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CHARACTERISTICS AND WRITING ERRORS IN NARRATIVE
ESSAYS OF THIRD-YEAR ENGLISH MAJOR STUDENTS
AT SRINAKHARINWIROT UNIVERSITY

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A MASTER'S PROJECT
BY
MANEENOOT CHAWEEWONG

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University

October 2009

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This study aimed to find out the major characteristics, linguistics feature, and writing errors of a narrative essay written by third-year English majors at Srinakharinwirot University. The sources of the data were the first drafts of students' narrative essays written by third-year English major students who enrolled in EN 431 – Composition 2 in the second semester of the academic year 2007, totally 35 first drafts of students' narrative essay were used for data analysis using the framework developed by the researcher. The content analysis of students' first drafts revealed the major characteristics of a narrative essay as follows: most of the students were able to write following the rhetorical pattern of narrative writing. That is, 82.85% of the students presented the clear main point or thesis statement, 74.28% of them organized their ideas and events in chronological order; whereas, 51.42% of them did not write a good conclusion. In addition, with respect to linguistic features, 70.31% of the students used action verbs, 38.47% of them used simple sentences and 87.55% of them used past simple tense in their narrative essays. According to writing errors, the most frequently errors occurred in students' essays were word choice, non-idioms, tenses, articles, word order, and wrong prepositions, respectively. The results of the study could enhance students' ability to write a narrative essay and essays with similar types of writing genre. This study also suggested that the rhetorical pattern of each type of writing and the linguistic features specific to each written discourse as well as the identification of the writing errors should be integrated in writing instruction.

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ชั้นปีที่ 3 มหาวิทยาลัยศรีนครินทรวิโรฒ



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งานวิจัยเรื่อง ลักษณะและข้อผิดพลาดในงานเขียนเชิงบรรยายของนิสิต วิชาเอกภาษาอังกฤษ
ชั้นปีที่ 3 มหาวิทยาลัยศรีนครินทรวิโรฒ มีวัตถุประสงค์เพื่อศึกษาลักษณะของงานเขียน ลักษณะเฉพาะ
ทางภาษา และข้อผิดพลาดทางภาษาในงานเขียนเชิงบรรยาย ข้อมูลที่ใช้ในการวิจัยคือ งานเขียน
เรียงความเชิงบรรยายฉบับร่างที่ 1 ของนิสิตวิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 ที่เรียนวิชาการเขียน 2 (EN
431 – Composition 2) ในภาคการศึกษาที่ 2 ปีการศึกษา 2550 จำนวน 35 ชิ้น ผู้วิจัยรวบรวมงาน
เขียนทั้งหมดของนิสิตและวิเคราะห์ลักษณะในงานเขียน ลักษณะเฉพาะทางภาษา และข้อผิดพลาดทาง
ภาษา โดยใช้กรอบการวิเคราะห์ที่ผู้วิจัยสร้างขึ้น ผลการวิจัยพบว่า ลักษณะงานเขียนเรียงความเชิง
บรรยายโดยรวม มีดังนี้ นิสิตสามารถเขียนตามโครงสร้างการเขียนบรรยายที่ถูกต้องได้ กล่าวคือ ร้อย
ละ 82.85 ของนิสิตเขียนประโยคใจความหลักโดยระบุจุดประสงค์ในการบรรยายที่ชัดเจน (Main
point/Thesis statement) ร้อยละ 74.28 ของนิสิตเขียนบรรยายเรื่องราวโดยเรียงตามลำดับเหตุการณ์ที่
เกิดขึ้น (Chronological order) อย่างไรก็ตามร้อยละ 51.42 ของนิสิตไม่เขียนสรุปความ
(Conclusion) นอกจากนี้ จากการวิเคราะห์ลักษณะเฉพาะทางภาษา พบว่า ร้อยละ 70.31 ของนิสิตใช้
คำกริยาที่แสดงการกระทำ (Action verbs) ร้อยละ 38.47 ของนิสิตใช้ประโยคความเดียว (Simple
sentence) และร้อยละ 87.55 ใช้กาลที่แสดงเหตุการณ์อดีตได้ถูกต้อง (Past simple tense)
ข้อผิดพลาดทางภาษาที่พบบ่อยมี 6 ประเภท คือ การเลือกใช้คำ (Word choice) การใช้คำภาษาแม่ซึ่ง
ทำให้โครงสร้างทางภาษาผิด (Non-idioms) การใช้กาล (Tenses) การใช้คำนำหน้านาม (Articles)
การเรียงลำดับคำ (Word order) และการใช้คำบุพบทผิด (Wrong prepositions) ตามลำดับ
การวิเคราะห์งานเขียนเชิงบรรยายทำให้สามารถระบุลักษณะของการเขียนเชิงบรรยายของนิสิต
ลักษณะเฉพาะทางภาษา และข้อผิดพลาดทางภาษาได้ ผลการวิจัยครั้งนี้สามารถนำไปพัฒนางาน
เขียนเชิงบรรยายและงานเขียนประเภทอื่นๆ ที่เกี่ยวข้อง ดังนั้นในการสอนเขียนผู้สอนควรสอนลักษณะ
โครงสร้างของงานเขียน ลักษณะเฉพาะทางภาษาที่ใช้กับงานเขียนประเภทนั้นๆ และชี้ให้เห็น
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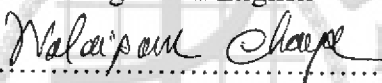
The Master's Project Advisor, Chair of the Master of Arts Program in English, and Oral Defense Committee have approved this Master's Project *Characteristics and Writing Errors in Narrative Essays of Third-Year English Major Students at Srinakharinwirot University* by Maneenoot Chawee Wong as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

Master's Project Advisor

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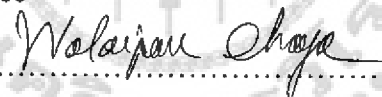
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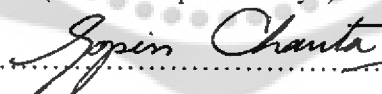
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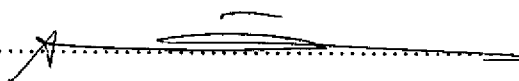
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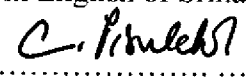
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(Ms. Sopin Chantakloi)

.......... Committee

(Dr. Somsak Kaewnuch)

The Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

.......... Dean of Faculty of Humanities

(Associate Professor Chaleosri Pibulchol)

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CHAPTER I

INTRODUCTION

Background of the Study

The advance of technology is currently allowing people of all nationalities to communicate mostly in English. Therefore, English is convenient for global use. People can talk and interact with each other through the phone or the Internet. They can even talk on Internet-based discussion boards using informal language and jargon. Since they can independently and widely choose the means of communication by making use of fast-growing technology, people in the Information Age, particularly the younger generation, have paid less attention to writing skills. That is, they do not see the importance of writing in English, specifically academic writing. However, writing in English has been very important in many ways, and it still plays an important role in many areas for non-native speakers of English.

To begin with, in academic areas, students at all levels, especially in Thailand, need to write in English in their English classes. For secondary school students, they have to take English tests to pass the entrance examination to study in a state-run university. For college students, they have to write many term papers and research papers. More importantly, undergraduate students majoring in English need to write their essays and papers, mostly in English, in response to their classes assignments. In the workplace and business – and in particular international business – staffs need to write notes, memos, reports and correspondence to clients and colleagues. People write notes and letters to keep in touch with relatives and friends. Furthermore, advances in transportation and technology allow people from various nations and cultures to interact with each other

with ease, breaking down traditional communication barriers. Consequently, both the abilities to speak and write in a second language such as English is a vital skill to develop for educational, business, and personal reasons (Weigle, 2002).

Writing is important for several reasons. Firstly, writing helps people to communicate with each other (Buscemi, Nicolai & Strugala, 1996). Secondly, writing allows people to practice and develop their thinking process and ideas. That is, writers can expand and explain what they think and subsequently learn to refine their thoughts (Bridges & Lunsford, 1984). In addition, writing helps students of English as a foreign or second language (EFL/ESL) to learn to communicate effectively in a different language. Raimes (1983) proposes three distinctive reasons why writing helps EFL/ESL students to learn to communicate. Firstly, writing reinforces grammatical structures, idioms, and vocabulary. Secondly, when students write, they have an opportunity to take chances with the language to make mistakes and learn from their errors to develop their writing skills. Thirdly, they become actively immersed in the new language when they write. Their efforts to express ideas and their use of hand-eye co-ordination and brain are ways to reinforce learning. In addition, Gebhardt and Rodrigues (1989) emphasize that the way that writing makes the brain and senses work together helps people learn. It can be seen that at present writing in English has played a leading role in helping people in many educational levels and in many fields.

However, writing as a productive skill is a difficult task. Within the four language skills – listening, reading, speaking, and writing – writing appears to be problematic (Weigle, 2002). Students have to involve themselves in producing language rather than receiving it. Nunan (1999) emphasizes that in terms of language skills, producing a piece of writing is the most difficult. Compared speaking to writing, which is also a productive skill, a speaker can add many things such as gestures, body movement, and facial

expressions or alter their tone of voice in order to express their ideas for communication (Wingersky, Boerner & Holguin-Balogh, 1995). Whereas in writing, a writer cannot use his/her body language to signal the beginning or the end of his/her thoughts as one can do in speaking (Reid & Lindstrom, 1985). Moreover, effective writing requires a number of considerations such as well-organized, well-developed and logical ideas and information, a high degree of accuracy, the careful choice of vocabulary, grammatical patterns, and sentence structures so that there is no ambiguity of meaning and the reader is able to detect the meaning of the text.

Writing in English is more problematic for EFL/ESL students than for native speakers. Myles (2002) mentions that writing in a second language is a complex process since it involves the learners' ability to communicate in their second language (L2) and their ability to construct a text in order to express their ideas effectively in their writing. Nazer (1996) states that the problem of second-language writings is that second-language writers usually think in two languages simultaneously: their native language (L1) and L2. As a result, students generally use inappropriate translations from their native language when writing in L2. Besides, second-language writers are conscious and worried about errors, and this slows their writing down, dampens their creativity and makes their writing less effective. Moreover, it may not be possible to train older second-language writers to switch to second-language writing strategies, as their first language is embedded and they cannot make necessary adjustments in their thought processes. Furthermore, it is difficult for second-language writers to write in a satisfactory manner that meets the needs of the reader's expectations.

In Thailand educational context, Thai students are expected to master written English. They are taught to write in various types of writing genres including exposition, narration, description, and argumentation. To be more specific, narration is the first type

of discourse most people, especially children, become familiar with (Kang, 2005), and it is considered a basic type of genre taught in writing class (Cheng, 2008; Meriwether, 1998). Narratives involve personal experience, the sequences of events of a story and simple moves in the stages of paragraph development (Pimsarn, 1995). Besides, it is an essential genre that provides important information about the narrator's linguistic competence in the target language (Kang, 2005). Therefore, narrative writing can be used as an effective tool that assesses one's competency in a foreign/second language by investigating one's ability to produce linguistic proficiency. However, research in this area is minimal and further studies are necessary to realize the characteristics of narrative writing of EFL/ESL students. The following are the examples of the related research investigated students' English narrative writing.

Kang (2005) examined the use of specific linguistic features in English narratives written by Korean EFL/ESL learners and American native English speakers in the U.S. The findings revealed that Koreans used some specific linguistic strategies when writing English narratives, such as the regular use of demonstrative references and repetition. Chen (2006) investigated whether the computer-assisted instruction (CAI) tutorial program had an impact on the English grammar skills of beginning English learners. Participants were asked to write a narrative essay, which would then be analyzed for errors in order to examine the effectiveness of the program. In this study, 15 categories of errors were used to identify the types of mistakes Taiwanese EFL/ESL students made. The findings of this study suggested that L1 played a major role in the writing process of beginning students' English writing, and the knowledge of linguistic differences between L1 and English may help to reduce students' interference from their native language. Lee's study (2003), investigating Nordic and Chinese students' English writing, revealed that EFL/ESL writing, particularly at the micro or discourse level rather than the macro

level, was influenced by the students' L1 and resulted in different use of superstructure and cohesion.

These previous studies conducted on narrative writing focused on linguistic features and revealed the students' errors. They also revealed that L1 had an impact on L2 writing. Although Thai students are required to learn to write narrative essays since the narrative genre is a basic type of genre for academic writing, research on narrative writing in Thailand is very rare. Therefore, it is interesting to conduct a research to investigate the characteristics and writing errors of Thai students' narrative writing to provide more insights into students' written narrative essays. The findings from the study would provide a more complete picture of the nature of Thai students' writing and enable them to identify their writing problems. Furthermore, the results of the study would provide helpful suggestions for writing instructors to improve the students' written narratives.

The present study, therefore, was conducted to analyze the major characteristics and the writing errors of the third-year English majors' narrative essays. The characteristics of the students' written narratives were identified in terms of rhetorical patterns and linguistic features. Moreover, the 12 error types adapted from Chen's study (2006) were used as an index to analyze writing errors in Thai EFL/ESL students' narrative essays.

Objectives of the Study

The objectives of this study are as follows:

1. To study the major characteristics of narrative essay writing of the third-year English majors at Srinakharinwirot University.
2. To investigate the writing errors in the first drafts of students' narrative essays.

Research Questions

This study attempted to answer the following research questions:

1. What are the major characteristics of narrative essay writing of the third-year English majors at Srinakharinwirot University?
 - 1.1 What are the rhetorical patterns in the first drafts of students' narrative essays?
 - 1.2 What are the linguistic features in the first drafts of students' narrative essays?
2. What are the writing errors in the first drafts of students' narrative essays?

Significance of the Study

The study of the major characteristics and writing errors in the first drafts of students' narrative essays is significant for three reasons. Firstly, the results from this study would provide more insights into the characteristics of third-year English major students' narrative writing. Secondly, realizing common errors in students' narrative essay writing could allow instructors to provide efficient techniques to improve their students' writing skill. Thirdly, instructors could apply the results of this study into their writing classes to increase students' understanding of the writing process.

Scope of the Study

This study intended to investigate the major characteristics and writing errors in students' first drafts of their narrative essays. The narrative essays were written by 35 third-year English majors in EN 431- Composition 2 class in the second semester of the academic year 2007 at Srinakharinwirot University. They were examined for characteristics, focusing on rhetorical patterns and linguistic features. Moreover, the essays were examined for writing errors based on the error types identified by Chen's study (2006).

Definition of Terms

In this study, three terms were defined as they were frequently used and discussed.

The terms were defined as follows:

1. A narrative essay refers to a kind of writing that aims to tell a story or events chronologically based on the writer's personal experience.
2. Characteristics refer to the rhetorical patterns and linguistic features in accordance with the narrative genre. The rhetorical pattern is the pattern of a narrative essay consisting of an introduction (Beginning), a body (Middle), and a conclusion (Ending). Specifically, in the body paragraphs; the events are arranged in chronological order. Linguistic features refer to word choice, sentence structure, and grammatical feature appearing in student's narrative essays. The word choice in this study refers to the selection of appropriate words in narrative writing, such as action verbs and adjectives used to describe thoughts, feelings, and sensory details. The sentence structure is the types of sentences used in students' narratives, including simple sentence, compound sentence, complex

sentence and compound-complex sentence. In addition, the grammatical feature involves the tenses used in narrative essays, including the past simple tense, the past perfect tense, and the past progressive tense.

3. Writing errors are regarded as the students' problems and types of errors found in narrative written products. In this study, 12 types of errors adapted from Chen's study (2006) are examined.

Summary of the Chapter

The main purpose of this chapter was to provide the background and the rationale of this study. In addition, this chapter described the research objectives, the research questions, the significance and scope of the study, as well as the definitions of terms that were frequently used. Chapter two discusses the review of the literature.

CHAPTER II

REVIEW OF THE LITERATURE

This study was a descriptive study by nature, consisting of two main research questions. Firstly, it aimed to investigate the rhetorical patterns and linguistic features in the first drafts of students' narrative essays. Secondly, it aimed to explore the writing errors in those first drafts. This chapter contains six major sections. In the first section, types of written discourse and a definition of a narrative are discussed. The second section concerns discourse features of a narrative and linguistic features of written narrative. In the third section, the writing processes and the process-genre based approach of teaching are reviewed. In the fourth section, measures of an effective written narrative are discussed. The fifth section concerns errors in English writing. Finally, the previous studies related to this study are highlighted.

Types of Written Discourse

There are many types of written discourse and each type has a certain purpose. Moreover, each piece of writing develops its own unique structure and style. However, writing can be grouped into four general categories based on the purpose(s) of communication: exposition, narration, description, and argumentation (Vivian & Jackson, 1961; West, 1966; Corbett, 1983; Lannon, 1983).

Firstly, exposition attempts to explain, to inform or to make something clear (West, 1966; Meriwether, 1998; Hantrakul, 2005). Meriwether (1998) mentions that the

primary purpose of expository writing is to inform, explain or give facts, rather than to amuse or entertain.

Secondly, narration is simply writing that tells what happened (West, 1966; Kirsznner & Mandell, 1988). In a narrative, the writer reports where and when events occurred and who were involved in them (Clouse, 1992). The events in the story are usually arranged in chronological order (Coffey, 1987; Emory, 1995; Dietsch, 1998; Meyers, 2005).

Thirdly, description attempts to evoke the readers' senses (Vivian & Jackson, 1961). It is concerned with the sensory impressions – sight, sound, smell, taste, and touch – of the subject being described (West, 1966; Dietsch, 1998; Hantrakul, 2005). The most effective description creates a significant impression or mood depending on the purpose of the writer (Meriwether, 1998). West (1966) argues that description rarely appears alone, but it is most often used with narration. In addition, it is sometimes used to support an expository idea, as well.

Lastly, argumentation is a kind of writing which attempts to convince or persuade the audience to believe or agree with the writers' position on a certain issue (Hantrakul, 2005). Writers of argumentation presume that the readers need convincing and have a different position on a particular subject. The writers endeavor to persuade the readers to believe their arguments. The writers' task is to use valid, logical reasoning, and to supply sufficient and reliable evidence to support their statements (Kramer, Leggett & Mead 1995).

Definition of a Narrative

A narrative essay is a non-fictional writing which “gives an account of an experience or event” (Emory, 1995, p. 8). Coffey (1987) also adds that in narrative writing, writers tell others something that happened. Moreover, Brandon (1994) defines a narrative as an account of an event or a series of events which make up a complete and significant action. However, in general, narratives can be either fiction (not based on facts) or non-fiction (based on real-life experiences) (Barnet & Stubbs, 1983; Coffey, 1987; Kirsznner & Mandell, 1988; Wyrick, 1993). In fiction, narratives may appear in short stories or novels, while in non-fiction; it may appear in writing as an essay. For example, in a novel, narrative tells readers what happened to the characters in the story and what happened to the writer, as in an essay. The events in a narrative essay are usually the writer’s personal experiences (Emory, 1995).

Consequently, Corbet (1983) divides narratives into two types: personal narratives (the reporting of events from the first-person point of view) and public narratives (not reporting from the first-person point of view). Corbet (1983) also mentions that personal narratives are the easiest kind of writing. Cahyono (1996) emphasizes that written narratives based on personal experiences have advantages for students. That is, students learn about themselves as they write about their own lives. In addition, writing personal narratives can give students time to reflect on their nature, their connections with others, and their relationships to events around the world.

In addition, narration is usually combined with other types of written discourse, especially description (Harris & Moseley, 2000). Finally, Emory (1995) particularly mentions that the primary purpose of a narrative essay is either to narrate or to inform and

that the story should make a point (Clouse, 1992). That is, readers can draw some points or a conclusion from the story.

Discourse Features of a Narrative

According to Brandon (1994), the discourse features of a narrative can be divided into 1) order, 2) verb tense, 3) point of view, 4) description, and 5) dialogue.

