
<tr>
<td>- ...who helped us...(present);</td>
<td></td>
</tr>
<tr>
<td>- ...the teachers have used the music...;</td>
<td></td>
</tr>
<tr>
<td>- ...the music that it made me...;</td>
<td></td>
</tr>
<tr>
<td>- ...made me enjoyed it...(present);</td>
<td></td>
</tr>
<tr>
<td>- ...enjoyed it and I was not asleep...;</td>
<td></td>
</tr>
<tr>
<td>- We have had activities...(fact).</td>
<td></td>
</tr>
<tr>
<td>Writing sample 31</td>
<td>0</td>
</tr>
<tr>
<td>Writing sample 32</td>
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<td>Writing sample 34</td>
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<tr>
<td>Writing sample 35</td>
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<tr>
<td>- I feel that I was improving a lot (present).</td>
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</tr>
<tr>
<td>Writing sample 36</td>
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<td></td>
<td>Writing sample 37</td>
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<tr>
<td>Total</td>
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</table>
Table 2.4. Preposition

<table>
<thead>
<tr>
<th>No.</th>
<th>Writing sample #</th>
<th>Frequency</th>
<th>Proof(s)</th>
</tr>
</thead>
</table>
| 1.  | Writing sample 1 | 5         | - ...enjoy with the study.;  
   |                  |           | - I think at XLC is very good place...;  
   |                  |           | - ...because at XLC there are good...;  
   |                  |           | - ...at XLC makes me know English...;  
   |                  |           | - ...very important for me in now... |
| 2.  | Writing sample 2 | 0         |          |
| 3.  | Writing sample 3 | 5         | - ...at XLC almost one year.;  
   |                  |           | - Every on Mondays...;  
   |                  |           | - I have study.  
   |                  |           | - I like study.  
   |                  |           | - ...I have many people love me. |
| 4.  | Writing sample 4 | 4         | - I came in XLC...;  
   |                  |           | - ...when I learn this class.;  
   |                  |           | - ...help me in remember vocabulary.;  
   |                  |           | - XLC not only help for learn... |
| 5.  | Writing sample 5 | 1         | - ...have some problems, I can share Fathers... |
| 6.  | Writing sample 6 | 0         |          |
| 7.  | Writing sample 7 | 3         | - ...we happy to our work.;  
   |                  |           | - ...makes us to learn...;  
   |                  |           | - ...learn of work. |
| 8.  | Writing sample 8 | 1         | - Sometimes, my free time or holiday. |
| 9.  | Writing sample 9 | 3         | - At here, my favourite...;  
   |                  |           | - ...because it is basic in to learn English...;  
   |                  |           | - ...and make me enjoy with it. |
| 10. | Writing sample 10| 1         | - practice for in my future. |
| 11. | Writing sample 11| 3         | - I came study...;  
   |                  |           | - ...for students more understand...;  
   |                  |           | - ...introduce us for your future. |
| 12. | Writing sample 12| 0         |          |
| 13. | Writing sample 13| 1         | - ...have volunteers help me.... |
| 14. | Writing sample 14| 2         | - Now, I try improve...;  
<p>|                  |           | - When I study listening class. |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Writing sample</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 15. | 15             | 2     | - First at all...;  
|     |                |       | - ...kind and take care me.  |
| 16. | 16             | 1     | - ...very kind with the students.  |
| 17. | 17             | 5     | - ...like to study listening class...;  
|     |                |       | - ...learn many experiences from here.;  
|     |                |       | - Everyone in here takes...;  
|     |                |       | - I love here.;  
|     |                |       | - ...teach us to going to...  |
| 18. | 18             | 5     | - ...listening music...;  
|     |                |       | - ...confident to speaking...;  
|     |                |       | - ...performan for improve our skills...;  
|     |                |       | - If you want be XLC student...;  
|     |                |       | - ...must have love in English.  |
| 19. | 19             | 3     | - Learning this place have a lot...;  
|     |                |       | - Second, this place we have a lot of activities such as...;  
|     |                |       | - I have a good life with this place.  |
| 20. | 20             | 4     | - ...to study in grammar, vocabulary,...., and speaking classes.  
|     |                |       | - Every on Mondays...;  
|     |                |       | - Every on Tuesdays...;  
|     |                |       | - ...an opportunity to study in here.  |
| 21. | 21             | 2     | - I'm very bad grammar.;  
|     |                |       | - Finally, in my suggestion to...  |
| 22. | 22             | 2     | - ...different with another school...;  
|     |                |       | - almost everything is English.  |
| 23. | 23             | 2     | - About using game with learning is interesting...;  
|     |                |       | - ...such as do activities in outside.  |
| 24. | 24             | 1     | - ...give me ways how to improve...  |
| 25. | 25             | 2     | - ...do many things for improve...;  
|     |                |       | - We have speaking club for improve our speech.  |
| 26. | 26             | 1     | - I’m very happy to be here XLC...  |
| 27. | 27             | 3     | - In 2017, I came XLC;  
|     |                |       | - My friends always listen me...;  
|     |                |       | - ...thank you so much with Father...  |
| 28. | 28             | 1     | - ...they teach me know about...  |
| 29. | 29             | 2     | - ...they have special thing make me...;  
<p>|     |                |       | - I get chance many things from...  |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Writing Sample</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>Writing sample 30</td>
<td>1</td>
<td>- ...focuses at vocabularies... .</td>
</tr>
<tr>
<td>31.</td>
<td>Writing sample 31</td>
<td>1</td>
<td>- I love all the subjects we have in here.</td>
</tr>
<tr>
<td>32.</td>
<td>Writing sample 32</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Writing sample 33</td>
<td>1</td>
<td>- ...take care each other.</td>
</tr>
<tr>
<td>34.</td>
<td>Writing sample 34</td>
<td>1</td>
<td>- For my suggestion for XLC... .</td>
</tr>
<tr>
<td>35.</td>
<td>Writing sample 35</td>
<td>1</td>
<td>- ...speak to others I mean incorrect way... .</td>
</tr>
<tr>
<td>36.</td>
<td>Writing sample 36</td>
<td>2</td>
<td>- ...in front many people; - ...it is good for me practice more... .</td>
</tr>
<tr>
<td>37.</td>
<td>Writing sample 37</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>72</strong></td>
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### Table 2.5. Articles

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<th>Frequency</th>
<th>Proof(s)</th>
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<td>1.</td>
<td>Writing sample 1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Writing sample 2</td>
<td>1</td>
<td>- to do activities such as...</td>
</tr>
<tr>
<td>3.</td>
<td>Writing sample 3</td>
<td>1</td>
<td>- because it’s special place.</td>
</tr>
<tr>
<td>4.</td>
<td>Writing sample 4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Writing sample 5</td>
<td>1</td>
<td>- it’s good place and it...</td>
</tr>
<tr>
<td>6.</td>
<td>Writing sample 6</td>
<td>1</td>
<td>- I’m student.</td>
</tr>
<tr>
<td>7.</td>
<td>Writing sample 7</td>
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<td></td>
</tr>
<tr>
<td>8.</td>
<td>Writing sample 8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Writing sample 9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Writing sample 10</td>
<td>1</td>
<td>- performance about Thai culture but version in English.</td>
</tr>
<tr>
<td>11.</td>
<td>Writing sample 11</td>
<td>2</td>
<td>- when we study teachers help...; - because teachers love and...</td>
</tr>
<tr>
<td>12.</td>
<td>Writing sample 12</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Writing sample 13</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Writing sample 14</td>
<td>3</td>
<td>- study in listening class teachers...; - then write word into...; - word into sheets,</td>
</tr>
<tr>
<td>15.</td>
<td>Writing sample 15</td>
<td>2</td>
<td>- because teachers in XLC very...; - I want to be teacher.</td>
</tr>
<tr>
<td>16.</td>
<td>Writing sample 16</td>
<td>3</td>
<td>- very kind with students...; - sometimes students don’t understand...;</td>
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<td>17.</td>
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<tr>
<td>18.</td>
<td>Writing sample 18</td>
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<tr>
<td></td>
<td>Writing sample</td>
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<td></td>