First, in narrative essay, details or events are usually arranged in time order or chronological order (Coffey, 1987; Emory, 1995; Dietsch, 1998; Meyers, 2005) because it is the easiest way to structure narratives (Emory, 1995). Kirszner and Mandell (1988) emphasize that the logical order in narrative writing is very important because it enables readers to follow the sequence of events and to understand the relationships among those events easily. Occasionally, writers can use a flashback technique, which takes readers back in time to reveal an event that occurred before the present point in the story. Nevertheless, in order to maintain the events that occurred and their chronological relationship, cohesion devices such as key words (prepositional phrases such as “at noon”, “in May” and “on Sunday”) and subordinators (adverbial clauses such as “while”, “when”, “before”, “until”, and “once”) must be placed in the essay (Ruetten, 2003). For example, “At noon, the office will close for a lunch break” and “Carmen was working on the reports while Joyce was typing the last report” (Coffey, 1987, p. 23). Moreover, transitional words such as “first”, “then”, “later”, “soon”, “finally”, “lastly”, and “now” must appear in the essay, too (Pimsarn, 1995; Ruetten, 2003). For example, “First, he wanted to know if anyone was hurt. Then, he scolded me” (Ruetten, 2003, p. 43).

Second, as the narrative essay is related to experiences, particularly in the past, the verb tense appearing in the essay is usually past rather than present tense (Brandon, 1994;

Tucker & Costello, 1985). Although writers can use either present or past tense, unnecessary changes in tense may distract or confuse readers (Brandon, 1994). Consequently, tenses to express the past can be the past simple tense, past progressive tense, or past perfect tense.

Third, the method of telling a story in written narrative is called the “point of view”. When writers tell a story from his/her own point of view using pronouns such as “I”, “me”, “my”, “mine”, “we”, or “our”, it is called “first-person point of view”. If it is told by another person using pronouns such as “he”, “she”, “it”, “they”, and “them”, it is called “third-person point of view” (Brandon, 1994; Emory, 1995; Dietsch, 2003; Ruetten, 2003). However, writers may tell the story using mixed strategies, both first-person and third-person point of view (Dietsch, 2003). “I hear strange footsteps in the room above” is an example of the first-person point of view and “He heard strange footsteps in the room above” is an example of the third-person point of view (Emory, 1995, p. 240).

Fourth, description is another important part in written narrative. Writers should be able to present the imagery to readers so that they can read and re-experience the writer’s ideas. To make a good description, writers may convey images through the senses (sight, sound, smell, taste, and touch). Thus, in a narrative essay, readers should be able to feel all senses.

Finally, writers can use a dialogue to reveal the character’s spoken words, actions or personality. The dialogue can create more interest and have a greater impact on readers since it is the way writers show rather than tell (Wyrick, 1993). Corbet (1983) emphasizes that readers will be unimpressed if writers tell the story instead of showing it. The use of “The coach shouted at us ‘Get in there and hustle!’” instead of using “The coach shouted that we should get in there and hustle” is an example of how writers show

the story using dialogue (Clouse, 1992, p. 177). However, not every narrative requires dialogue (Brandon, 1994). That is, dialogue may or may not appear in every narrative essay.

The Rhetorical Pattern of Narrative Writing

Kirszner and Mandell (1988) propose the following frame demonstrating how writers can produce a narrative essay. In the introduction, the writer identifies the paper’s subject, provides a context and also presents a thesis to help the readers to understand the purpose of writing the essay. In the body, events are arranged in order and then the writer concludes the significant point of the story in the conclusion paragraph.

Introduction (Beginning)	Identify the paper’s subject; provide a context for the events to follow; present thesis.
Body (Middle)	Present events in sequence: First event Second event Third event Fourth event
Conclusion (Ending)	Sum up the significance of the events.

Figure 1. The Rhetorical Pattern of Written Narrative.

Source: Kirszner and Mandell. (1988, p.87)

Below is an example of a narrative essay in which the author presents how a hospital’s staff serves his neighbor. The essay is produced in accordance with the above rhetorical pattern of narrative essay writing. The author provides the topic in the introduction. Then, the author presents the events in chronological order – first to fourth

events. Finally, the author ends the essay with the carelessness of the female nurse toward the author's neighbor. The story is told from the author's own point of view using the pronoun "I" that is, from the first-person point of view. The essay also employs a good description since readers are able to feel images conveyed by the author. For example, in event two, readers can see the picture of how the nurse treats Mr. Kessler. In addition, cohesion is also used in this essay, such as "late one evening last February", "during the half-hour", and "a few minutes later".

Visiting Mr. Kessler in the hospital gave me a sense that an ill person, as regarded by hospital personnel, is no more important than a piece of furniture. This attitude was conveyed to me by one of the nurses whom I knew from another social context – my church. I found it as well in Mr. Kessler's doctor.

The author introduces the topic by telling of his experience in the hospital.

Though a stroke had reduced Mr. Kessler to something approaching the state of an object of furniture – he could not see or speak, and he was paralyzed from the neck down – he was still worthy of the dignity which being human should confer, and he did not deserve the impersonal treatment he received from Mrs. Kraft, the nurse.

*Initiating Event
The author visited Mr. Kessler and sympathized with the poor service he received from the hospital.*

A man of fifty, Mr. Kessler had been a shy but always polite neighbor of mine. Late one evening last February, he suffered a stroke. A week later, following his removal from the intensive care unit, I went to the hospital to visit him. Since he could not communicate, I decided to sit by his bed for a few minutes, first just to silently indicate my respect for him, and second to give me the opportunity to speak to his wife, who might also visit him.

Event 1- The author begins telling the story of what happened to his neighbor, Mr. Kessler, in the hospital.

During the half-hour I was there, Mrs. Kraft, whom I had known from church as a normally kind and gracious person, appeared. She greeted me warmly; then, as if she were straightening the cushions on a sofa, she rearranged the pillow under the patient's head so that the tube in his mouth was better positioned. Raising his head with her left hand, she plumped up the pillow with her right. Then, instead of gently letting his head down again, she simply withdrew her hand and let his head drop.

Event 2- The author presented how the nurse treated Mr. Kessler impersonally.

A few minutes later, Dr. Cox appeared. Without a word to me or to the patient, he briskly placed his thumb on Mr. Kessler's eye and pushed up the eyelid. The doctor's demeanor was such that he might as well have been readjusting the position of a loose button on an upholstered cushion. Dr. Cox left as swiftly as he had entered. Neither he nor Mrs. Kraft had noticed the empty intravenous fluid bottle or the wilting flowers in need of water, standing in a vase on a shelf beside the bed.

Event 3- The author gives more details about how the doctor and the nurse neglected and showed no interest in Mr. Kessler.

I ended my silent vigil a few minutes later. Pausing at the nurse's desk on the way out, I mentioned the empty I.V. bottle to Mrs. Kraft, but I said nothing about the flowers, thinking that it would be foolish to request any non-essential service. Mrs. Kraft, however, was engrossed in a Louis Lamour novel and, without looking up, muttered: "I'll see to it"

Conclusion- The author illustrated further the degree of the nurse's ignorance. She did not even listen to what the author said in relation to taking care of Mr. Kessler.

Figure 2. An Example of a Narrative Essay: The Right to Human Dignity.

Source: Gehle and Rollo. (1977, p.11)

Linguistic Features of Written Narrative

Linguistic features specific to narrative writing are as follows:

Firstly, word choice is the selection of the words used in students' essays.

Particularly, in narrative essays, action verbs are used. An action verb is the verb that expresses action by describing the behavior of a person, place or thing (Neuburger, 1986; Warriner & Graham, 1977). Examples of action verbs include "walk", "sing", "drive", "give", "go", "talk", "swim", "write", "listen, and "answer". The examples of action verbs in the sentences are "The chorus sang the new song" and "Mali talks to her brother"

Other examples of action verbs in the sentence are as follows:

One-word Action Verb: My daughter runs her own business.

Verb Phrase: She will be eating a salad for dinner.

In addition, there are verbs of senses, for example, "taste", "feel", "smell", "sound", "look", and verbs such as "appear", "act", "grow", "remain", "turn", "seem", "become", "prove", and "stay". Some of these verbs can be either action verbs or linking verbs, which do not express action but rather link the subject of the sentence with the complement, depending on how they are used and on their meaning in the sentence as in the following examples.

Action Verb: Aaron appeared from nowhere when his mother called.

Linking Verb: The department store appears rather crowded tonight.

Secondly, sentence structure is a type and a number of clauses appeared in students' essays (Frank, 1993). The sentence structure can be classified into four main types: simple, compound, complex, and compound-complex sentences (Neuburger, 1986). A simple sentence is a sentence that has one subject and one verb (Russell, 1993). That is, it contains only one independent clause. An example of a simple sentence is

“The man stole the jewelry” (Frank, 1993, p. 222). A compound sentence is a sentence that contains two or more independent clauses, usually joined by a conjunction (for example, “for”, “and”, “nor”, “but”, “or”, “yet”), a comma, a conjunction, or a semi-colon (Neuburger, 1986). An example of a compound sentence is “The man stole the jewelry and he hid it in his home” (Frank, 1993, p. 222). A complex sentence is a sentence consisting of one independent clause and one or more subordinate clauses such as “The man who stole the jewelry hid it in his room” (Frank, 1993, p. 222). A compound-complex sentence has two or more independent clauses and one or more subordinate clauses (Adulavidhaya, 2005) – for example, “The man stole the jewelry and he hid it in his room until he could safely get out of town” (Frank, 1993, p. 223).

A third grammatical feature is the tense used in the essays. The tense which normally appears in narrative essays is the past tenses (Brandon, 1994), which include the past simple, the past perfect, and the past progressive. The past tense is used to mark an event completed in the past and it is normally found in narratives that recount past experiences or activities (Schiffrin, 1981 & Quirk et al. 1985 cited in Hinkel, 2002, pp. 97-98). In addition, it is often found with time adverbials indicating a definite past time, such as “yesterday”, “last week”, “last month”, and “two years ago”.

The past simple tense is used for events that happened at a specific time in the past, or that happened over a period of time that is now finished (Tucker & Costello, 1985). The example of past simple is “We went to school early yesterday” (Tucker, & Costello, 1985, p. 203). The past perfect is formed with “had” plus the past participle with the main verb and it is used to write about two events that occur at the different times in the past (Tucker & Costello, 1985). It reveals the event that precedes another event in order to show more clearly relationship between two past events such as “They arrived at the station after the train had pulled away” (Tucker & Costello, 1985, p. 206).

Finally, the past progressive tense is formed with “was” or “were” plus the present participle (-ing) of the main verb. This tense expresses a continuous past action and is often used for an action that was going on at a time when another event occurred (Tucker & Costello, 1985). For example, “We were just biting into our hamburgers when the thunder started” (Tucker & Costello, 1985, p. 207). The past progressive is also used for an uncompleted action in the past, such as “I was trying to reach you all week (but you never picked up the telephone)” (Tucker & Costello, 1985, p. 207).

Finally, in a narrative essay, cohesion is used to show the relationship of events and to make the timeline clear to the readers (Hoffman, 1997; Ruetten, 2003). Writers can use either prepositional phrases or subordinators in adverbial clauses as cohesion (Ruetten, 2003). The examples of prepositional phrases are “at noon”, “by that time”, “on Thursday” (or any day of the week), on “April 20, 1980” (or any date), “in 1985” (or any year), and “until then”. For example, “On May 26, 1981, Alison was born” (Coffey, 1987, p. 24). Subordinators include “while”, “when”, “as”, “whenever”, “before”, “after”, “until”, “as soon as”, “the moment that”, and “once”. For example, “Until her father helped her, Sara refused to ride down the escalator” (Coffey, 1987, p. 24). In addition to time relationship, writers can indicate the sequence of events by using transitional words (Ruetten, 2003, Emory, 1995). Examples of transitional words include “first”, “second”, “next”, “later”, “suddenly”, “then”, “last”, “finally” and “now”. For example, “First, I called my friend. Then I turned on the radio” (Ruetten, 2003, p. 43).

However, this study focuses on three linguistic features which are word choice, sentence structure and grammatical features in students’ narrative essays.

The Writing Process

Writing is a way of controlling ideas and getting them down on paper (Wingersky, Boerner & Holguin-Balogh, 1995). Kahn (1998) also defines writing as a tool for communication or a tool for conveying ideas and feelings from one mind to another. In short, the primary purpose in writing is to transfer thoughts onto paper in order to communicate with others (Cavina, 1995). Furthermore, Bridges and Lunsford (1984) emphasize that writing is a process that writers discover and shape meaning for communication purposes. Therefore, writing is a process that involves four distinct stages. These stages are pre-writing, drafting, revising, and editing/proofreading (Buscemi, Nicolai & Strugala, 1996; Dietsch, 1998).

Pre-writing is a process that is done before writers begin to actually write the paper. During this first stage, writers establish purpose, analyze the audience, and discover ideas that can lead to a topic and details to develop it (Mcnamara, 1994). Pre-writing can take many forms, such as thinking, discussing with the others, jotting down notes, or interviewing. Besides, it can be done whenever and however writers like – for example, on paper, at a keyboard or with a tape recorder.

In the second stage of writing, writers write the whole paper in a rough written form (Mcnamara, 1994; Kramer, Leggett & Mead, 1995). This stage of writing can help writers to explore ideas, focus their attention on clarifying and achieving their purpose, and expressing their main idea. In this stage, writers do not worry about organization, grammar or spelling and they can leave the fleshing out of details for later drafts.

Revision is the reworking of a piece of writing. In this stage, writers may revise the body of a paragraph first by adding an example, anecdote, reason, or concrete details and leaving the introduction and conclusion for later. If the introduction is first revised, it

will help writers to find a better structure for the rest of the paper (Dietsch, 1998).

However, writers may rearrange whole sections. Writers work through the draft until the writing includes all necessary information. The advantage of revising is that it helps writers to clarify ideas and develop concepts in greater details (Buscemi, Nicolai & Strugala, 1996).

After the revision comes the final stage of editing and proofreading. In this stage, writers look for mistakes in word choice, spelling, punctuation, agreement, reference, sentence structure, and transition and then correct them. In brief, writers edit to find and correct errors in grammar and usage (Clouse, 1992). Editing also involves improving writing style by removing wordiness, combining short sentences, and having precise and varied language (Buscemi, Nicolai & Strugala, 1996).

Furthermore, in the late 1970s, Flower and Hayes (1984, cited in Grabe & Kaplan, 1996, p. 91) developed the model of the writing process. This model divides the composing process into three major components: the composing processor, the task environment, and the writer's long-term memory. Specifically, three processes – planning, translating and reviewing – are within the composing process. In the planning process, there are three subcomponents, which are generating ideas, organizing information, and setting goals. There are also two subcomponents in the reviewing process, which are evaluating and editing.

This model of writing process is illustrated below:

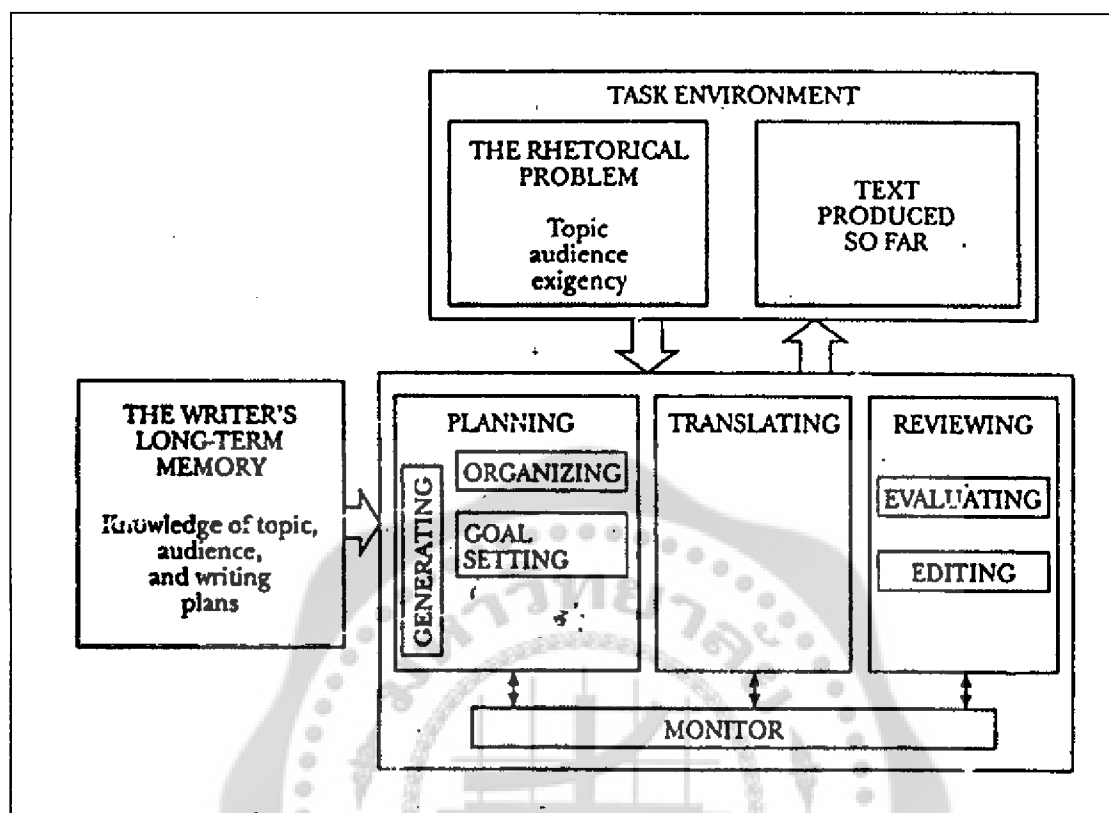


Figure 3. The Flower and Hayes Writing Process Model.

Source: Grabe and Kaplan. (1996, p.92)

Process-Based Approach of Teaching

The process-based approach to teaching writing is based on the idea that writing develops gradually through discussions and multiple drafts (Wennerstrom, 2003). In addition, it aims to empower and motivate the writers through the gradual discovery and the development of their own voice. Thus, before composing any written texts, the activities such as brainstorming, free-writing and mapping are involved in order to generate the writers' ideas. Also, the use of multiple revisions is occurred to shape the written text. In short, the major characteristics of this approach are the belief that writing develops gradually through discussions and multiple drafts; at the pre-writing stage, the

peer writing groups are invited to brainstorm ideas and provide feedback on the later drafts; and the use of student-instructor conferences for the discussion in each draft. Silva (1990, cited in Hyland, 2002, p. 89) also mentions the teachers' roles in the process-based approach to teaching writing that before starting to write, teachers help writers to find topics, generate ideas and information, and plan the structure and procedure. At the drafting stage, teachers encourage multiple drafts, while in revising; teachers can add, delete, modify or rearrange the writers' ideas. Finally, at the editing stage, teachers attend to vocabulary, sentence structure, grammar and mechanics. As a result, many insights from this approach are beneficial. Nevertheless, this approach has been criticized for several reasons, such as there being too much emphasis on creativity and originality of content at the expense of giving enough explicit attention to form and structure.

Genre-Based Approach of Teaching

Genre-based approach emerges after the incomplete process approach to teaching writing. A genre is "a recognizable communicative event characterized by a set of communicative purpose identified and mutually understood by the members of the professional or academic community in which it regularly occurs" (Bhatia, 1993, p. 13). Celce-Murcia and Olshtain (2000) add that genre is a linguistically distinct form of discourse such as narrative, exposition, and procedural discourse. Genre approach to the teaching of writing exposes students to a variety of genres and focuses explicitly on how genres are constructed. In the teaching of genres, it can facilitate learners' awareness of the conventions of writing and this can help learners produce texts that seem well-formed and appropriate to readers (Hyland, 2002). According to Swale (1990, cited in Grabe & Kaplan, 1996, p. 138), the knowledge of genre is important for students' learning. Since

genre provides frames for various academic schema-based knowledge, students' ability to use genre effectively will transform their ability to learn and function successfully in academic context.