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<tr>
<td>---</td>
<td>----------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
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<td>0</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Writing sample 20</td>
<td>1</td>
<td>...went to walking street.</td>
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<tr>
<td>21</td>
<td>Writing sample 21</td>
<td>1</td>
<td>...what teacher said.</td>
</tr>
<tr>
<td>22</td>
<td>Writing sample 22</td>
<td>1</td>
<td>...since first time I came here...</td>
</tr>
<tr>
<td>23</td>
<td>Writing sample 23</td>
<td>1</td>
<td>This is good way to learn, too,</td>
</tr>
<tr>
<td>24</td>
<td>Writing sample 24</td>
<td>2</td>
<td>...be a manager or English teacher.;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sometimes, when we have speaking class, teachers always...</td>
</tr>
<tr>
<td>25</td>
<td>Writing sample 25</td>
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</tr>
<tr>
<td>26</td>
<td>Writing sample 26</td>
<td>1</td>
<td>...First time I came here my English was very bad and...</td>
</tr>
<tr>
<td>27</td>
<td>Writing sample 27</td>
<td>2</td>
<td>...but now the XLC is improved...;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>...Teachers have to work hard...</td>
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<tr>
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<td>Writing sample 28</td>
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</tr>
<tr>
<td>29</td>
<td>Writing sample 29</td>
<td>1</td>
<td>...on the Saturday every week...</td>
</tr>
<tr>
<td>30</td>
<td>Writing sample 30</td>
<td>1</td>
<td>...like to be best at English.</td>
</tr>
<tr>
<td>31</td>
<td>Writing sample 31</td>
<td>1</td>
<td>...also learn a computer too.</td>
</tr>
<tr>
<td>32</td>
<td>Writing sample 32</td>
<td>2</td>
<td>...that I have opportunity to study...;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>...English is international language.</td>
</tr>
<tr>
<td>33</td>
<td>Writing sample 33</td>
<td>1</td>
<td>Fr. Pichet is a directors here.</td>
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<tr>
<td>34</td>
<td>Writing sample 34</td>
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<td></td>
</tr>
<tr>
<td>35</td>
<td>Writing sample 35</td>
<td>1</td>
<td>I was one of students who...</td>
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<tr>
<td>36</td>
<td>Writing sample 36</td>
<td>1</td>
<td>The most interesting thing about English is accent.</td>
</tr>
<tr>
<td>37</td>
<td>Writing sample 37</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
<td><strong>32</strong></td>
</tr>
<tr>
<td>No.</td>
<td>Writing sample #</td>
<td>Frequency</td>
<td>Proof(s)</td>
</tr>
<tr>
<td>-----</td>
<td>------------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 1.  | Writing sample 1  | 7         | - At XLC study 4 skills;  
- At XLC study 4 skills_;  
- There are reading writing...;  
- _...writing speaking...;_  
- speaking and spilling.;  
- _...very good place for me, because at XLC...;_  
- _...good friends, and at XLC makes...;_ |
| 2.  | Writing sample 2  | 4         | - First when I came...;  
- _...when I came here I can not speak...;_  
- _...I can not speak English...;_  
- For me I think... . |
| 3.  | Writing sample 3  | 2         | - First of all, when I live in XLC my favourite food is...;  
- _...when I am learning English Language it’s important to..._. |
| 4.  | Writing sample 4  | 12        | - They are 2 people Poey and...;  
- _...Poey and Toon_;  
- _...tell me do you want to learn English more and I said yes...;_  
- _I come here for my English skill I want to improv..._;  
- _...here with another people My favourite courses..._;  
- _...listening class I like listening...;_  
- _...to improve my English When I...;_  
- _When I learn in this class I have..._;  
- _...help me to learn about life help how to be a good person..._;  
- _...how to be a good person how to stay with..._;  
- _...stay with other people and how to fight with..._;  
- _...fight with the problems I holp..._. |
| 5.  | Writing sample 5  | 5         | - _...when I study at XLC, my English is..._;  
- Secondly, when I study at XLC. I am very happy because...; |
| Writing sample |  | - ...because when I speak **English**, I felt happy.;  
|  |  | - ...because this **place**, it’s good.;  
|  |  | - I love **XLC**, and I love everything.;  
|  |  | - ...everything at **XLC**, because... .  
| 6. Writing sample 6 | 3 | - ...I like to study about **English**, such as speaking, reading, ...;  
|  |  | - ...I like to study activities, such as...;  
|  |  | - ...such as playing **games**, Conversation and watch movie... .  
| 7. Writing sample 7 | 6 | - ...**every week**, such as wash cars...;  
|  |  | - ...**clean the class room ETC**.;  
|  |  | - ...we have mass every day, The mass for Monday...;  
|  |  | - For me I like...;  
|  |  | - ...I like football I play football...;  
|  |  | - ...every day when sport **times**.  
| 8. Writing sample 8 | 8 | - ...make me understand more I think study English...;  
|  |  | - Sometime in my free time or holidays I listening...;  
|  |  | - ...**free time or holiday** I listening...;  
|  |  | - ...listening to music watching movie about...;  
|  |  | - ...about pronunciation_;  
|  |  | - ...help me understand more At **XLC** good teachers...;  
|  |  | - At **XLC** good teachers...;  
|  |  | - They are very kind smart and helpful.  
| 9. Writing sample 9 | 5 | - I was at **XLC** in 2017 **XLC** gave...;  
|  |  | - When they teach me they make...;  
|  |  | - At **there my** favourite courses...;  
|  |  | - For activity the most...;  
|  |  | - ...not yet good for me I should be... .  
| 10. Writing sample 10 | 10 | - At **XLC** we have many...;  
|  |  | - ...volunteers...from **Mexico** We have performance about...;  
|  |  | - ...on Tuesday,..., **Saturday we will** have farming...;  
|  |  | - ...on Monday,..., **Sunday we will** play sports.;  
|  |  | - ...do anything **together, such as**...;  
|  |  | - ...such as, eat together and...;  

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
<p>| Writing sample | 11. | 3 | - We always study English We will...; - We will have 5 skills, such as...; - Such as, structure, reading, ...; - can help me do anything So, I will try and practice... . |
| Writing sample | 12. | 3 | - ...know and understand more Then, fisth of all, ...; - Befor I came to study I didn’t...; - When we study teachers help and... . |
| Writing sample | 13. | 2 | - ...everyone makes me happy When I sad...; - When I sad they will bought...; - ...so in the future I hope to be... . |
| Writing sample | 14. | 5 | - When I came to XLC the first time I didn’t know...; - Now I think my listening is...; - ...better more Then I like reading...; - Then I like reading...; - Then I like reading also I can read... . |
| Writing sample | 15. | 3 | - ...like to study at XLC. because...; - Then I like to learning activities...; - ...I want to be teacher I like to teach... . |
| Writing sample | 16. | 3 | - First of all I am very happy...; - ...kinds and helpful My favourite...; - ...kinds with the students Sometimes... . |
| Writing sample | 17. | 2 | - They like my family, They help me to study...; - In XLC I learned... . |
| Writing sample | 18. | 9 | - The first time when I came...; - The first time that I have been here English it difficult...; - ...when I came here I really worry...; - ...when I study, such as...; - I love activities in class, because...; - ...confident to speaking, such as...; - ...conversation with friends spelling vocabulary...; - ...spelling vocabulary in front of class and sometimes we also... . |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Writing sample</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Writing sample 19</td>
<td>5</td>
<td>- If you want to be XLC student you must have love in... .</td>
</tr>
<tr>
<td>20.</td>
<td>Writing sample 20</td>
<td>4</td>
<td>- From person who didn’t know English, I think I improve...; - ...listening, speaking, reading, writing and grammar.; - Them teach us everythings Second, this place we have...; - Finally I think I have...; - After finish in this place I want to... .</td>
</tr>
<tr>
<td>21.</td>
<td>Writing sample 21</td>
<td>5</td>
<td>- ...when I came here I didn’t...; - Finally in my suggestions to...; - ...useful because. It give me...; - Now every country use English...; - ...if I study since now It has useful for my future... .</td>
</tr>
<tr>
<td>22.</td>
<td>Writing sample 22</td>
<td>3</td>