Furthermore, genre approach is an advantage in EFL/ESL writing since this approach focuses on concentrating on particular structures – organizational, grammatical, and lexical (Wennerstrom, 2003). Then learners can study certain structures in more depth and more authentic context. Moreover, by examining many genres, learners can increase their repertoire of language skills. Besides, by considering how genre varies in each discourse community, students can make purposeful choices in how to adapt genres to accomplish their own goals.

Measures of an Effective Written Narrative

The Qualities of Effective Narration Production

According to Harris and Moseley (2000), an effective narration consists of four main qualities, as follows:

Firstly, it contains a clear purpose and main idea. Writers should have set a purpose of telling a story so that readers would be able to understand the writers' purpose. Moreover, the main idea of the story must be clear to the reader. That is, writers maintain the same main idea throughout the whole story.

Secondly, writers should present relevant details and dialogues. The details and dialogues should contribute to the story. That is, writers contribute details to the main point of the story, set the context, and omit irrelevant details. While dialogue provides a more dramatic effect and can make the characters more realistic and interesting, it should not merely pad the plot.

Thirdly, in a narrative essay, writers should use an appropriate and consistent point of view. After the writers have decided the point of view to be used, then that point of view should remain consistent throughout a narrative.

Finally, writers should use clear chronological organization and effective transitions. In presenting events in the story, if the events occurred naturally, the writers may use the chronological order. That is, writers present the first event, second event, and so on, together with transition words to signal these events. Then, readers will understand the sequences and events of the text easily and effectively.

Criteria for Language-Related Competence in Written Narrative

In written narrative, writers should have language ability in the following areas:

First, writers understand the role of speech, especially verbs, adjectives, and pronouns. They know the type of verbs, whether action or linking verbs, and realize the form and function of these verbs. In addition, writers should be able to select the appropriate adjective to reveal senses (sight, sound, taste, smell, and touch) to readers. Furthermore, writers can present the correct form of pronouns and their functions: nominative, accusative, possessive adjective, possessive pronoun or reflexive.

Second, writers understand about clauses and sentence structure. They know the types of sentences including simple, compound, complex and compound-complex sentences. Within the sentence, they can determine the independent and dependent clause. Besides, they should be able to identify between the sentence and fragment. Then they are able to use a variety of sentences through the essay correctly and appropriately.

Third, the knowledge of the tenses, especially the past tenses which include past simple, past perfect, and past progressive. Writers should know the pattern and function of each tense. This knowledge includes the ability to use verbs appropriate to each tense.

Fourth, writers learn about prepositional phrases, subordinators and transitional words as a cohesion device. They know how to tie sentence to sentence, sentence to paragraph or even paragraph to paragraph.

Errors in English Writing

Definition of Errors

Dulay, Burt and Krashen (1982) define error as a flaw of learners in composition. It is the writing in which deviated from some selected language performance. In addition, Ellis (1997) defines errors as the gaps in a learners' knowledge. Learners produce errors because they cannot make a correction. Moreover, James (1998) emphasizes that errors occur when learners, especially L2 learners, are unable to self-correct.

Error Types

Many researchers have categorized error types differently. However, Dulay, Burt, and Krashen (1982), classify error types according to four main categories: linguistic category, surface strategy, comparative analysis, and communicative effect.

Firstly, linguistic category errors are classified according to the language component and the particular linguistic constituent the error affects. Language components consist of phonology (pronunciation), syntax and morphology (grammar), semantic and lexical (meaning and vocabulary), and discourse (style). Constituents are the elements that comprise each language component. For example, within syntax, errors can result from the main or subordinate clause, while within a clause, errors may occur from the affected constituent, such as from the noun phrase, the auxiliary, the verb phrase, or the proposition.

Secondly, under surface strategy, errors occur when the surface structures are altered. Consequently, learners may produce errors as 1) omission errors, 2) addition errors, 3) misformation errors, and 4) misordering errors. Omission errors occur because of the absence of an item which should appear in a well-formed sentence, such as “She sleeping” (Dulay, Burt & Krashen, 1982 cited in Ellis, 1994, p. 56). On the other hand, additions are errors that occur when there is the presence of an item which is not supposed to appear. Additions are subdivided into three types, which are double markings, regularization and simple addition. An example of additions is “He doesn’t eats” (Dulay, Burt & Krashen, 1982, p. 157). Here learners commit an error because the present tense is marked both in the auxiliary and the verb. Next, misformation errors are the use of the wrong form of the morpheme or structure. It can be classified into regularizations, achi-forms and alternating forms. “The dog eated the chicken” is an example of misformation (Dulay, Burt & Krashen, 1982, p. 158). Lastly, misordering errors are the incorrect placement of a morpheme. These types of errors occur for both L2 and L1 learners, specifically simple and embedded question. For example, “What Daddy is doing?” (Dulay, Burt & Krashen, 1982, p. 162). Moreover, misordering errors can occur when learners do a word-for word translation from their native language.

Thirdly, comparative analysis is based on the comparison between the structure of L2 and L1. As a result, errors under this category are 1) developmental errors, 2) interlingual errors, 3) ambiguous errors, and 4) other errors. Developmental errors are errors which occur similarly to those which happen when children are learning their first language. For example, “Dog eat it” is an example of this type of error (Dulay, Burt & Krashen, 1982, p. 165). The omission of the article and the past tense marker can be identified as developmental because these are how children learn their first language. Interlingual errors are errors of L2 learners which reflect their native language structure.

That is, they produce errors which are similar to the structure of their native language. When translating learners' sentences and there is the existence of their first language's grammatical form, they have committed interlingual errors. For instance, Thai learners might write "She has children three" instead of "She has three children". From the example, learners translate their L1 grammatical structure into the target language (in this grammatical structure, adjective is placed after noun). Ambiguous errors are errors that result from both developmental and interlingual errors. Learners make errors in the same way as the way children do when they learn their first language, and at the same time these errors reflect their native language structure. The use of "I no have a car" is an example of an ambiguous error (Dulay, Burt & Krashen, 1982, p. 172). This sentence reflects the learners' native Spanish and is also characteristic of the way children learn English as their first language. Other errors are errors that do not fit into any categories mentioned above. An example could be "She do hungry" (Dulay, Burt & Krashen, 1982, p. 172). Learners use "neither native Spanish structure (the use of "have" for "is", as in "she have hungry"), nor an L2 development form such as "She hungry", where the auxiliary is omitted altogether" (Dulay, Burt, & Krashen, 1982, p. 172).

Under the fourth category, communicative effect, errors are classified by distinguishing between errors that seem to miscommunicate and those that do not. The communicative effect focuses on the certain type of errors that affect the overall organization of the sentence and block successful communication, and those that affect only a single element but assist in the communication. Consequently, error types based on this category are 1) global errors and 2) local errors. Global errors are considered as errors that affect overall sentence organization and impede communication. Examples of these errors include wrong order of major constituents, for example, "English language use many people" instead of "Many people use English language" (Dulay, Burt &

Krashen, 1982, p. 191). The missing, wrong, or misplaced sentence connectors such as the learners' use of "Not take this bus, we late for school" instead of "If not take this bus, we late for school" (Dulay, Burt & Krashen, 1982, p. 191). The missing cues to signal obligatory exceptions to pervasive syntactic rules such as the use of "The student's proposal looked into the principal" in place of "The student's proposal was looked into by the principal" (Dulay, Burt & Krashen, 1982, p. 191). The regularization of pervasive syntactic rules to exceptions such as "We amused that movie very much" instead of "That movie amused us very much" (Dulay, Burt & Krashen, 1982, p. 191). Next, local errors are errors that "affect single elements (constituents) in a sentence and do not usually hinder communication significantly" (Dulay, Burt & Krashen, 1982, p. 191). Consequently, errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers are included. An example of local error is "Why we like each other" (Dulay, Burt & Krashen, 1982, p. 192). This sentence is considered a local error as it can be understood without too much trouble. The learners maintain subject-verb-object order under the grammatical rule but it is only the failure to put the particle "do" in the interrogative sentence that lacks of auxiliary.

James (1998) classifies types of errors based on the surface strategy proposed by Dulay, Burt and Krashen (1982) mentioned above. However, he adds a new type of error named "blends" into the four error types by Dulay, Burt and Krashen (1982). Consequently, there are five types of errors classified by James (1998), which are omissions, additions, misformations, misorderings, and blends. Since the first four errors are defined and demonstrated above, only the blend error type is defined and demonstrated here. Blend errors occur when learners are undecided on what language structure could serve their present purpose. This situation happens because there are two structures that are semantic-related and learners fail to make a choice but combine parts

of each target structure together. For instance, the learners' use of "The question is easy to be answered" from "The question is easy to answer" and "The question is easily answer".

Errors in EFL/ESL Writing

EFL/ESL writers usually find that writing is a difficult activity and they frequently make errors. Byrne (1988) states that writing is a problematic activity for both native and foreign language learners. They both face three main problems in writing, which are psychological problems, linguistic problems and cognitive problems. Furthermore, in writing, writers are supposed to write in order to meet certain standards of English rhetorical style, reflect accurate grammar and be organized in a way which would meet their audience's expectations (Brown, 2001). Therefore, EFL/ESL writers commit grammatical errors, cannot find a way to fully and successfully communicate, and cannot organize their ideas into paragraphs that fulfill their readers' expectation (Reid & Lindstrom, 1985). The limit of their linguistic knowledge, which is the ability in searching for appropriate lexical or syntactic choice, is another problem for EFL/ESL writers (Weigle, 2007). Hedge (1988) also mentions that EFL/ESL writers need help with linguistic forms such as grammar, sentence structure, and organization of texts.

According to Ferris et al. (2000, cited in Ferris, 2003, p. 148), the common errors often found in English EFL/ESL student writing can be specifically categorized into 16 types. The first five error types are: 1) errors in sentence structure, 2) errors in word choice, 3) errors in verb tense, 4) errors in noun ending (singular/plural) and 5) errors in verb form.

Furthermore, according to Chaney (1999, cited in Ferris, 2003, p. 149), the above 16 error types are re-categorized into five main larger groups as: 1) verb errors in tense or form, including relevant subject-verb agreement errors, 2) noun-ending errors which have

plural or possessive endings that are incorrect, omitted, or including relevant subject-verb agreement errors, 3) article errors which have articles or other determiners that are incorrect, omitted, or necessary, 4) word choice errors which are all specific lexical errors in word choice or word form, including proposition and pronoun errors, and 5) sentence structure errors which are errors in sentence/clause boundaries (run-ons, fragments, comma splices), word order, omitted words or phrases, unnecessary words or phrases, other unidiomatic sentence construction.

Related Research on the Written Narrative and Errors in English Writing

Several studies have been conducted on the narrative essay and errors in English writing. However, there are minimal studies examining students' narrative essay writing in the Thai context. Studies conducted on narrative essay writing are reviewed first.

Studies on Narrative Essay Writing

Narrative essay writing was used to elicit learners' revising strategies and to classify the levels of their writing. The former was conducted by Piolat and Roussey (1991) and latter was conducted by Ishikawa (1995). Piolat and Roussey (1991) investigated the revising strategies of 48 native children and 48 native adults. Participants were classified as expert and non-expert in writing within each group. They produced series of corrections in order to improve two texts, which are narrative and description. Each text consisted of eight sentences and six of these eight sentences had been modified so that statements errors and three between-statement errors had been inserted. Next, their series of corrections were recoded by a simplified word professor (SCRIPREV). The results of this study revealed that the adults used simultaneous strategies, while

children used local and then global strategies for the narration. In addition, the adults used the local then global strategy for the description, while the children did not use any identifiable procedure to revise their description. Ishikawa (1995) investigated the objective measures that would best discriminate between extremely low and extremely close to the levels of second-language writing. In order to determine which tasks would be most relevant to increasing students' writing proficiency, two tasks of writing were examined. Two groups of low-proficiency EFL students were given the same picture story. One group was asked to write a story (a holistic approach) while another group was asked to answer the questions about the story focused on unconnected segments. Twenty-four objective measures were used and the results showed that the group using a holistic approach demonstrated greater improvement. These objective measures were then determined and the best two measures were to be judged to be free of error clauses and the least number of error-free clauses per composition.

The linguistic features and narrative structure in narrative writing of learners from different countries were also examined. Kang (2005) investigated specific linguistic features of written English narrative by native English speakers and Korean English learners. Participants were given a written prompt. They were asked to write about an experience they considered frightening. The findings revealed that Koreans used some specific linguistic strategies when writing English narratives, such as the frequent use of demonstrative references and repetition. From this study, Korean writing in English showed success in approaching English norms in narrative and discourse. Likewise, Lee (2003) investigated the similarities and differences of narrative structure and cohesion in Nordic EFL students and Chinese ESL students' English writing. In this study, a group of Chinese students was asked to write narratives in both English and Chinese based on a series of pictures, while a group of English students was asked to write in English only.

Then, their texts were analyzed for the similarities and differences covering narrative structure and cohesion. The findings revealed that L1 played a direct role in discourse level of EFL/ESL writing, mostly in the macro level, such as the pattern of narrative structure and story structure, but not in the micro structure such as connectors. Both Nordic and Chinese students had the same problems originating in their insufficient understanding of English discourse. Their problems included lack of connector variety, inappropriate use of connectors, long distance between cohesive ties in a chain, and uncertain inference ties. Besides, the story content and story structure were also examined. This research was conducted by Cragg and Nation (2006). They examined the narratives of children who had a poor reading comprehension. Two groups: control and poor comprehend groups of 10-year-old native speakers of British English students attending this study. For the poor comprehend, students were fluent and accurate in reading but not comprehensive. They were asked to do a spelling test and write a prompt narrative from a series of pictures. The results revealed that poor comprehend students showed age-appropriate spelling skills and their narratives did not differ from the control group in terms of length of syntactic and complexity. Nevertheless, their narratives provided less story content and less sophisticated story structure.

In addition, the quality of narrative writing which resulted from different types of corrective feedbacks and different types of planning conditions were investigated. Robb, Ross and Shortreed (1986) investigated the effects of different types of corrective feedback (complete correct, coded feedback, un-coded feedback, and marginal feedback) on students' narrative compositions. Participants were 134 EFL Japanese college students, who were assigned to write five narrative compositions at equal intervals during their academic year. They were required to revise their weekly essays based on the feedback given. Then, their essays were analyzed for accuracy, fluency and complexity.

The results showed that the more direct feedback provided by the instructor, the less attention the students to surface errors. Besides, the overt corrections caused the students to be more concerned with surface structure, which constrained their fluency.

Nevertheless, no statistically significant differences were found on the complexity of the students' narrative essays concerning the kinds of feedback given. Similarly, Ellis and Yuan (2004) examined the effects of three types of planning conditions (pre-task planning, unpressured on-line planning, and no planning) on narrative composition.

Chinese EFL students were asked to write a story based on a set of pictures under each planning condition. Next, their written narratives were analyzed for fluency, complexity, and accuracy. The results revealed that narrative written under pre-task planning condition resulted in greater fluency and complexity (greater syntactic variety). Under unpressured online planning condition, students wrote the narratives with greater accuracy.

The use of L1 when composing narrative was investigated by Wang and Wen (2002). They investigated how 16 EFL Chinese learners used their L1 when composing in their L2 and how their L1 was affected by L2 proficiency. Participants were divided into two groups: intermediate and advanced learners. They were asked to do a written prompt in narration and argumentation with thinking out-loud. Learners wrote a story based on pictures and they wrote the argumentation from the topic given. Then, the analysis of their thinking-aloud method were analyzed. The results showed that learners used both L1 and L2 when composing in their L2. They used more L1 when managing writing process, generating and organizing ideas but used more L2 when undertaking task-examining and text-generating activities. Moreover, they used more L1 in the narrative writing task than augmentation writing task. Furthermore, their use of L1 decreased with the development of their L2.

Cheng (2008) investigated the genre-based instruction of narrative toward the L2 students' writing development. The instruction of narrative genre was focused on the relationship between context and language use and its use of explicit discussion, modeling and analysis of genre. In addition, the lesson plan, which provided a sequence of activities for students and a process-based practice, was integrated into this instruction. EFL students were asked to write a prompt narrative which required them to tell a personal experience. Their pre- and post-test essays in response to the same topic were scored by assessment scheme concerning content, organization, and language features. The larger score of the post-test essays revealed the development of students' narrative writing in the rhetorical move, such as development in the character's problem illustration and struggle identification, context development, textual coherence, and language usage. It was discussed that students' lack of linguistic knowledge to realize the discourse function of each rhetorical move was the major difficulty in composing an English narrative.

Based on the review of all aforementioned research, it revealed that studies on narrative writing were conducted in the non-Thai context. Besides, the narrative writing is used to elicit learners' language proficiency and their competence in narrative written discourse.

Studies on Errors in Essay Writing

Several studies have been conducted to analyze errors in essay writing, for example, the studies of the type and frequency of errors in learners' writing. Abdulsata (2000) investigated errors at both sentimental and word level of the second-year English students' writing. Students wrote a composition from the topics given and the results showed that there were six major types of errors at the sentimental level in the students' writing. These errors were relative clause, tense, singular and plural nouns, punctuation,

subject-verb agreement, fragment and run-ons, while errors at the word level were article, preposition, diction, and adjective. In addition, the researcher argued that some typological differences between the Thai and English languages were major plausible sources of errors. Besides, Srichai (2002) examined the type and frequency of global and local errors in the syntax, lexical, morphology, and orthography of student's written works. The participants in this study were first-year Business Administration students. Three sequential pictures were given to students so that they could write a composition. The results of the study revealed that the global and local errors frequently found in students' written works were errors in syntax and lexicon. The global lexical errors were the misuse of verbs and nouns, while the global syntactic errors were errors in misuse and omission of prepositions of place/position, errors in incomplete structure, and errors in word order/word position. Local lexical errors were the misuse of verbs, while local syntactic errors were the misuse and omission of determiners, misuse of simple past and past continuous, repetition of nouns in place of using subject or object pronouns, misuse of prepositions of place/position and preposition of direction/motion, and omission of preposition as an adverbial particle of verbs. Moreover, Khamput (2004) investigated errors in students' writing. The participants were Mattayomsuksa 5 students and they were asked to write a diary. The findings revealed that three groups of errors were identified: interference errors, intralingual and developmental errors, and uncategorized errors. The most frequent errors students made were intralingual and developmental errors, followed by interference errors, and then uncategorized errors. Furthermore, Hemchua and Schmitt (2006) examined lexical errors of argumentative English compositions written by Thai third-year university students. The researchers used the categorization frameworks based on James (1981), with some addition from Leech's semantics (1981) to analyze errors. The findings revealed that near-synonyms accounted

for the most numerous errors, followed by preposition partners and suffixes. The students had more difficulty with semantics than the forms of words. However, the researchers argued that the identified sources of errors were mainly from the intrinsic difficulty of L2 rather than the first-language transfer.

Similarly, some studies investigated the types and the frequency of errors producing by English learners with different levels of competence. Olsen (1999) examined language problems on different linguistic levels of English written by Norwegian EFL learners. The compensatory strategy was used to explain the process behind the production. Results revealed that less proficient learners had a higher number of grammatical, orthographic, and syntactical errors. These findings attributed to cross-linguistic influence. The study suggested that the learners had too little exposure to the target language, especially in writing form. Likewise, Na-ngam (2005) investigated grammatical errors and the common grammatical errors found in the written works of two groups of students: students with high and low English Entrance Examination scores. Participants were assigned to write four assignments under the topics given. The results showed that there were six types of most frequent errors occurred in their writing, including errors in incomplete sentences, nouns, agreements, spelling, tenses, and articles. The researcher mentioned that one possible major cause of errors in the writing was mother tongue interference.