<td>- When I was in Highschool I took...; - In XLC everybody speak English...; - That makes me nervous, because...</td>
</tr>
<tr>
<td>23.</td>
<td>Writing sample 23</td>
<td>1</td>
<td>- ...because when I read stories I feel fun with them....</td>
</tr>
<tr>
<td>24.</td>
<td>Writing sample 24</td>
<td>1</td>
<td>- ... my teacher or my friends. And they can help me....</td>
</tr>
<tr>
<td>25.</td>
<td>Writing sample 25</td>
<td>8</td>
<td>- The first time when I came here I can not...; - ...I can not speak English, I don’t know how to use...; - ...that I can study here I like study...; - At XLC our teachers they are...; - ...them self for us They work hard...; - ...to improve our study We also...; - ...for improve our speech I like to...; - I like to study I am very happy.</td>
</tr>
<tr>
<td>26.</td>
<td>Writing sample 26</td>
<td>3</td>
<td>- First time when I came here my English was very bad...; - Then I improved my skill English...; - ...if I don’t know English I think... .</td>
</tr>
<tr>
<td>27.</td>
<td>Writing sample 27</td>
<td>1</td>
<td>- But now the XLC is improved... .</td>
</tr>
<tr>
<td>No.</td>
<td>Writing sample</td>
<td>Score</td>
<td>Natural Text</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 28. | Writing sample 28 | 3 | - ...live in community life First of all...;  
- ...is reading, because...;  
- If it not enough to study we can... . |
| 29. | Writing sample 29 | 0 |  |
| 30. | Writing sample 30 | 1 | - Since, I came here I felt... . |
| 31. | Writing sample 31 | 7 | - ...our activities, such as, studying...;  
- ...playing sports, spiritual activities, serving others and more...;  
- ...listening, speaking, reading, writing and we also...;  
- ...I would say that, it is speaking...;  
- I know me, myself that I’m...;  
- ...try to speaking English, because...;  
- ...very useful for me, to communicate with foreign... . |
| 32. | Writing sample 32 | 6 | - ...I want to say that, I am...;  
- ...at XLC such as, speaking...;  
- ...speaking, writing, reading, listening, structure and we...;  
- I am not really good at it So, that’s...;  
- ...if we know English we have more opportunity...;  
- I believe that, XLC can helps... . |
| 33. | Writing sample 33 | 1 | - ...take care each others Fr. Pichet... . |
| 34. | Writing sample 34 | 1 | - In my class I do many activities. |
| 35. | Writing sample 35 | 3 | - First of all I would like...;  
- In my opinion I think I have...;  
- In the past I think grammar is... . |
| 36. | Writing sample 36 | 6 | - ...use English everyday. Because most of the classes...;  
- I am not good at speaking, I will feel worry when I have to speak...;  
- ...about speaking, because it mays...;  
- ...their accent, because they speak...;  
- But it challenges me. So all...;  
- So all of these are... . |
| 37. | Writing sample 37 | 0 |  |
| Total | 149 |
Table 2.7. Spelling

<table>
<thead>
<tr>
<th>No.</th>
<th>Writing sample #</th>
<th>Frequency</th>
<th>Proof(s)</th>
</tr>
</thead>
</table>
| 1.  | Writing sample 1 | 6         | - spilling  
- meaks  
- faringner  
- prictice  
- coversation  
- thinke |
| 2.  | Writing sample 2 | 4         | - can not  
- thinke  
- Enlish  
- Stddy |
| 3.  | Writing sample 3 | 2         | - al most  
- Papaya slad |
| 4.  | Writing sample 4 | 6         | - frist  
- vitsit  
- imprrov  
- anoither  
- claes  
- preson |
| 5.  | Writing sample 5 | 2         | - prow  
- overally |
| 6.  | Writing sample 6 | 4         | - moth  
- becaus  
- activitie  
- all so |
| 7.  | Writing sample 7 | 3         | - a’lot  
- saturday  
- foodball |
| 8.  | Writing sample 8 | 2         | - writ  
- becaus |
| 9.  | Writing sample 9 | 2         | - sometime  
- stracture |
| 10. | Writing sample 10| 4         | - thrusday  
- form Australia  
- writting  
- lestening |
| 11. | Writing sample 11| 12        | - fisht  
- sujantes  
- sach as  
- writting  
- readind |
<table>
<thead>
<tr>
<th></th>
<th>Writing sample</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 12. | 12 | - befor  
- sconld  
- impodust  
- voluteens  
- evry  
- improtent  
- carn |