However, the above research studies did not investigate errors that occurred when there was the translation from one language to another. Therefore, Koboyashi and Rinnert (1992) investigated the errors in translation which resulted from Japanese translation to English, and composing directly in English. Moreover, they examined the relationship between these two processes and students' language proficiency. Participants in this study were Japanese university students and they were divided into

two groups: higher and lower language proficiency levels. Their compositions were evaluated in terms of content, organization, and style (language use) and were analyzed for the frequency of errors. Three kinds of errors were considered: lexical choice, awkward form (phrases and sentences) and transitional problems. Results showed that in terms of content, organization, and style, lower-level students benefited from translation but higher-level students did not benefit much. In terms of error frequency, higher-level students made more errors in translation than in direct writing, but there was no difference evident in lower-level students. Meanwhile, Sattayatham and Honsa, Jr. (2007) investigated errors in sentence-level translation, paragraph-level translation, and opinion paragraph-writing of first-year medical students from the four medical schools at Mahidol University. Participants were asked to translate sentences from Thai into English, translate a paragraph from Thai into English, and write an opinion paragraph directly in English. Results showed that the most frequent errors were on the syntactic and lexical levels. These errors included overgeneralization, incomplete rule application, omission, and building of false concepts. Researchers argued that errors made by the students were both from interlanguage and mother tongue interference, while the second source was in a small proportion.

The computer programs were also used to assist students in producing fewer errors, and to analyze errors. The former study was conducted by Chen (2006) and the latter was conducted by Dagneaux, Denness, and Granger (1998). Chen (2006) investigated whether the CAI program had an effect on reducing written errors for beginning EFL/ESL learners. Participants were EFL students at a medical technology college in Taiwan. They were asked to write a narrative essay under the topic “The Most Memorable Thing in My life”. The errors found in the narrative essays were examined to measure whether the CAI aided the students’ skills in learning grammar. The errors used

to examine students' narrative essays consisted of 15 categories: errors in the use of nouns, articles, pronouns, verbs, propositions, adjectives, adverbs, conjunction; errors in sentence fragments, syntax, lexicon, punctuation, spelling, capitalization, and subject omission. Dagneaux, Denness and Granger (1998) investigated the computer-aided Error Analysis as the aided program in the analysis of learner errors. The data used in this study consisted of a 150,000-word corpus of English written by intermediate and advanced French EFL learners. The data was initially corrected by native speakers and then this program was used to analyze and list all the different types of errors. This program also counted the number of errors and analyzed the progress rate between intermediate and advanced students along a range of grammatical and lexical variables. The results showed that this program could discover the important features of writers so that it could play an important role in error analysis.

The review of all the research mentioned above revealed that language learners, in both Thai and non-Thai contexts, produced a large number of errors in writing. In addition, most of the studies reviewed the type and the frequency of errors in learners' writing and attempted to identify the sources of those errors. However, in the Thai context, only one study examined the errors in a specific English written discourse, while there have been no research attempting to analyze errors specifically in students' narrative essays.

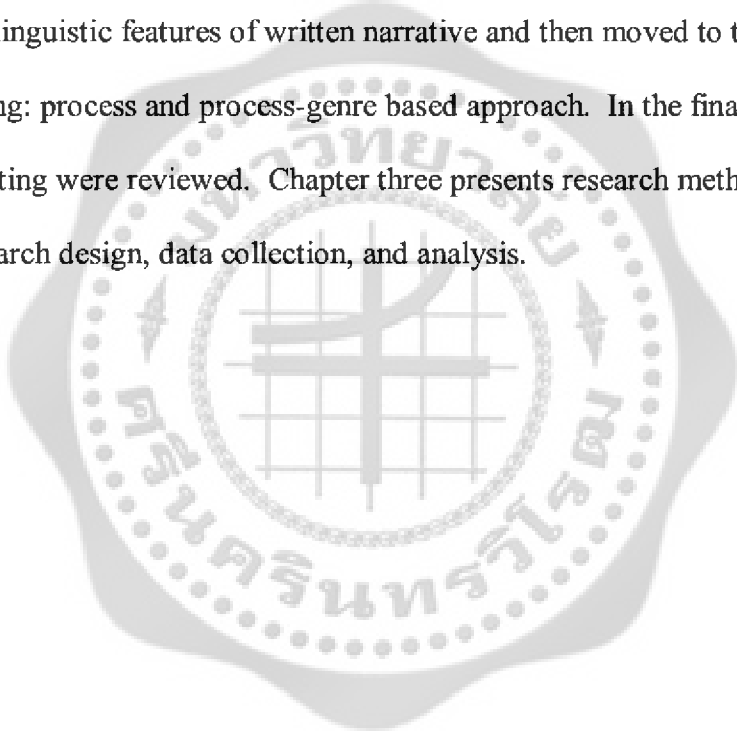
Therefore, a study focusing on the major characteristics and writing errors in students' narrative essays in Thai context is needed. This leads to the purposes of this study which attempted to examine the major characteristics of students' narrative essays in terms of rhetorical patterns and linguistic features and took further steps to find the writing errors in students' narrative essays. The findings of this study might help confirm the results of previous studies, provide new insight into students' narrative writing

characteristics, and enable instructors to understand students' writing problems.

Furthermore, instructors could provide helpful techniques to improve students' writing ability.

Summary of the Chapter

This chapter discussed theoretical framework in support of this study. First it reviewed types of written genres, particularly narrative writing. The chapter then presented the linguistic features of written narrative and then moved to the approaches of teaching writing: process and process-genre based approach. In the final section, errors of English writing were reviewed. Chapter three presents research methodology including research design, data collection, and analysis.



CHAPTER III

METHODOLOGY

This study investigated the major characteristics and writing errors in the first drafts of a narrative essay written by third-year students majoring in English at Srinakharinwirot University (SWU). The qualitative data collection and analysis were employed in this study. This chapter describes research methodology including research procedures, data collection and analysis, the validity of research methodology, and its reliability.

Research Procedures

Research Design

This study was a mixed methods approach that combined both quantitative and qualitative data collection and analysis. For the quantitative aspect, the main rhetorical features, linguistic features, and writing errors appeared in the first draft of students' narrative essay were examined. Their essays were also used as a source of qualitative data to elicit the major characteristics in terms of rhetorical patterns and linguistic features, as well as to identify students' writing errors.

Context of the Study

This study was a mixed methods research. It aimed to examine the major characteristics focusing on rhetorical patterns and linguistic features and writing errors in a narrative essay written by the third-year English majors at SWU. The context of this study involved 35 students enrolled in EN 431 – Composition 2, a compulsory course, in

the second semester of the academic year 2007. The students were selected purposively as student writers were all English majors, who needed to learn to write a variety of text types, including narration, description, comparison and contrast, causation, and argumentation. All of them are Thai native students studying in the Faculty of Humanities at SWU. They are 19 years old on average and of mixed English writing ability. They had taken two prerequisites – EN 231 – Basic Writing and EN 331 – Composition 1 – before enrolling on EN 431- Composition 2. In the Composition 2 class, students were taught to write different types of writing genres. The narration was the first type of writing genres taught in class and it was taught in week 4 of the semester followed by description, causation, and argumentation. In addition, the writing instruction was based on the process-genre approach. That is, they learned the genre of each type and practice writing based on many stages of the writing processes including pre-writing, drafting/writing the first drafts, revising, and editing in order to improve their writing skills, as well as the consistency, precision, and the logical flow of their writing.

Sources of Data

In this study, the sources of data were 35 first drafts of a narrative essay written by 35 English major students. Their drafts were examined for the major characteristics of a narrative genre and the writing errors.

Narrative writing task.

All participants were required to write a narrative essay in response to an English written prompt. The students selected their own topic based on their own personal experience. Therefore, the type of narrative was not fictional, but factual. The writing prompt below was presented to the students after they had presented their topic with content and ideas that they brainstormed in the pre-writing stage. Then the teacher and peers gave feedback and made comments.

Narrative Essay Prompt

Write the first draft of a narrative essay on your selected topic by including the following elements:

- Your narrative essay may consist of five paragraphs and may include three main parts: introduction, body, and conclusion.
- In your introduction, provide background information that leads the reader to understand the thesis (main point) of the essay.
- Give a clear unifying idea as the main point of a narrative.
- In each body paragraph, provide sufficient details and examples to develop the main point interestingly and clearly.
- In the concluding paragraph, provide a powerful ending with personal opinions or the influence the event had on you.
- The first drafts of your narrative essay should include at least 500 words in Times News Roman and double spacing.

The First Drafts of a Narrative Essay.

Thirty-five third-year English major students studying in the second semester of the academic year 2007 were assigned to write an essay using the writing prompt above. The total numbers of the first drafts, 35 pieces were collected for analysis.

Data Collection

The data of this study were collected as follows: the students in EN 431 - Composition 2 class were assigned to write a narrative essay on a selected topic. Students in this class were taught by an experienced writing instructor who taught writing based on the process-genre approach concerning the multiple drafts of writing, beginning with the pre-writing stage, drafting or writing the first draft, revising and editing. They were also taught to analyze the model of a narrative essay to recognize the rhetorical pattern of a narrative. However, this study emphasized the first drafts of students' narrative writing.

After the students turned in the first drafts of their narrative essays to the teacher, the researcher photocopied those drafts before the teacher issued feedback and comments on the students' work.

Data Analysis

The data were analyzed qualitatively as follows:

Data Analysis for the Major Characteristics of Narrative Writing

Research question 1: What are the major characteristics of narrative essay-writing of the third-year English majors at Srinakharinwirot University?

To answer research question 1, the first drafts of the students' narrative essays were analyzed for the major characteristics using the following steps: first, all students' first drafts were analyzed based on the rubric (see Appendix A). The patterns of writing in their essays revealed the main characteristics of a narrative essay written by the third-year English majors at Srinakharinwirot University as a whole. Second, the main characteristics of students' narrative essays based on the main features in the rubric, including content and ideas, organization and language use, were tabulated and calculated into percentages. Third, each linguistic feature – word choice, sentence structure, and grammatical features – in the first drafts of the students' narrative essays was counted. Fourth, the frequency counts were tabulated and calculated into percentages.

Data Analysis for the Writing Errors

Research question 2: What are the writing errors in the first drafts of the students' narrative essays?

To answer research question 2, the first drafts of the students' narrative essays were analyzed for writing errors as follows: first, all students' first drafts were identified for 12 error types based on Chen's study (2006), and they were then classified into types. Second, the number of errors in each type was counted and tabulated. Third, the frequency counts were calculated into percentages. The results revealed the frequency of errors in each type of the first drafts of the students' narrative essays.

Analysis Framework

The rubric.

The rubric in this study was created by the researcher in accordance with the characteristics of a personal narrative essay including the response to the assignment (the narrative essay prompt), content and ideas, organization of pattern, and language use (see Appendix A). Consequently, this rubric was used to investigate the major characteristics of the students' narrative essays.

The linguistic features.

In this study, the linguistic features in the students' narrative essays were investigated. The linguistic features consisted of three main features, which were word choice, sentence structure, and grammatical features. In word choice, the action verbs found in students' narrative essays were investigated. With respect to sentence structure, four sentence types, which were simple, compound, complex, and compound-complex sentences, were examined. With regard to grammatical features, three types of past tense in students' narrative essays, including past simple, past perfect and past progressive tense, were investigated (see Appendix C).

The error types.

Since Chen's study (2006) investigated writing errors specifically in EFL students' narrative essays. Therefore, this study was chosen as a reference to this study. That is, the error types in this study were developed from Chen's study (2006). According to Chen (2006), there were 15 types of errors used to examine students' narrative essay. These errors are errors in the use of nouns, errors in the use of articles, errors in the use of pronouns, errors in the use of verbs, errors in the use of propositions, errors in the use of adjectives, errors in the use of adverbs, errors in the use of

conjunction, errors in sentence fragments, errors in syntax, errors in lexicon, errors in punctuation, errors in spelling, errors in capitalization, and errors in subject omission.

However, the above 15 error types needed to be refined because they contained many error types. Since this study investigated both the characteristics and writing errors in students' narrative essays, some error types were eliminated including errors in punctuation, spelling, and in capitalization. As a result, the remaining 12 error types were grouped into three main types covering grammatical, syntactical, and lexical errors.

Therefore, in this study, the 12 error types grouped under grammatical, syntactical and lexical errors were used to examine the writing errors in the students' narrative essays (see Appendix E).

Validity

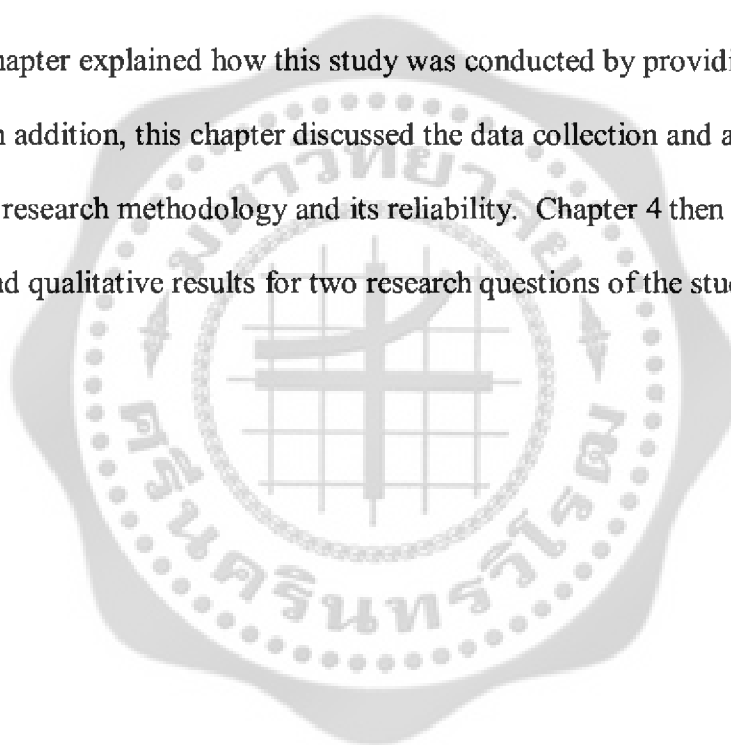
In this study, all three research instruments, which were the rubric, the linguistic features, and the error types, were formulated based on the discourse features of a narrative, the error analysis, and a review of the related literature. The content of these three instruments were examined and verified for their validity and appropriateness by the research advisor. That is, the research advisor approved all criteria in the rubric, all linguistic features, and all type of errors. Additionally, the instruments' relevancy to the purpose of the study was also approved.

Reliability

With respect to the reliability of this study, the research advisor was asked to examine the steps of data collection and the accuracy of the data analysis. The research advisor also confirmed the results of the data analysis and gave alternative feedback and comments on the conclusion and discussion parts.

Summary of the Chapter

This chapter explained how this study was conducted by providing the research procedures. In addition, this chapter discussed the data collection and analysis, as well as the validity of research methodology and its reliability. Chapter 4 then presents both quantitative and qualitative results for two research questions of the study.



CHAPTER IV

FINDINGS

This study examined the major characteristics in terms of rhetorical patterns and linguistic features and writing errors in the first drafts of students' narrative essays. In this chapter, the findings are presented in two sections. The first section presents the major characteristics of students' narrative essays. This section reports the rhetorical patterns and the linguistic features in the essays. The second section presents the types and frequency of errors in the essays.

The Major Characteristics of Students' Narrative Essays

The Rhetorical Patterns in the First Drafts of Students' Narrative Essays

The topics of a narrative essay.

To obtain the results for research question 1, the major characteristics in the first drafts of students' narrative essays, the students' essays were given the number and assigned into similar topics. Table 1 shows types of narrative essay topics students chose to write.

Table 1

The Topics of Students' Narrative Essays

Topics	Number of Essays (<i>N</i> = 35)	Percentage
Positive and Negative Experiences	13	37.14%
Journeys	11	31.42%
Love	5	14.28%
Accidents	3	8.57%
Uncategorized	3	8.57%

As shown in Table 1, the students selected to write narrative essays on five main essay topics including positive and negative experiences, journeys, love, accidents, and uncategorized. The most selected topics including positive and negative experiences (37.14%), followed by journeys (31.42%), love, (14.28%), accidents (8.57%), and uncategorized (8.57%).

The overall rhetorical pattern of a narrative essay.

To find out the rhetorical pattern of students' first drafts of a narrative essay, the researcher looked at whether the first drafts contained three main parts: the introduction (the beginning), the body (the middle), and the conclusion (ending). To be more specific, the researcher looked at whether the students stated the clear main point or thesis in the beginning, if the events supported the main thesis in each body paragraph, and the summary of events in the ending of an essay.

The results revealed that most students wrote a narrative essay following the rhetorical pattern of a narrative essay (Kirszer & Mandell, 1988, p. 87). That is, most students stated a clear thesis in the beginning of an essay and then developed the body paragraphs using the sequence of events to support the main point; while in the end more than half of the students summarized the main events described in the middle of the essay. Table 2 then demonstrates the overall rhetorical pattern in students' narrative essays.

Table 2

The Overall Rhetorical Pattern in Students' Narrative Essays

Students	Thesis Statement (Main point)	Events in Sequence	Sums up the Events
1	✓	✓	
2	✓	✓	
3	✓	✓	✓
4	✓	✓	✓
5			
6	✓	✓	
7	✓	✓	
8	✓	✓	✓
9	✓	✓	✓
10			
11	✓	✓	✓
12	✓	✓	✓
13	✓	✓	✓
14	✓	✓	✓
15	✓	✓	✓
16	✓	✓	✓
17	✓	✓	✓
18	✓	✓	✓
19	✓	✓	✓
20	✓		
21	✓		
22			
23	✓		✓
24	✓	✓	
25			✓
26		✓	
27	✓	✓	✓
28	✓	✓	
29	✓	✓	
30	✓	✓	✓
31	✓	✓	
32	✓	✓	
33			
34	✓	✓	
35	✓	✓	✓
Frequency	29	26	18
Total	35	35	35
Percentage	82.85%	74.28%	51.42%

As illustrated in Table 2, 82.85% of the students presented the thesis in the introduction of an essay, while 74.28% of them presented the events in sequence in their

body paragraphs, and 51.42% of them summed up the main events in the conclusion or the ending of their essays.

The results presented in Table 2 also indicate that 42.85% of the students presented the thesis, arranged the events in sequence and also made a summary in their essay, while 28.57% had the thesis statement and arranged their essays in sequence but failed to make a summary in the conclusion paragraph, and 5.71% presented the thesis statement and made a summary in the conclusion paragraph but failed to arrange to event in order. In addition, 5.71% had only the thesis, 2.85% had only arranged the events, and 2.85% had only the conclusion in their essays. Besides, it can be seen that 11.42% of the students failed to either present the thesis statement or arrange the events in sequence together with a failure to make a summary in the conclusion paragraph.

The overall content and ideas.

Table 3
The Overall Content and Ideas in Students' Narrative Essays

Overall Content and Ideas	Number of Essays (N = 35)	Percentage
The thesis with supporting points	28	80%
Specific supporting details	35	100%
Ideas connection	32	91.42%
Clear and logic-supporting ideas	29	82.85%

The results presented in Table 3 indicate that all students provided specific supporting details in their narrative essays (100%) and 91.42% of the students made the connection between the ideas. Moreover, 82.85% of the students provided clear and logic-supporting ideas in their essay and 80% of them gave the points to support the thesis.

The introduction and conclusion.

The introduction of a narrative essay is considered as opening statements that introduce the readers to the topic or title of an essay. It also provides the context or setting and the background information for the events to follow, and presents the main point or thesis of the essay. In this study, two main components of an introduction were considered. First, the researcher examined whether the students developed their introductions interestingly and engaged the reader's attention or not, and if the students' essays contained sufficient background information with the context and setting.

The conclusion in a narrative essay is the final text that sums up the significance of the events narrated in the body paragraphs. As a result, an effective conclusion is the students' ability to sum up the events mentioned in the body paragraphs. Table 4 presents the characteristics of the introduction and conclusion in the students' first drafts.

Table 4

The Characteristics of Introduction and Conclusion in Students' Narrative Essays

		Number of Essays (N = 35)	Percentage
Introduction	interesting	14	40%
	contain sufficient background	21	60%
Conclusion	effective	18	51.42%

As shown in Table 4, 60% of the students provided sufficient background information in the introduction. Nevertheless, only 40% of the students were able to make their introduction interesting, while more than half of them failed to create an interesting introduction. Also, the result indicated that only 18 essays, or 51.42% of the students, were able to conduct an effective conclusion.

The body paragraph.

Table 5

The Body Paragraph in Students' Narrative Essays

Body	Number of Essays (N = 35)	Percentage
Major supporting details/events related to the thesis	31	88.57%
Concrete and detailed supporting examples	34	97.14%
Consistent point of view	35	100%
First-person point of view	33	94.28%
First- and third-person points of view	2	5.71%

As shown in Table 5, all of the students presented a consistent point of view in their essays. Most of the students narrated their essay by using first-person point of view and 5.71% of the students narrated their essays by using first- and third-person points of view. Besides, 97.14% of the students supported their body paragraph with concrete and detailed examples. Furthermore, 88.57% of them presented the supporting details/events related to the thesis.

The organization.

Table 6

The Organization in Students' Narrative Essays

Organization	Number of Essays (N = 35)	Percentage
Chronological order	26	74.28%
Effective coherence	14	40%

From Table 6, 74.28% of the students organized the events in their essay in chronological order and 40% of them appeared effective coherence in their essays, while most of the students, or 60% of them, did not have coherence paragraphs in their essays.

The Linguistic Features in the First Drafts of Students' Narrative Essays

Table 7

The Linguistic Features in Students' Narrative Essays

Linguistic Features	Frequency	Percentage
Word choice		
Action verbs	1341	70.31%
Total	1907	100%
Sentence structure		
Simple sentence	469	38.47%
Compound sentence	179	14.68%
Complex sentence	434	35.60%
Compound-complex sentence	137	11.23%
Total	1219	100%
Grammatical feature		
Past simple tense	964	87.55%
Past perfect tense	86	7.81 %
Past progressive tense	51	4.63%
Total	1101	100%

As shown in Table 7, the students used 70.31% of action verbs in their narrative essays.

As for the sentence structure, the students wrote the highest number of simple sentences in their essays (38.47%). This was followed by complex sentences (35.60%) and compound sentences (14.68%). The least frequent type of sentence structure occurring in the students' essays was compound-complex sentences (11.23%).

In the grammatical feature, the students wrote the highest number of past simple tense (87.55%), followed by past perfect tense (7.81%), and past progressive tense (4.63%).

The Types and Frequency of Errors in the First Draft of Students'

Narrative Essays

Table 8

The Types and Frequency of Errors in Students' Narrative Essays

Error Types	Number of Errors	Percentage
Grammatical errors		
1. Errors in the use of nouns		
- Singular/Plural	35	3.84%
2. Errors in the use of articles	96	10.53%
3. Errors in the use of pronouns		
- Incorrect case forms	6	0.65%
- Missing possessives	1	0.10%
4. Errors in the use of verbs		
- Tense	163	17.89%
- Subject-verb agreement	4	0.43%
- Auxiliary	27	2.96%
- Verb omitted	9	0.98%
5. Errors in the use of prepositions		
- Prepositions omitted	29	3.18 %
- Wrong prepositions	39	4.28%
- Unnecessary prepositions	26	2.85%
6. Errors in the use of adjectives		
- Wrong form (confusion of adjectives and adverbs)	4	0.43%
- Comparative/Superlative forms	1	0.10%
7. Errors in the use of adverbs		
- Wrong form (confusion adjectives and adverbs)	3	0.32%
- Comparative/Superlative forms	-	-
Syntactical Errors		
8. Errors in the use of conjunction		
- Coordination	2	0.21%
- Subordination (adverbial clauses, relative clauses, and nominal clauses)	29	3.18%
- Missing conjunctions	2	0.21%
9. Errors in sentence structure		
- Fragments	21	2.30%
- Run-on sentences	22	2.41%
- Comma splices	16	1.75%
- Non-idiom (not expressed in the way in English)	163	17.89%

Table 8 (continued)

Error Types	Number of Errors	Percentage
10. Errors in word order (incorrect sentence structures)	46	5.04%
Lexical Errors		
11. Errors in word choice	164	18.00%
12. Errors in subject omission	3	0.32%
Total	911	100%

The results presented in Table 8 indicate that students produced errors covering grammatical, syntactical, and lexical errors. However, it can be seen that none of the students produced errors in the use of adverbs with respect to comparative/superlative forms. Besides, the highest occurrence saw errors in word choice (18.00%), while the lowest incidence was of errors in the use of pronouns with respect to missing possessives (0.10%) and in the use of adjectives with respect to comparative/superlative forms (0.10%).

Table 9

A Summary of Types and Frequency of Errors in Students' Narrative Essays

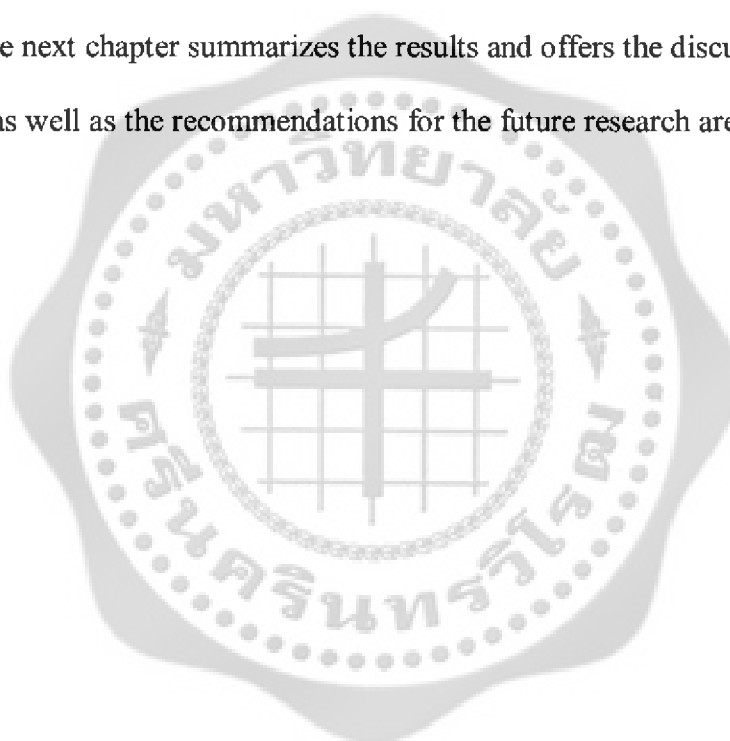
Error Types	Number of Errors (<i>N</i> = 911)	Percentage	Rank
Word choice	164	18.00%	1
Non-idiom (not expressed in the correct way in English)	163	17.89%	2
Tense	163	17.89%	2
Articles	96	10.53%	3
Word order (incorrect sentence structures)	46	5.04%	4
Wrong prepositions	39	4.28%	5

As shown in Table 9, six errors were most frequently committed by the students, namely errors in word choice, non-idiom, tense, articles, word order, and wrong prepositions. The errors in word choice were the most frequent type of errors that the students made (18.00%), followed equally by non-idiom (17.89%) and tense (17.89%)

errors. The result found was respectively followed by articles (10.53%), word order (5.04%), and wrong prepositions (4.28%).

Summary of the Chapter

This chapter reported the major characteristics in terms of rhetorical patterns and linguistic features in the first drafts of students' narrative essays. Additionally, the types and frequency of errors found in the first draft of students' narrative essays were presented. The next chapter summarizes the results and offers the discussion and the implications, as well as the recommendations for the future research are proposed.



CHAPTER V

CONCLUSION AND DISCUSSION

This study intended to investigate the major characteristics and writing errors in the first drafts of a narrative essay written by third-year English majors at Srinakharinwirot University. This chapter presents the conclusion and discusses the findings. It also includes the implications, the limitations, and the recommendations for further studies.

Conclusion

The purpose of this study was to investigate the major characteristics in terms of rhetorical patterns and linguistic features and writing errors in the first draft of a narrative essay. Thirty-five English major students who studied in EN 431- Composition 2 in the academic year 2007 at SWU were purposively selected as the sources of data for the study. In this class, the writing instruction was based on the process-genre approach. That is, the students had to write their first and second drafts when each type of writing genre was taught. Narration was the first writing genre taught in this class, and it had been taught for five weeks. In the pre-writing stage, the students were taught to do the brainstorming for the ideas related to narrative writing after the instructor had provided some knowledge of narrative writing. The students also practiced to analyze the model narrative essays to learn the narrative genre. Then the instructor assigned the students to write the first draft of a narrative essay on their selected topics. Then the researcher collected and photocopied their drafts before the instructor would give feedback or make comments on the essays. Consequently, their essays were analyzed based on the

frameworks constructed by the researcher. The frameworks consist of the rubric, which was used to investigate the rhetorical patterns of students' narrative essays; the linguistic features, which was used as a frame to find out the linguistic features; and the error types in their essays.

The findings derived from the analysis showed that the students generally wrote narrative essays relating to either positive or negative past experiences. With respect to the overall rhetorical patterns of the students' narrative essays, 82.85% of them stated the thesis statements, 74.28% of them arranged the events in chronological order, and 51.42% of them made a conclusion in their essays, respectively. In terms of rhetorical patterns, in the introduction, the students provided sufficient background information; however, most of the introductions were uninteresting. Besides, most of the students wrote the thesis statement in their narrative essays. In the body paragraph, most of them used the first-person point of view to present their stories and they arrange the events in chronological order. In addition, their supporting details/events were related to the thesis and they could give the examples to support their stories. Nevertheless, in the conclusion, only half of them could write effective conclusions, whereas the majority of the students could not produce coherent paragraphs; they did not use appropriate transitional words to link the ideas within and between paragraphs.

A further analysis of linguistic features showed that the students used most action verbs (70.31%) in their narrative essays. It was also found that simple sentences and past simple tense were the most frequently appeared in their essays.

For writing errors, the students usually committed six error types. These errors involved errors in word choice, non-idioms and tenses, articles, word order, and wrong prepositions.

Discussion

The Major Characteristics of Students' Narrative Essays

The Rhetorical Patterns in the First Drafts of Students' Narrative Essays.

With regard to topic selection, the results indicated that the students tended to write either positive or negative stories of their own experiences in the past. This is likely due to the fact that the students found it easy to write about themselves. Corbet (1983) also mentioned that personal narrative writing is the easiest type of writing. Another reason could be that the students in this study were taught to write a narrative based on their personal experiences.

The Overall Rhetorical Pattern in the First Draft of Students' Narrative Essays.

With regard to the overall rhetorical patterns, 82.85% of the students wrote the main point or thesis and arranged the events in chronological order, but only half of them wrote a conclusion in their narrative essays. The result revealed that the students could write the thesis and developed the ideas to support the main point/thesis logically in the body paragraphs, but failed to make a summary in the conclusion. This showed that the students could not write an effective conclusion. This is likely due to the fact that L2 writers may not have enough familiarity with the specific characteristic of the conclusion. In the conclusion of a narrative essay, the writer needs to restate the main events and the lesson learned from the story. As a result, they did not summarize the significant events in their narrative essays and describe the lesson they learned from their own experience. Myles (2002) points out that awkward discourse may result from a lack of familiarity with the new rhetorical structure of L2 writers. Therefore, a greater awareness of the

rhetorical pattern of narrative writing and the more practice in narrative writing would improve the students' narrative writing ability.

With respect to the introduction in students' narrative essays, the data showed that 60% of the students provided sufficient background information in their introductory paragraphs. However, most of their introductory paragraphs were considered uninteresting. It should be pointed out that the background information in some students' narrative essays was too broad and did not lead into the thesis. In contrast, some essays contained very little background information. Additionally, some essays contained unnecessary or irrelevant background information. All of these factors can cause uninteresting introductions in the students' narrative essays. The fact that the students could not write interesting introductions might be also because they did not realize the components that make an interesting or attractive introduction; therefore, they wrote introductions without introductory statements and the setting including the place, time of events, and the characters involved in the story. Another reason could be that the students did not have a clear plan or make an outline of what to mention as background information. The following is an example of an uninteresting introduction:

Topic: My Memorable Experience on the Way to Udonthani

Every year my family always drives to Udonthani, a province in northeastern of Thailand, to visit my grandmother's house. My grandmother lives with my aunt and my cousin in a two-storey house which is down stairs made from brick and up-stairs made from wood. The house located in Namsom which is an Ampor of Udonthani that realated to Sakhonnakhon. My grandmother is an old woman, but she is strong and active. In the winter last year, my brother and I had a chance to visit my grandmother's house. It was the first trip we went there without my father who know the way because he was very busy.

From the above example, it can be seen that the student did not have to mention about the figure of the house and the grandmother's characteristics since they were unnecessary information. On the other hand, the student should introduce the topic by

stating the trip to Udonthani with his/her brother, which was the first time that he traveled independently without his/her father, was a memorable experience for him/her. The following example demonstrated an attractive introduction.

Topic: The Beautiful Liar

Do you believe in 'love'? We can find out each person's experience by asking this question. If they had a good experience, they will say yes; on the other hand, they will say no if they had a bad one. By this time, I have to say "Yes, I believe in love." However, if someone asked me this question few months ago, my answer would be "No, not at all." I am going to tell you the story which makes me think that love is not real.

In the above example, the student provided sufficient background information. That is, the student began this essay by presenting people's views of love and this linked to the main story. The background information was not too narrow or too broad, and it led directly to the main point/thesis. Moreover, the essay contained a clear thesis statement. As a result, this engaged the reader and made this introductory paragraph interesting.

Moreover, it appeared that most of the students stated the main point/thesis of their narrative essays. This indicated that the students realized that the thesis statement is a crucial element of the introductory paragraph in the narrative essay.

In addition, in the body paragraphs of their narrative essays, the students consistently used the first-person point of view to tell their story and this continued to be used throughout the story (94.28%). This is probably because the students had a good understanding of the discourse features of written narratives. That is to say, the students understand the ways or methods of telling their stories. Another reason could be that it was easy for them to tell the story from their own point of view. Additionally, the students in this study chose to arrange the events in their stories chronologically. This is probably because arranging the events in chronological order is convenient and easy for

them to manage. Emory (1995) also points out that in narrative essay writing, arranging the events in chronological order is the easiest way to structure narratives. The example below illustrates the chronological events in the first draft of a student's narrative essay.

The story happened on a sultry day in summer about 8 years ago that I was very tired of going back home by myself. I took a minibuss and sat in the innermost seat on the left. *After a short while later*, the bus became very crowded and there was a tall man came after and stood right in front of me.

After the bus set off, I rested my closed my eyes and I started to realize something odd. I heard a strange noise like someone was trying to do a low whistle but still I did not mind about it much. *Then*, I raised my head and I could catch a glimpse of something peculiar in the hand of a man who was in front of me. I could not know what exactly it was because it was behind his satchel. It looked like a snake and I thought that it was his key accessory.

Along the way after that, that man was holding that snake-look accessory. I didn't understand why he must hold it and fondle it like a pet. *Then*, when the bus came to the intersection and the bus bear left roughly, everyone in the bus slipped sideways by the force. *At that moment*, something had touched my cheek. I couldn't persuade myself that the thing that touched me was an object or a human skin. It was something that was very slippery. However, I asked myself that how can something slippery be in a bus. Therefore, I decided to look carefully at that snake-look accessory in his hand and I found that it was shooting out its tongue and looking at me angrily.

I was very frightened and I prayed for the man to leave the bus as soon as possible. *When* that man noticed that I already knew the truth and was frightening, instead of hiding that snake back in his satchel, he tried to take it out from his satchel and touched me once more. He was such a psycho! I was very panic and did not know how to deal with this kind of situation, so I turn to an old lady who was sitting beside me—but didn't know anything—and grasped her tightly. It might because I was shuddering at that moment, the old lady, who was astonishing with my action, held my hand back. *When* that psycho saw like that, he hurried keep his snake into his bag and leave out the bus.

The above example illustrated the chronological order of events in the body paragraph of the student's narrative essay. The student arranged the events, starting from once he/she got on the bus, met the odd guy with his "snake-look" accessory, and how the student was frightened by him until he left the bus. The student also used transitional words to make the time of the events in the story clear to the readers.

Furthermore, it can be seen that the students could produce the details/events related to his/her thesis and gave the examples in order to support the story. This is

probably because the students might have learned from their class that concrete details are important factor of effective narration. In addition, they might realize that they should provide these information as it was mentioned in the narrative written prompt given before the writing task. Therefore, the students could present relevant details/events and provide examples to support their thesis.

According to the conclusions of the students' narrative essays, only half of them could write effectively. This result indicated that the students did not realize that the conclusion is a crucial part of all types of writing, including narration. Below is the example of an effective conclusion of a narrative essay.

This accident left more than 20 or 30 families homeless and had to relocate somewhere else instead. It was very heartbreaking accident. I felt terribly sorry for them. Moreover, this accident taught me about how reckless people could be. I realized that these kinds of accidents could happen to anyone, the only prevention we could do was to be more careful.

In the conclusion demonstrated above, it can be seen that the student made a summary and also gave a final judgment of the lesson the writer got from his/her experience.

In terms of coherence, the results from the current study also indicated that the students cannot use coherence to show the relationship of the events in their essays effectively. This is probably because the students have not mastered the ability to organize the story. Another reason could be that the students might have not planned what to say in their essays. Moreover, they might have known limited subordinators and transitional words, which impeded them when using these words to link their ideas. As a result, all of the reasons mentioned could cause their essays to become unorganized.

The extract below illustrates a coherent paragraph in a student's narrative essay.

It took a while for us to check in at Villa de Pai Guesthouse **at noon**. **Later that day**, my friend and I rode a rented motorcycle to the local village. We rode out of town for a few kilometers. **Then** we found a small village. Local people were excited to see us visiting. They struck up a conversation about where do we from and why are we here. We talked to them for a while, and **then** they took us to the rice field where they make their living. The rice field was very greenish and large. Since it was rainy season, the field was also full of mud and damp. My friend insisted on going in there to take pictures, so I had to go in there with her. We got really dirty. **After that**, we went back to our guesthouse to take a bath.

The above example revealed the use of transitional words, particularly time signals to make the paragraph coherent such as “at noon”, “later that day”, “then”, and “after that”

As mentioned above, some of the findings of this study are consistent with the findings of previous studies conducted by Cheng (2008), Kang (2005), and Lee (2003). According to Cheng's study (2008), the major difficulty in composing an English narrative is a lack of awareness of realizing the rhetoric of the discourse. Similarly, the students in this study were unaware of the rhetorical pattern of narrative writing, so only half of the students wrote a conclusion in their narrative essays. In addition, the studies conducted by Kang (2005) and Lee (2003) also pointed out that participants produced limited coherence in their narrative writing. Similarly, this study confirms the claim from the previous studies that the students were unable to effectively produce coherent paragraphs in their narrative essays.

The Linguistic Features in the First Drafts of Students' Narrative Essays.

With respect to linguistic features, the students used appropriate words in their writing. That is, the students in this study used action verbs in their narrative essays. This is probable because the students realize the significance of action verbs as linguistic features specific to narrative writing. Therefore, they are able to use words to describe

the action and senses such as taste or feelings to the readers. Below is an example of action verbs in a student's essay.

In the evening, my friends and I *prepared* our food for dinner. We were ready when Matthew *came* to our dorm. Soon, he *arrived* here with his red car, and we *jumped* into the car fast. I thought I had a good time. He slowly increased the speed, and he steadily *drove* at 100-120 km/hrs.

As shown in the above example, the action verbs included “prepared”, “came”, “arrived”, “jumped”, and “drove” were used so that the readers could form the picture described in the story.

Besides, it was found that among the four types of sentence structure, simple sentence was the most frequently used in students' narrative essays (38.47%). This is probably because the simple sentence is easily created since it contains only one independent clause. Moreover, the results revealed that the students used the past tense to recount their experiences when conducting narrative essays. This finding indicates that the students realize that the past tense is a linguistic feature specific to narrative writing. As a result, they narrate their story with the past tense specifically in the body paragraphs of their narrative essays. Among the past tenses, past simple tense was used the most, compared to other two past tenses, past perfect and past progressive. This is probably because the past simple tense has a simple structure, so the students could easily produce this type of sentence.

Writing Errors in the First Drafts of Students' Narrative Essays

According to writing errors, the students often committed six types of errors when composing narrative essays. These errors were errors in word choice, non-idioms, tenses, articles, word order, and wrong prepositions. The present study revealed that the selection of words to express thoughts and ideas was problematic to the students as the highest incidences of errors were errors in word choice (164). These errors may result

from the students' limited linguistic knowledge, which is the limited ability to search for appropriate lexical choice. The students' limited vocabulary knowledge would be another probable explanation. As a result, the students use inappropriate words when they write in English. The following are examples of errors in word choice:

Example 1

Incorrect: *I looked at him and he watched at me.*

Correct: *I looked at him and he stared at me.*

Example 2

Incorrect: *In the end, that bad day crossed to me.*

Correct: *In the end, that bad day came to me.*

The above examples show that the students cannot use words appropriate to their contexts. As shown in the first example, the student cannot use the right word in his/her sentence. This student may not realize that apart from the word "watch" there is another synonymous vocabulary "stare" which is more appropriate to the context. The second example also demonstrates the student's wrong choice of word. The word "crossed" was inappropriate because using the word "came" instead will show that the writer had experienced a bad day.

According to errors in non-idioms, the percentage of errors found was also high (see table 9). This shows that the students cannot write in the correct English grammar structure. Nazer (1996) also points out that the writers usually think both in their L1 and L2 when they write and then they inappropriate translate their L1 when writing in L2. The following examples illustrate errors in non-idioms:

Example 1

Incorrect: *Then we were so tired and hungry, so we ate Japanese food at Fuji restaurant. I ordered noodles the same as my friend.*

Correct: *Then we were so tired and hungry, so we ate Japanese food at Fuji restaurant. I ordered the same noodle as my friend did.*

Example 2

Incorrect: *I thought in my mind whether I will get an accident.*

Correct: *I thought in my mind whether the accident was going to happen to me.*

These examples indicate that the students translated their L1 when writing in L2. The students tended to do word-by-word translation when writing in English. As a result, their sentences cannot meet the native English speakers' standard. This result suggested that the students have not mastered writing in their L2.

Additionally, errors in tenses were often committed by the students. The fact that the students cannot use verb tenses appropriate to the context and cannot use verb forms correctly might be due to the insufficient knowledge about rules of use and usage. Moreover, the students' lack of awareness of parallelism would be another possible cause of such errors. The following examples illustrate errors in tenses:

Example 1

Incorrect: *However, I had started the car while my heart beat very quickly.*

Correct: *However, I started the car while my heart was beating very quickly.*

Example 2

Incorrect: *I smiled and hold my brother's hand to sit on the small bridge.*

Correct: *I smiled and held my brother's hand to sit on the small bridge.*

The first example demonstrates that the student cannot use verb form correctly. The student may not realize that when using "while", as in the past tense, the verb form after "while" should be "was/were" plus "V-ing". The student's insufficient knowledge about verb tense might also be another possible explanation for committing this error. As

for the second example, it can be seen that the student lacked awareness of parallelism. That is, the student did not use the same verb tense, but used past simple tense and present simple tense in the same sentence. This indicates that the student may not understand the use of parallelism and may not have been aware of parallel structure when writing in English.

Incorrect use of articles was one of the most frequent errors found in students' narrative writing. This is likely due to the differences between English and Thai since Thai does not have an article system. That is, in Thai there is no identifying item, such as "a", "an", and "the" to mention things, whether generally or specifically. This might cause the students difficulty when using articles. Examples of errors in use of articles are as follows:

Example 1

Incorrect: *It was special day for me to see my high school friends.*

Correct: *It was a special day for me to see my high school friends.*

Example 2

Incorrect: *The one of the teachers said that we were good actresses, and the play was fun.*

Correct: *One of the teachers said that we were good actresses, and the play was fun.*

From the above examples, it can be seen that using articles was problematic for the students. The first example shows that the student omitted the article "a" before a noun modified by an adjective. This example indicated that the student may not have been aware that articles are obligatory in English. Additionally, as illustrated in the second example, it can be seen that articles caused problems for the student. In this example, the student placed the unnecessary article "the" into the sentence. The possible

explanation of this error is that the student may have a false concept hypothesis of English articles in which they assume that they have to use the definite article “the” to make a noun specific. That is, the student may want to specifically mention only one teacher among all the teachers who watched the play. In particular, this shows how the student unnecessarily inserted articles into their sentence.

Word order also creates problems to the students. These errors may have resulted from their limited knowledge about sentence structure. In addition, they might have insufficient knowledge about the part of speech and its functions. Therefore, the students cannot arrange the order of the words in the sentence correctly. The following are examples of errors in word order:

Example 1

Incorrect: *I was sitting there thinking of what have I done.*

Correct: *I was sitting there thinking of what I have done.*

Example 2

Incorrect: *They taught many things for me about my work.*

Correct: *They taught me many things about my work.*

In the above examples, it can be seen that word order was problematic for the students. In the first example, the student cannot make affirmative sentence correctly. It is probably because the student might not have known how to arrange words in affirmative sentence. In this example, the student has to place subject and verb after the word “what” in place of verb and subject. As for the example two, word order also caused problem for the student. It is possible that the student may have limited knowledge about sentence structure and the pattern of simple sentences. That is, the students did not realize that “noun phrase1 plus verb plus noun phrase2 plus noun phrase” is also a simple sentence pattern.

Similarly, preposition could cause difficulty for the students. In this study, the students often used wrong prepositions in their narrative essays. This finding may have resulted from the limited knowledge of prepositions use. The following examples illustrate errors in preposition use:

Example 1

Incorrect: *Loy Kratong day is one of the most popular festivals of Thailand, celebrated annually on the Full-Moon Day of the Twelfth Lunar Month.*

Correct: *Loy Kratong day is one of the most popular festivals in Thailand, celebrated annually on the Full-Moon Day of the Twelfth Lunar Month.*

Example 2

Incorrect: *Then she took me to her house with her father's car.*

Correct: *Then she took me to her house by her father's car.*

The above examples reveal that the students cannot use articles correctly. The first example demonstrates that the student used the preposition “of” in place of “in”. The possible explanation for this error is that the student did not realize that the article “in” is used to refer to location. In the second example, “by” must be used in place of “with”. This error reflects the student’s lack of knowledge in using preposition “by”.

The findings in accordance with the errors are consistent with the results of the previous studies conducted on errors in Thai students’ writing by Hemchua and Schemitt (2006), Na-ngam (2005), and Abdulsata (2000). Hemchua and Schemitt’s study (2006) pointed out that word choice (near synonyms) was the most frequent type of error that the students committed and wrong preposition (preposition partners) was the second most frequent error that occurred in essay writing. Moreover, the study conducted by

Abdulsata (2000) found that word choice (diction), tense, articles, and wrong propositions (preposition) frequently occurred in students' writing. In addition, the study conducted by Na-ngam (2005) found that the students had great difficulty with tenses and articles. Additionally, the results of the current study are similar to the results of another study conducted by Srichai (2002). Srichai's study found that errors in word order and preposition were one of the most frequent types of errors occurring in students' essay writing.

Implications of the Study

According to the findings of this study, it can be noted that recognizing rhetorical patterns of a certain type of written discourse is important for the students since it can enhance their writing ability. The third-year students in this study produced the thesis and arranged the events in chronological order. However, they failed to write the summary. Therefore, rhetorical patterns should be implicated into writing courses. It is important that instructors inform the students about the various types of written discourse such as narration, exposition, description, and argumentation and describe them the rhetorical pattern of these written discourse. The instructional focus can be placed on the discourse features together with the awareness of the rhetorical pattern. For instance, in the classroom, instructors could provide the students with the discourse features of written narrative and the rhetorical pattern of a narrative, and then motivate them to recognize and realize the significance of this rhetorical pattern.

Moreover, it can be seen that the students frequently produced six error types in their narrative essays, which were errors in word choice, non-idioms, tenses, articles, word order, and wrong prepositions. Instructors should encourage the students to learn

from their errors and should provide appropriate teaching techniques to assist them to overcome their weaknesses. For example, since the errors in word choice, non-idioms and tenses were often noted in this study, the focus of these errors in the classroom should be taken into account first. Instructors should provide the students with the list of English synonymous vocabulary and explain to them the usage of each piece of vocabulary. Regarding the errors in non-idioms, instructors may raise the students' awareness about L1 translation and motivate the students to practice their writing in order to become acquainted with English rhetoric. Finally, it is essential that instructors explain the rules of use and rules of usage of tense to the students. Thus, the students can use tense appropriate to the context with the correct form.

Limitations of the Study

The limitation of this study concerned the context of the current study, which was limited to the third-year university students majoring in English in the Department of Western Languages at Srinakharinwirot University. In addition, this study examined only a certain type of written discourse, which was narration. Consequently, the verb tense used in the essays were mainly past tense.

Recommendations for Further Studies

This study examined the rhetorical patterns, the linguistic features, and the writing errors in the first drafts of students' narrative essays. Through the analysis of its results, realizing the rhetorical pattern of a certain type of written discourse is helpful as it assists the students' to write more effectively. Thus, it would be interesting to conduct further studies related to other aspects of its method. The recommendations for further studies are as follows:

1. This study was conducted with 35 third-year English majors at Srinakharinwirot University. In further studies, a larger sample, encompassing other levels of students or students at different colleges should be investigated in order to gain more reliable and comparable results.
2. It should be noted that the findings of this study are based on one group of students; therefore, further studies which include the compared group with different English proficiency levels, such as high- and low-proficiency level students, should be investigated.
3. Further research should examine major characteristics and writing errors in the different types of written discourse, such as exposition, description, and argumentation. The results might provide more insights into the learners' writing characteristics. Therefore, the instructor would be able to provide appropriate teaching methods and materials to help them overcome their weaknesses.



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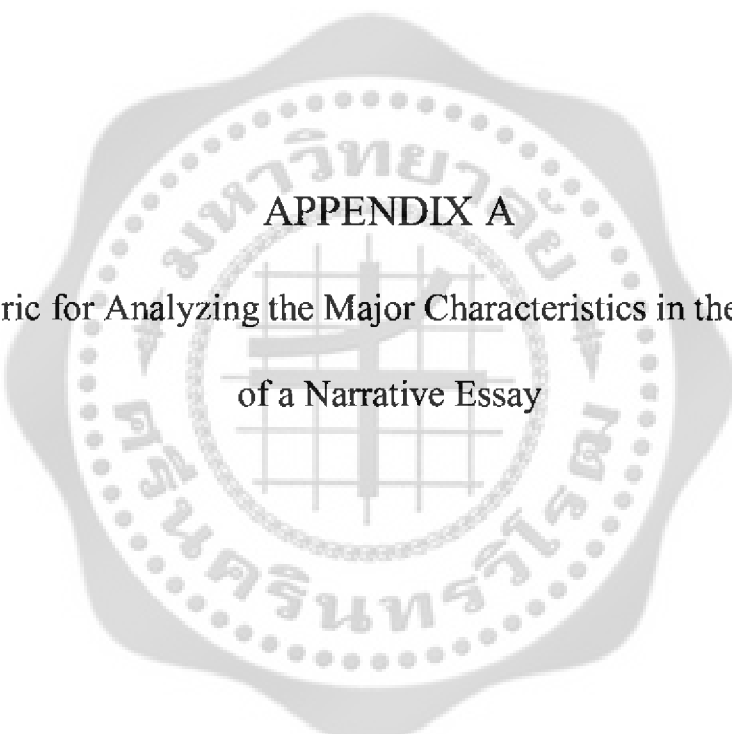
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APPENDIX A

The Rubric for Analyzing the Major Characteristics in the First Draft
of a Narrative Essay

**The Rubric for Analyzing the Major Characteristics in the First Draft of a
Narrative Essay**

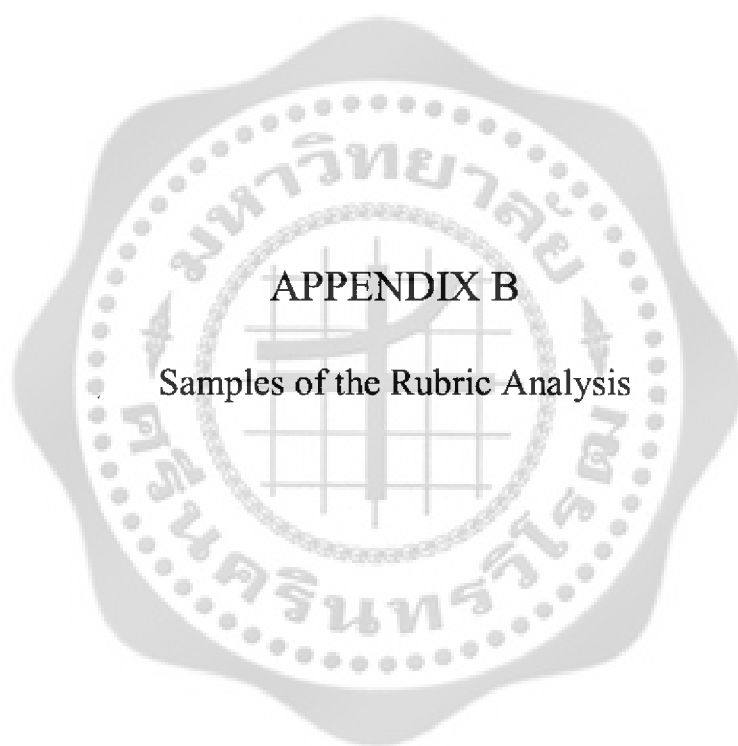
Student:

Topic:

Criteria and Description of Response	First Draft
1. Response to the assignment ___ Informative title responds to the assignment. ___ The essay responds clearly and completely to the specific instructions of the assignment. ___ The essay clearly focuses on the topic/title throughout. 2. Content and Ideas 2.1 Overall ___ The essay has a clear main point or thesis. ___ The thesis is well-supported with several points. ___ The supporting points are developed with the specific examples and details from the writer's experiences, readings or facts. ___ There are connections between ideas. ___ The supporting ideas (examples and details) are developed clearly and logically. 2.2 Introduction ___ The essay develops an introduction which engages the reader and creates interest. ___ The essay contains detailed background (setting, characters, or problems) information. 2.3 Body Paragraph ___ The essay develops supporting details/events related to the thesis. ___ Supporting examples are concrete and detailed. ___ The narrative is developed with a consistent and effective point of view, showing the story in detail. 2.4 Conclusion ___ Conclusion effectively wraps up and goes beyond restating the thesis. 3. Organization ___ The narrative structure has a clear sequence of episodes which move logically through time without noticeable gaps. ___ Varied sentence structure produces some cohesion.	

___ Coherence devices, such as transition and subordinators, are used effectively within and between paragraphs.	
4. Language Use ___ The essay is clearly written and does not have serious frequent errors in grammar, spelling, typing, or punctuation. ___ The writer uses a variety of sentence types accurately. ___ The essay is double-spaced and has an appropriate margin all around.	





APPENDIX B

Samples of the Rubric Analysis

Samples of the Rubric Analysis

Student: A Topic: My Horror Experience

Criteria and Description of Response	First Draft
1. Response to the assignment ☒ Informative title responds to the assignment. ☐ The essay responds clearly and completely to the specific instructions of the assignment. ☒ The essay clearly focuses on the topic/title throughout. 2. Content and Ideas 2.1 Overall ☐ The essay has a clear main idea or thesis. ☒ The thesis is well-supported with several points. ☒ The supporting points are developed with the specific examples and details from the writer's experiences, readings or facts. ☒ There are connections between ideas. ☒ The supporting ideas (examples and details) are developed clearly and logically. 2.2 Introduction ☐ The essay develops an introduction which engages the reader and creates interest. ☒ The essay contains detailed background (setting, characters, or problems) information. 2.3 Body Paragraph ☒ The essay develops supporting details/events related to the thesis. ☒ Supporting examples are concrete and detailed. ☒ The narrative is developed with a consistent and effective point of view, showing the story in detail.	-The introduction of this essay is unclear. The writer should revise the introductory paragraph. -The essay clearly focuses on the writer's horror experience in her new house. -The thesis of this essay is unclear. It needs to be rewritten. -The thesis is well-supported, starting from the writer's move to her new house, the writer's horror experiences, and the disappearance of dread after making merit. -The supporting points are developed from the writer's experiences. -The introduction does not create interest. -The background information is provided. However, the writer should revise this part to make it clearer. -The first-person point of view is used throughout this essay.

2.4 Conclusion ☐ Conclusion effectively wraps up and goes beyond restating the thesis. 3. Organization ☒ The narrative structure has a clear sequence of episodes which move logically through time without noticeable gaps. ☒ Varied sentence structure produces some cohesion. ☒ Coherence devices such as transition and subordinators are used effectively within and between paragraphs. 4. Language Use ☐ The essay is clearly written and does not have serious frequent errors in grammar, spelling, typing, or punctuation. ☐ The writer uses a variety of sentences types accurately. ☒ The essay is double-spaced and has an appropriate margin all around.	-The writer should make a conclusion in another paragraph and summarize the main points in the essay. -The essay is arranged in chronological order. -The writer can use varied sentence structure, producing cohesion. -There is use of coherence within and between paragraphs. -There are errors in grammar such as errors in verb tense and proposition, as well as errors in punctuation. -The use of sentences types is inaccurate.
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Student: B Topic: My Impressive Trip in Khao-Kor

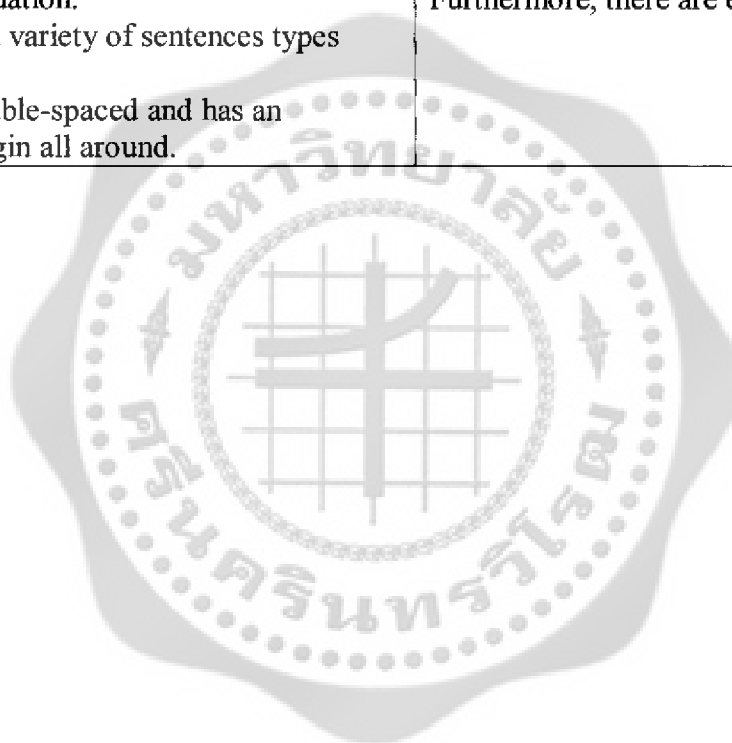
Criteria and Description of Response	First Draft
1. Response to the assignment ☒ Informative title responds to the assignment. ☐ The essay responds clearly and completely to the specific instructions of the assignment. ☐ The essay clearly focuses on the topic/title throughout. 2. Content and Ideas 2.1 Overall ☒ The essay has a clear main idea or thesis. ☐ The thesis is well-supported with several points. ☒ The supporting points are developed with the specific examples and details from the writer's experiences, readings or facts. ☒ There are connections between ideas. ☒ The supporting ideas (examples and details) are developed clearly and logically.	-In the body paragraph, the writer does not provide detailed information presenting how impressed she was with her trip. -The writer does not focus on the title. She only describes her trip but does not provide any information showing her impression. -This essay has a clear thesis reporting on the writer's most impressive trip. -The thesis is not supported. -The points are developed from the writer's own experiences but these experiences do not support her thesis. -Each idea is connected.

2.2 Introduction - × The essay develops an introduction which engages the reader and creates interest. - √ The essay contains detailed background (setting, characters, or problems) information.	-The introduction is not interesting since it goes round and round. -This essay contains background information presenting the reasons why the writer chooses to go to Khao-Kor.
2.3 Body Paragraph - × The essay develops supporting details/events related to the thesis. - × Supporting examples are concrete and detailed. - √ The narrative is developed with a consistent and effective point of view, showing the story in detail.	-The main points do not relate to the thesis. -The writer does not show supporting details. -There is the use of first-person point of view throughout the story.
2.4 Conclusion - √ Conclusion effectively wraps up and goes beyond restating the thesis.	-The writer can effectively wrap up the story.
3. Organization - √ The narrative structure has a clear sequence of episodes which move logically through time without noticeable gaps. - √ Varied sentence structure produces some cohesion. - × Coherence devices, such as transition and subordinators, are used effectively within and between paragraphs.	-The events in the essay are arranged in chronological order. -The use of coherence is ineffective.
4. Language Use - × The essay is clearly written and does not have serious frequent errors in grammar, spelling, typing, or punctuation. - × The writer uses a variety of sentences types accurately. - √ The essay is double-spaced and has an appropriate margin all around.	-There are grammatical errors in this essay, such as errors in the use of proposition.

Student: C Topic: A Change of Heart

Criteria and Description of Response	First Draft
1. Response to the assignment ☒ Informative title responds to the assignment. ☒ The essay responds clearly and completely to the specific instructions of the assignment. ☒ The essay clearly focuses on the topic/title throughout. 2. Content and Ideas 2.1 Overall ☒ The essay has a clear main idea or thesis. ☒ The thesis is well-supported with several points. ☒ The supporting points are developed with the specific examples and details from the writer's experiences, readings or facts. ☒ There are connections between ideas. ☒ The supporting ideas (examples and details) are developed clearly and logically. 2.2 Introduction ☒ The essay develops an introduction which engages the reader and creates interest. ☒ The essay contains detailed background (setting, characters, or problems) information. 2.3 Body Paragraph ☒ The essay develops supporting details/events related to the thesis. ☒ Supporting examples are concrete and detailed. ☒ The narrative is developed with a consistent and effective point of view, showing the story in detail. 2.4 Conclusion ☒ Conclusion effectively wraps up and goes beyond restating the thesis.	-The essay clearly focuses on the writer's change of heart to start loving children. -The thesis has one central idea in one sentence mentioning the event that makes the writer start to love children. -The thesis is well-supported with several points. The writer starts to support the thesis with her bad experience with children, the delivery of her sister-in-law's baby and the change in her feelings towards children. -The supporting points are developed from the writer's experiences. -The introduction engages the reader's interest. -The writer provides detailed background information to the reader. The writer tells the reader what she does not like. -The first-person point of view is used in this essay. -The writer wraps up the story effectively. The writer concludes that this experience changed her heart to start to love children.

3. Organization _√_ The narrative structure has a clear sequence of episodes which move logically through time without noticeable gaps. _√_ Varied sentence structure produces some cohesion. _×_ Coherence devices, such as transition and subordinators, are used effectively within and between paragraphs. 4. Language Use _×_ The essay is clearly written and does not have serious frequent errors in grammar, spelling, typing, or punctuation. _×_ The writer uses a variety of sentences types accurately. _√_ The essay is double-spaced and has an appropriate margin all around.	-The events in the story are arranged in chronological order without gaps. -The use of coherence is ineffective. The writer fails to indicate when the events of the story took place. -There are errors in grammar such as errors in preposition, article, and verb tense. Furthermore, there are errors in spelling.
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APPENDIX C

The Linguistic Features for Analyzing the First Draft of a Narrative Essay

The Linguistic Features for Analyzing the First Draft of a Narrative Essay

1. Word Choice

1.1 Action verbs

2. Sentence Structure

2.1 Simple sentence

2.2 Compound sentence

2.3 Complex sentence

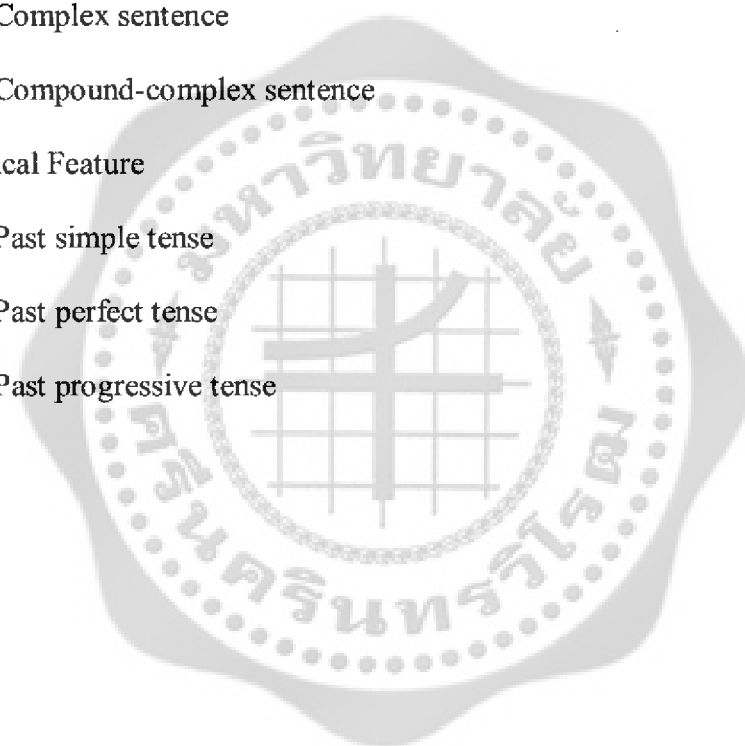
2.4 Compound-complex sentence

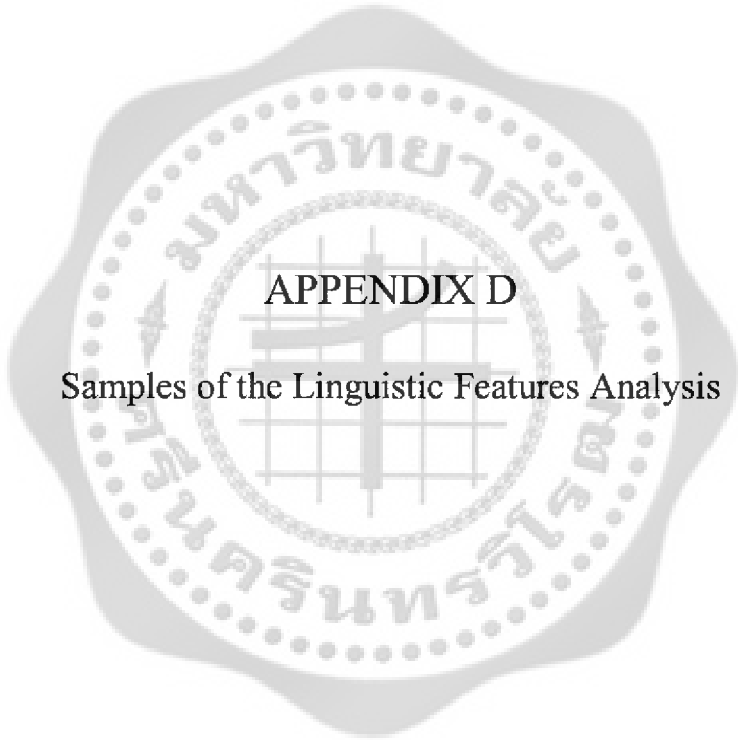
3. Grammatical Feature

3.1 Past simple tense

3.2 Past perfect tense

3.3 Past progressive tense





APPENDIX D

Samples of the Linguistic Features Analysis

Samples of the Linguistic Features Analysis

Student: A Topic: My Horror Experience

Action Verbs

1. Four years ago, my family and I ***moved*** to our new house because our old house was too small for four people.
2. First day after we ***moved***, we were very busy about keeping our stuff to its place and I felt that there was something unusual in my new house.
3. I ***went*** upstairs and ***opened*** the door to go in my room.
4. I ***ran*** downstairs quickly and ***told*** my mother about the thing that happened to me.
5. I was surprised again when my mother ***told*** me that my father also faced the same thing that happened to me.

Sentence Structure

1. Four years ago, my family and I ***moved*** to our new house because our old house was too small for four people (complex sentence).
2. First day after we ***moved***, we were very busy about keeping our stuff to its place and I felt that there was something unusual in my new house (compound-complex sentence).
3. I ***went*** upstairs and ***opened*** the door to go in my room (simple sentence).
4. I ***ran*** downstairs quickly and ***told*** my mother about the thing that happened to me (complex sentence).
5. I was surprised again when my mother ***told*** me that my father also faced the same thing that happened to me (complex sentence).

Grammatical Feature

1. Four years ago, my family and I ***moved*** to our new house because our old house was too small for four people (past simple tense).
2. First day after we ***moved***, we were very busy about keeping our stuff to its place and I felt that there was something unusual in my new house (past perfect tense).
3. I ***went*** upstairs and ***opened*** the door to go in my room (past simple tense).
4. I ***ran*** downstairs quickly and ***told*** my mother about the thing that happened to me (past simple tense).
5. I was surprised again when my mother ***told*** me that my father also faced the same thing that happened to me (past simple tense).

Student: B Topic: My Impressive Trip in Khao-Kor

Action Verbs

1. A week after we had decided, we ***went*** there by our personal car.
2. We ***did not see*** everything clearly, but we ***saw*** many people camp around here as well.
3. Some people ***were talking*** and ***drinking*** around a bonfire.
4. We ***walked*** to see around for a while, and then we ***went*** in our tent to sleep again because it was a very cold night.
5. Then, we ***went*** to the edge of the mountain and ***saw*** beautiful scenery.

Sentence Structure

1. A week after we had decided, we ***went*** there by our personal car (complex sentence).
2. We ***did not see*** everything clearly, but we ***saw*** many people camp around here as well (compound sentence).

3. Some people **were talking** and **drinking** around a bonfire (simple sentence).
4. We **walked** to see around for a while, and then we **went** in our tent to sleep again because it was a very cold night (compound-complex sentence).
5. Then, we **went** to the edge of the mountain and **saw** beautiful scenery (simple sentence).

Grammatical Feature

1. A week after we had decided, we **went** there by our personal car (past perfect tense).
2. We **did not see** everything clearly, but we **saw** many people camp around here as well (past simple tense).
3. Some people **were talking** and **drinking** around a bonfire (past progressive tense).
4. We **walked** to see around for a while, and then we **went** in our tent to sleep again because it was a very cold night (past simple tense).
5. Then, we **went** to the edge of the mountain and **saw** beautiful scenery (past simple tense).

Student: C Topic: A Change of Heart

Action Verbs

1. On the way to Nakhonsawun, my mother seemed very excited and **talked** a lot about her first grandchild.
2. When we **arrived** at my brother's home, my sister-in-law was at hospital already, so we promptly **went** to hospital.
3. Finally, my sister-in-law **delivered** her son.

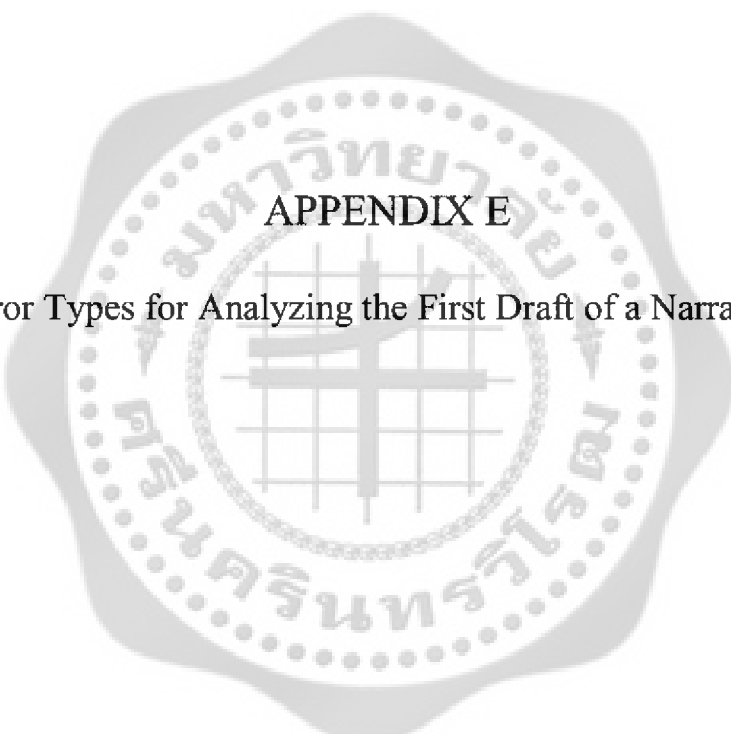
4. Before my parents and I **went** back to Pathumthani, I had a chance to hold my nephew in my arms.
5. After that, when my parents and I **went** to Nakhosawun, I always **played** and **held** my nephew.

Sentence Structure

1. On the way to Nakhonsawun, my mother seemed very excited and **talked** a lot about her first grandchild (simple sentence).
2. When we **arrived** at my brother's home, my sister-in-law was at hospital already, so we promptly **went** to hospital (complex sentence).
3. Finally, my sister-in-law **delivered** her son (simple sentence).
4. Before my parents and I **went** back to Pathumthani, I had a chance to hold my nephew in my arms (complex sentence).
5. After that, when my parents and I **went** to Nakhosawun, I always **played** and **held** my nephew (complex sentence).

Grammatical Feature

1. On the way to Nakhonsawun, my mother seemed very excited and **talked** a lot about her first grandchild (past simple tense).
2. When we **arrived** at my brother's home, my sister-in-law was at hospital already, so we promptly **went** to hospital (past simple tense).
3. Finally, my sister-in-law **delivered** her son (past simple tense).
4. Before my parents and I **went** back to Pathumthani, I had a chance to hold my nephew in my arms (past simple tense).
5. After that, when my parents and I **went** to Nakhosawun, I always **played** and **held** my nephew (past simple tense).



APPENDIX E

The Error Types for Analyzing the First Draft of a Narrative Essay

The Error Types for Analyzing the First Draft of a Narrative Essay

1. Grammatical Errors

1.1 Errors in the use of nouns

-Singular/Plural

1.2 Errors in the use of articles

1.3 Errors in the use of pronouns

-Incorrect case forms

-Missing possessives

1.4 Errors in the use of verbs

-Tense

-Subject-verb agreement

-Auxiliary

-Verb omitted

1.5 Errors in the use of prepositions

-Prepositions omitted

-Wrong prepositions

-Unnecessary prepositions

1.6 Errors in the use of adjectives

-Wrong form

-Comparative/Superlative forms

1.7 Errors in the use of adverbs

-Wrong form

-Comparative/Superlative forms

2. Syntactical Errors

2.1 Errors in the use of conjunction

- Coordination
- Subordination (adverbial clauses, relative clauses, and nominal clauses)
- Missing conjunctions

2.2 Errors in sentence structure

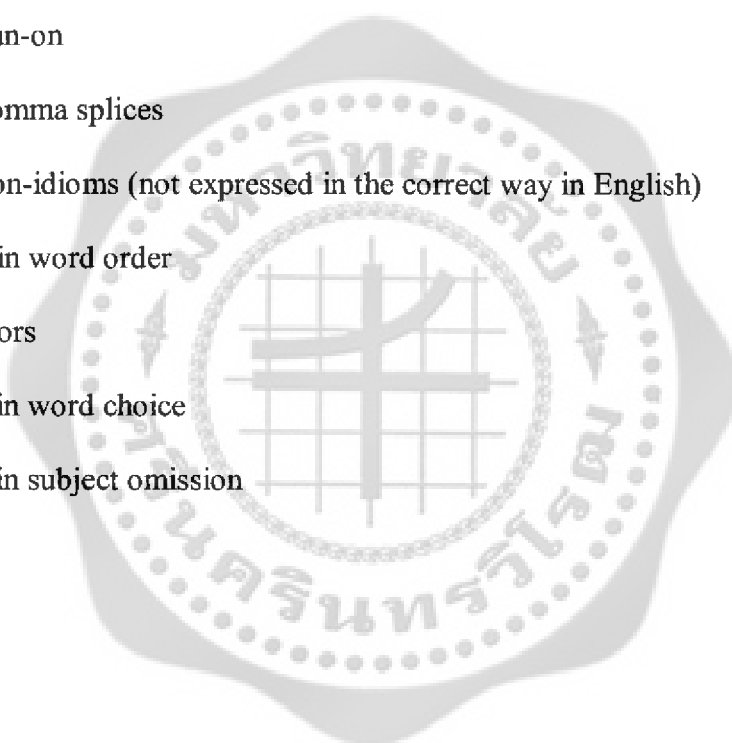
- Fragment
- Run-on
- Comma splices
- Non-idioms (not expressed in the correct way in English)

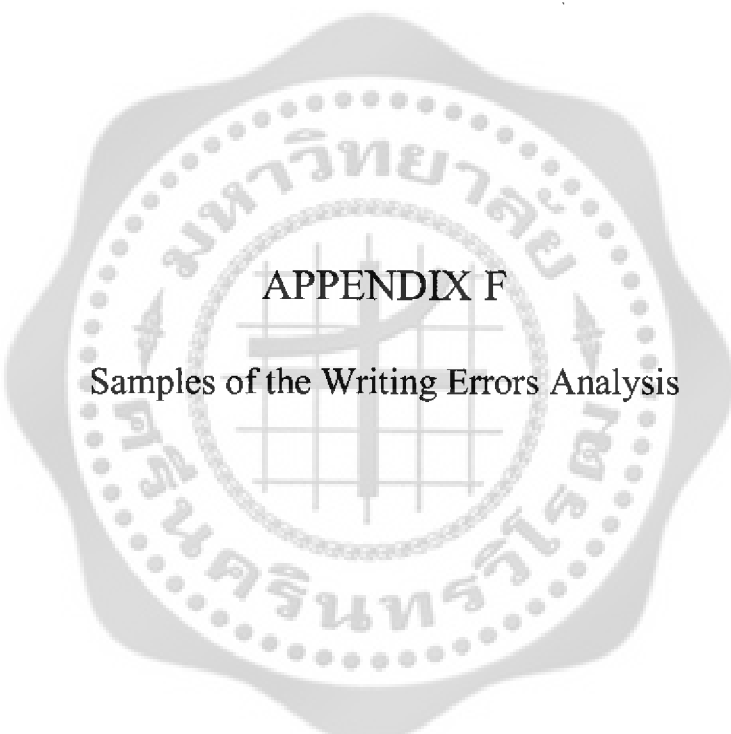
2.3 Errors in word order

3. Lexical Errors

3.1 Errors in word choice

3.2 Errors in subject omission





APPENDIX F

Samples of the Writing Errors Analysis

Samples of the Writing Errors Analysis

Student: A Topic: My Horror Experience

Error Types	Number of Errors
Grammatical Errors	
1. Errors in the use of nouns	
1.1 Singular/Plural	
2. Errors in the use of articles	
3. Errors in the use of pronouns	
3.1 Incorrect case forms	
3.2 Missing possessives	
4. Errors in the use of verbs	
4.1 Tense	3
Examples:	
- First day after we moved, we were very busy about keeping our stuff to its place and I felt that there was something unusual in my new house. - While I slept, I had a bad dream. - I must use a lot of power, but I still could not wake up.	
4.2 Subject-verb agreement	
4.3 Auxiliary	
4.4 Verb omitted	
5. Errors in the use of prepositions	

5.1 Prepositions omitted	4
Examples:	
- Many people don't believe it but some people believe it. - First day after we moved, we were very busy about keeping our stuff to its place and I felt that there was something unusual in my new house. - Next day, I still kept my stuff to its place. - Next day, my mother took me to make a merit and virtue at Wat Don temple where we went usually, and she also decided to hold the house celebration.	
5.2 Wrong prepositions	
5.3 Unnecessary prepositions	
6. Errors in the use of adjectives	
6.1 Wrong form	2
Examples:	
- I felt strange again that made me so scary. - I was very scary, but I did not know what I should do.	
6.2 Comparative/Superlative forms	
7. Errors in the use of adverbs	
7.1 Wrong form	
7.2 Comparative/Superlative forms	
Syntactical Errors	
8. Errors in the use of conjunction	
8.1 Coordination	

8.2 Subordination (adverbial clauses, relative clauses, and nominal clauses)	3
Examples:	
- I couldn't sleep all night which I thought that I was new to the place. - I was very happy but the story was not to be like that. - I ran downstairs quickly and told my mother about the thing that happened to me.	
8.3 Missing conjunctions	
9. Errors in sentence structure	
9.1 Fragments	
9.2 Run-on sentences	
9.3 Comma splices	
9.4 Non-idioms (not expressed in the correct way in English)	
10. Errors in word order (incorrect sentence structures)	1
Examples:	
- Next day, my mother took me to make a merit and virtue at Wat Don temple where we went usually, and she also decided to hold the house celebration.	
Lexicon Errors	
11. Errors in word choice	5
Examples:	
- Our new house was a second-hand town house, but my mother made it new such as fixing and painting before we	

moved in the house. - Moreover, I was suffocated too. - Finally, I gathered all of my powers and tried to wake up again. - In this time, it was succeeded and I felt more comfortable. - Then, I gathered my power and tried to wake up again until I really could wake up.	
12. Errors in subject omission	

Student: B Topic: My Impressive Trip in Khao-Kor

Error Types	Number of Errors
Grammatical Errors	
1. Errors in the use of nouns	
1.1 Singular/Plural	
Example:	2
- There were a lot of fogs that covered the low areas - We saw a lot of clouds and thick fogs which covered the area we were, we were very excited.	
2. Errors in the use of articles	1
Example:	
- After having a dinner, we took a bath in public rest room, and then we went to sleep.	

3. Errors in the use of pronouns	
3.1 Incorrect case forms	
3.2 Missing possessives	
4. Errors in the use of verbs	
4.1 Tense	
4.2 Subject-verb agreement	
4.3 Auxiliary	
4.4 Verb omitted	
5. Errors in the use of prepositions	
5.1 Prepositions omitted	
5.2 Wrong prepositions	1
Example:	
- During the way, I had many fun and exciting events.	
5.3 Unnecessary prepositions	1
Example:	
- Before we went to there, we had taken a long time to decide where to go.	
6. Errors in the use of adjectives	
6.1 Wrong form	
6.2 Comparative/Superlative forms	
7. Errors in the use of adverbs	
7.1 Wrong form	
7.2 Comparative/Superlative forms	
Syntactical Errors	

8. Errors in the use of conjunction	
8.1 Coordination	
8.2 Subordination (adverbial clauses, relative clauses, and nominal clauses)	
8.3 Missing conjunctions	
9. Errors in sentence structure	
9.1 Fragments	
9.2 Run-on sentences	1
Example:	
- We saw a lot of clouds and thick fogs which covered the area we were, we were very excited.	
9.3 Comma splices	
9.4 Non-idioms (not expressed in the correct way in English)	1
Example:	
- We saw a lot of people there, and we thought that there might be no any room in resort or hotel left for us.	
10. Errors in word order (incorrect sentence structures)	
Lexicon Errors	
11. Errors in word choice	2
Examples:	
- There are some positions on the road to the top of the mountain Khao-Kor which have special ability that they can move a car from low to high position of the road by gravity.	

- When our car got those positions , my father stopped driving the car, and then the car went ahead automatically.	
12. Errors in subject omission	

Student: C Topic: A Change of Heart

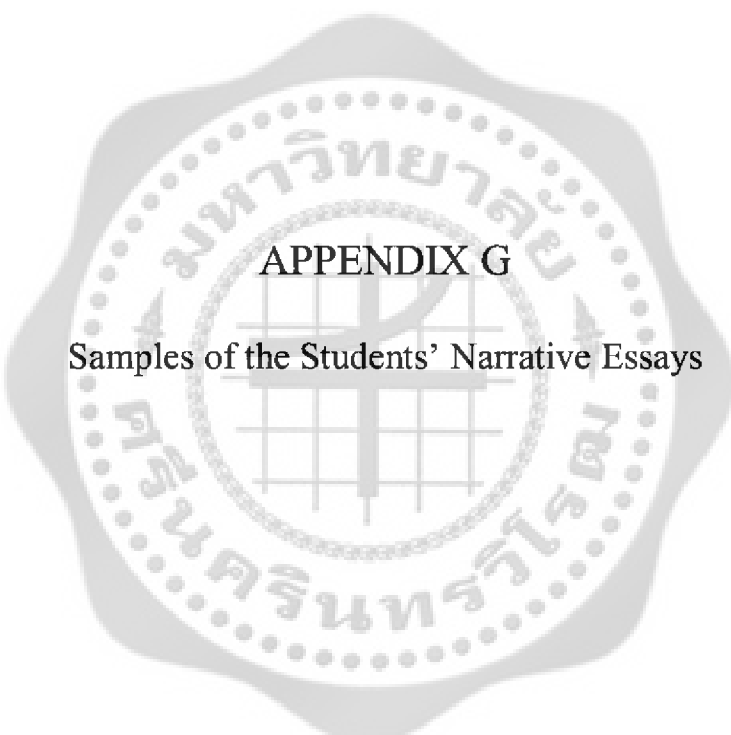
Error Types	Number of Errors
Grammatical Errors	
1. Errors in the use of nouns	
1.1 Singular/Plural	1
Example:	
- Everyone knows that I did not like baby, but they laughed and told me that when my sister-in-law deliver her baby I will be the one in list of baby sister.	
2. Errors in the use of articles	4
Example:	
- I am the one who belike this phrase, and the thing that I do not like is baby. - I am little child of my parents, and I never been with any baby. - Everyone knows that I did not like baby, but they laughed and told me that when my sister-in-law deliver her baby I will be the one in list of baby sister.	

- When we arrived at my brother's home, my sister-in-law was at hospital already, so we promptly went to hospital.	
3. Errors in the use of pronouns	
3.1 Incorrect case forms	
3.2 Missing possessives	
4. Errors in the use of verbs	
4.1 Tense	4
Example:	
- Everyone knows that I did not like baby, but they laughed and told me that when my sister-in-law deliver her baby I will be the one in list of baby sister. - Before my sister-in-law deliver her baby a day, my brother called my parents to go to Nakhonsawun. - At the beginning, I did not want to go to there but my parents want me to go with them. - My mother consoled my brother and told him that the first pregnancy will take long time to deliver, and it made my brother clam down a bit.	
4.2 Subject-verb agreement	1
Example:	
- The bad experience which make me do not want to be close with any baby happened when my aunt had to do her business.	
4.3 Auxiliary	3

Example:	
- Everyone knows that I did not like baby, but they laughed and told me that when my sister-in-law deliver her baby I will be the one in list of baby sister. - My mother consoled my brother and told him that the first pregnancy will take long time to deliver, and it made my brother clam down a bit. - It was quite amazed many one of us because when my sister-in-law was pregnant, a lot of us told her that her baby will be a girl.	
4.4 Verb omitted	
5. Errors in the use of prepositions	
5.1 Prepositions omitted	1
Example:	
- Have you ever heard the phrase “if you don’t like something, you will always face it”.	
5.2 Wrong prepositions	5
Example:	
- I never felt to be close with any children, but there was the event which changed my heart forever. - The bad experience which make me do not want to be close with any baby happened when my aunt had to do her business. - She asked me to take care of her baby within an hour.	

- From that time, I always avoid to be close with any babies. - When we arrived at my brother's home, my sister-in-law was at hospital already, so we promptly went to hospital.	
5.3 Unnecessary prepositions	
6. Errors in the use of adjectives	
6.1 Wrong form	
6.2 Comparative/Superlative forms	
7. Errors in the use of adverbs	
7.1 Wrong form	
7.2 Comparative/Superlative forms	
Syntactical Errors	
8. Errors in the use of conjunction	
8.1 Coordination	
8.2 Subordination (adverbial clauses, relative clauses, and nominal clauses)	
8.3 Missing conjunctions	
9. Errors in sentence structure	
9.1 Fragments	
9.2 Run-on sentences	
9.3 Comma splices	
9.4 Non-idioms (not expressed in the correct way in English)	
Example:	5
- Suddenly, my sister in law cried and cried, and I thought she was very pained.	

- It was quite amazed many one of us because when my sister-in-law was pregnant, a lot of us told her that her baby will be a girl. - Everyone teased me that I was fascinated in my nephew. - I found myself that I like baby more than before. - I want to be close to them, and I have more patience.	
10. Errors in word order (incorrect sentence structures)	1
Example:	
- For that time, I thought he was a delight thing for everyone and for me also.	
Lexicon Errors	
11. Errors in word choice	2
Example:	
- From that time, I always avoid to be close with any babies. - When we arrived at my brother's home, my sister-in-law was at hospital already, so we promptly went to hospital.	
12. Errors in subject omission	



APPENDIX G

Samples of the Students' Narrative Essays

Samples of the Students' Narrative Essays

Student: A Topic: My Horror Experience (Negative Experience)

Do you believe in ghost? Many people don't believe it, but some people believe it. I think that it depends on a believing of each person. For me, I never believe in ghost until I faced it by myself. Now, I'm going to tell you about my horror experience that happened to me in my new house.

Four years ago, my family and I moved to our new house because our old house was too small for four people. Our new house was a second-hand town house, but my mother made it new such as fixing and painting before we moved in the house. First day after we moved, we were very busy about keeping our stuff to its place and I felt that there was something unusual in my new house. I could not sleep all night because I was new in this place.

Next day, I still kept my stuff to its place. When it was afternoon, I felt very tired because I could not sleep the previous night. I decided to go to sleep in my room. I went upstairs and opened the door to go in my room. The room was so dark, very quiet, and quite cold. I felt strange again that made me so scary. However, I still wanted to sleep. While I slept, I had a bad dream. I wanted to wake up but I could not do that. It was like someone was sitting on my body, so I could not move. Moreover, I was suffocated too. I was very scary, but I did not know what I should do. I tried and tried to wake up. I must use a lot of power, but I still could not wake up. Finally, I gathered all of my powers and tried to wake up again. At this time, it was succeeded and I felt more comfortable. I was very happy but the story was not to be like that. When I felt that I could wake up, I went to the door to go out but I could not open it – I could not touch the door-knob. I decided to look back to my bed, but surprisingly, I saw myself still on my bed. I still was

frightened, so I decided to lie down on the bed again and I prayed to help my soul return to my body.

Then, I gathered my power and tried to wake up again until I really could wake up. I ran downstairs quickly and told my mother about the thing that happened to me.

I was surprised again when my mother told me that my father also faced the same thing that happened to me. Next day, my mother took me to make a merit and virtue at Wat Don temple where we went usually, and she also decided to hold the house celebration. After we held the house celebration, my father and I were not suffocated during the nightmare again. Now, we live together happily in our new house.

Student: B Topic: My Impressive Trip in Khao-Kor (Journey)

My family likes traveling very much, so when we have holidays or vacation, we will go to travel together. We have ever been to many places in Thailand, and my most impressive trip occurred on winter vacation in Khao-Kor, Phetchabun. Before we went to there, we had taken a long time to decide where to go. Eventually, we chose Khao-Kor because I had a short time to travel and I heard that there is pretty beautiful scenery.

A week after we had decided, we went there by our personal car. During the way, I had many fun and exciting events; for instance, there are some positions on the road to the top of the Khao-Kor mountain which have special ability that they can move a car from low to high position of the road by gravity. When our car got those positions, my father stopped driving the car, and then the car went ahead automatically. It was very fun.

Finally, we reached the top of the mountain in the evening. We saw a lot of people there, and we thought that there might be no any room in resort or hotel left for us. It was correct! Therefore, we decided to camp in the renting area of a resort nearby the

edge of the mountain. My parents and I helped with setting up a tent for us together. After having a dinner, we took a bath in public rest room, and then we went to sleep.

We woke up at midnight, and went out of our tent. We saw a lot of clouds and thick fogs which covered the area we were, we were very excited. We did not see everything clearly, but we saw many people camp around here as well. Some people were talking and drinking around a bonfire. We walked to see around for a while, and then we went in our tent to sleep again because it was a very cold night.

In the early morning, we got up and took a bath. Then, we went to the edge of the mountain and saw beautiful scenery. There were a lot of fogs that covered the low areas. It was like a sea under the mountain. It was very wonderful. I took many photographs of the sky, fogs, trees and birds. Then, we had a breakfast with other tourists. There were boiled rice, deep-fried dough stick with sweetened condensed milk, fried-rice, fried chicken, coffee and cocoa. After that, we took video picture together, and went back home happily.

This trip is very impressive for us because there was beautiful scenery, and we had new experiences together. I always think of that place when the winter comes every year, and I want to go Khao-Kor once again.

Student: C Topic: A Change of Heart (Love)

Have you ever heard the phrase “if you don’t like something, you will always face it”. I am the one who belike this phrase, and the thing that I do not like is baby. I never felt to be close with any children, but there was the event which changed my heart forever.

I am little child of my parents, and I never been with any baby before. The bad experience which make me do not want to be close with any baby happened when my

aunt had to do her business. She asked me to take care of her baby within an hour. At first, I thought my niece was a lovely girl, but when her mother leaved her on my arms, she started to cry and cry. I tried to console her, but she still cried. Finally, I did not know what to do, so I leaved her with my grandmother. From that time, I always avoid to be close with any babies. Early in this year, my sister-in-law was pregnant and almost delivers her baby. Everyone knows that I did not like baby, but they laughed and told me that when my sister-in-law deliver her baby I will be the one in list of baby sister. Before my sister-in-law deliver her baby a day, my brother called my parents to go to Nakhonsawun. At the beginning, I did not want to go to there but my parents want me to go with them. On the way to Nakhonsawun, my mother seemed very excited and talked a lot about her first grandchild. When we arrived at my brother's home, my sister-in-law was at hospital already, so we promptly went to hospital. When we arrived at the hospital, it was early in the morning of the day. My mother consoled my brother and told him that the first pregnancy will take long time to deliver, and it made my brother clam down a bit. Suddenly, my sister in law cried and cried, and I thought she was very pained. I went out of her room because I did not want to see her face and hear her voice. The deliverance time was so long but everyone looked happy, and they expected the gender of the baby. Finally, my sister-in-law delivered her son. It was quite amazed many one of us because when my sister-in-law was pregnant, a lot of us told her that her baby will be a girl. At first sight, I thought he was an ugly boy because he had a red body with a sweat stain on his face. When I saw his clear face, I found that he was a chubby boy and I thought I've never seen the lovely boy like him before. Before my parents and I went back to Pathumthani, I had a chance to hold my nephew in my arms. At first, I was afraid that he will cry, but he did not cry. It was the first time after I had held my aunt baby, and I felt better than before. For that time, I thought he was a delight thing for everyone and

for me also. After that, when my parents and I went to Nakhosawun, I always played and held my nephew. Everyone teased me that I was fascinated in my nephew.

Because of this event, it changed my heart forever. I found myself that I like baby more than before. I want to be close to them, and I have more patience.

Student: D Topic: A Frightening Accident (Accident)

Learning something new can be an exciting experience. One of the most difficult things I have ever had to do was learning to drive a car. It was an important skill that I should learn. I also thought I could help my parents if they were tired while they drive, so I decided to learn it. However, what I did not realize was that learning to drive a car would also make me a more conscious person.

New situations always made me excited, and my first driving lesson was no exception. I had learned it on my summer vacation two years ago. My uncle who was my trainer told me I should feel free and should not scare. However, I had started the car while my heart was beating very quickly. I can move a car to go forward and backward. I had done it about fifteen minutes because my uncle wanted me to be accustomed to control every car equipment. The amusing thing after the first time of my lesson was I had an ache in my left legs and my left rump. I had it because I was contracted a muscle while I drove. Therefore, I could not learn to drive a car on the next day.

After one month later, I could control the car and could drive it better. My family was very happy. I thought that I could drive a car quite well, and I was very happy, too. One day that I can remember it vividly and it was one of important situation in my life. My uncle persuaded me to practice myself and improve my driving skill. I had a little confidence in my skill, so I persuaded my mother, my younger sister, and my aunt to

come with me. Everybody rather excited because it was the first time that they were my passengers.

My uncle took us to a football field of Chorng primary school. After that, I started to drive a car after my mother told me be careful. I drove a car around the field about twenty rounds. My uncle ordered me to accelerate and decelerate an engine. My feeling just like I could control the world. Everybody was enjoyable. I drove it until 6 p.m. I was very tired and very hungry, so I decided to finish it. My uncle asked me could I drive it by myself and I said, "Yes, I can." Then I drove a car to my house. The road to my house was very steep and it had a bend near the fence. I was very careful while I drove a car from the steep. My uncle asked the same question again because he was not sure in my skill. I also hesitated in my ability, but my mother said, "Keep on and go ahead". Moreover, my sister sang a song, "Don't fear, don't fear, and don't fear", so I was deciding to drive it by myself. Then I turned a car to my house, but the road was steep. I could not break my car and I could not control it. A car was sliding continually to the fence. Everyone shouted the word, "break" to me. I tried to break my car repeatedly, but the car was not stopped. I was very frightened and lost my consciousness, so I could not do anything. Suddenly, the car bumped against the wood fence and it stopped. Everyone was quiet and I was very shock. Fortunately, everybody was safe from this accident. Then my uncle drove a car instead of me and he took us to our home.

After that, I was still shocking and frightening. I could not say any word to my family, so everybody comforted me. It made me felt better and relaxed. My uncle smiled to me and said, "Don't lose your sense while you drive a car and the consciousness is very important." Then my precocious younger sister patted my head and she said, "My dear sister, experience is the beat teacher, so you must don't fear." She sang the same song and danced. Everybody laughed.

This situation was very important to my life because it made me realize in the value of consciousness. Moreover, consciousness could help me while I had a problem. This situation reminded me that I can solve the problem if I had a consciousness. It was important in every situation and very important for human life.





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