| 13. | 13 | - bough  
- snakes  
- befor  
- haer  
- deffical  
- tole  
- studied |
| 14. | 14 | - mekes  
- conforteble |
| 15. | 15 | - scondly  
- favorits  
- subejt  
- improve  
- fanally  
- l thing... |
| 16. | 16 | - kinds  
- some times  
- us we to learn...  
- volunteans |
| 17. | 17 | - listenning  
- maxico  
- thay  
- difficulse  
- prists  
...that tought me... |
| 18. | 18 | - rearly  
- tha  
- converciation  
- performant  
- fucuses  
...don’t be shies  
- afried  
- every well |
| 19. | 19 | - hwo  
- listning |
<table>
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<th></th>
<th>Writing sample</th>
<th>Count</th>
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<td>- manytings</td>
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<td></td>
<td></td>
<td></td>
<td>- ...to pelp others</td>
</tr>
<tr>
<td>21.</td>
<td>Writing sample 21</td>
<td>5</td>
<td>- attanded</td>
</tr>
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<td></td>
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<td>- chapal</td>
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<td>22.</td>
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<td></td>
<td>- lestening</td>
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<td></td>
<td></td>
<td>- lentening</td>
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<td>- relass</td>
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<tr>
<td>23.</td>
<td>Writing sample 23</td>
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<td>- worong</td>
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<td></td>
<td>- sometime</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- a lot</td>
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<td>Writing sample 24</td>
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<td>- fororite</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- sometime</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- I thing...</td>
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<td>Writing sample 25</td>
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<td>- english</td>
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<td>- importants</td>
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<td>26.</td>
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<td>- kine</td>
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<td>- belive</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>- sacrifices</td>
</tr>
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<td></td>
<td></td>
<td>- them self</td>
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<td>27.</td>
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<td>- writting</td>
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<tr>
<td>28.</td>
<td>Writing sample 28</td>
<td>1</td>
<td>- Enlish</td>
</tr>
<tr>
<td>29.</td>
<td>Writing sample 29</td>
<td>1</td>
<td>- course</td>
</tr>
<tr>
<td>30.</td>
<td>Writing sample 30</td>
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<td>Writing sample 31</td>
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<td>- Even though</td>
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<td>32.</td>
<td>Writing sample 32</td>
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</table>
|    | Writing sample 33 |   | - lovly  
|    |                  |   | - ...understand the contains  
|    |                  |   | - borrying  
|    |                  |   | - socialty  
|    | Writing sample 34 | 3 | - pronociation  
|    |                  |   | - sometime  
|    |                  |   | - betten  
|    | Writing sample 35 | 4 | - frist of all  
|    |                  |   | - incorrect  
|    |                  |   | - aftehe  
|    |                  |   | - brough  
|    | Writing sample 36 | 4 | - personaly  
|    |                  |   | - mays  
|    |                  |   | - begining  
|    |                  |   | - ...Australia accent  
|    | Writing sample 37 | 1 | - writing  
|    |                  |   |  
| Total |                  |   | 139  

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI