

Committing Common Errors In Writing English Pursuing Secondary School Students

K.Priyanga

II – M. Ed, Department of Education, Manonmaniam
Sundaranar University, Tirunelveli

S. Lenin

Assistant Professor, Department of Education,
Manonmaniam Sundaranar University, Tirunelveli

Abstract: The purpose of the present study is to examine the language errors in writing English. Students who wish to write well need help in understanding and avoiding mistakes in their writing. There are four main types of mistake in written language: spelling, punctuation, grammar and usage. Writing skill is one of the basic skills of language. Many of the students consider English as a difficult language. The major objective of the study is to find out the level of errors in writing English with regard to secondary school students. Sample of IXth standard students selected randomly. The researcher employed survey method for this study. Data were analyzed using percentage analysis and t- test. Result indicates that there is significant difference between rural and urban with regard to Errors in Writing English Committed by Secondary School Students.

Keywords: Errors, Sample, Writing English

I. INTRODUCTION

"Errors, like straws, upon the surface flow; he who would search for pearls must dive below."

The importance of English writing is becoming increasingly dominant in both educational programs and in professional way. To become a proficient writer, it is a wish of many EFL/ESL students especially for those who want to get higher education due to regular writing assignments from the instructors. In addition, EFL/ESL Writing has always been considered an important skill in teaching and learning. Languages are of four Skills. English language is not an exception. It consists of four skills: listening, speaking, reading and writing. Brown (2000) explained that in order to master the English language, learners have to be exposed to all of the four basic skills. When students try to practice the last one which is writing, they face many difficulties. In fact, writing is the skill in which students produce sentences which are put in a particular order and linked together in certain ways. This study highlights certain issues regarding learning and writing in English as a second/foreign language. Writing motivates and enhance their writing skill as well as to build a close bonding between teachers and learners.

STATEMENT OF THE PROBLEM

The investigator had been chosen this study to analysis Common Errors Committed in Writing English among secondary school students. On the experiences of the investigator during practice teaching in B.ed course, the investigator has opted this problem for the study. Many of the students found difficulty when they write in English. When they write in English they committed lot of mistakes. They were unable to write a single sentence without any mistakes. When they were writing, they found problems in Capitalization, Punctuation. So the investigator decided to analysis Common Errors in Writing English problems in order to give them recommendations to overcome those problems.

OBJECTIVES

To find out the level of common errors committed by secondary school students in writing English with regard to Locality.

HYPOTHESES

There is no significant difference between rural and urban of secondary school students committing common errors in writing English.

METHOD OF THE STUDY

The investigator was adopted the survey method to the study of common errors in writing English committed by secondary school students in Tirunelveli district. The investigator has used simple random sampling technique for collecting the data.

TOOL USED

Lepri's – Committing Common Errors in Writing English was constructed by the investigator. The data necessary for carrying out research investigation must be collected with the aid of special instruments. The successful research represent on proper selection of tools. The validation tools were used for the main study to collect the necessary data. The study carried out in June 2018 in 10 secondary schools located in Tirunelveli district, Tamil Nadu. In this investigation, the main aim was to assess the common errors in writing English committed by secondary school students studying in the various secondary schools in Tirunelveli district.

SAMPLE

The investigator had chosen the secondary school students in Tamil Nadu State Board as the population. The sample size for the present study comprised of 250 secondary school students from Tamil Nadu State Board.

STATISTICAL USED

The investigator used the following statistical techniques for the study: percentage analysis, t-test.

II. DATA ANALYSIS

A. PERCENTAGE ANALYSIS

To find out the level of Common Errors Committed by Secondary School Students in Writing English with regard to Institutional variables

Institutional Variables	Category	Low		Moderate		High	
		N	%	N	%	N	%
Locality	Rural	35	23.6%	95	64.2%	18	12.2%
	Urban	10	9.8%	59	57.8%	33	32.4%

Table 1: Level of common errors committed by Secondary school Students in writing English with regard to age

64.2% of Rural Secondary school Students have moderate level of common errors committed in Writing English.

57.8% of Urban Secondary school Students have moderate level of common errors in writing English.

B. DIFFERENTIAL ANALYSIS

There is no significant difference between rural and urban of secondary school students committing common errors in writing English

Locality	N	Mean	SD	t-value	Remarks
Rural	148	46.70	16.702	4.093	S
Urban	102	55.41	16.286		

Table 2: Difference between rural and urban of secondary school students committing common errors in writing English (At 5% level of significant value is 1.96)

In the above table, since the t- value (=4.093) is greater than 1.96, the null hypothesis is *not accepted* at 5% level of significance. It shows that there is significant difference between rural and urban secondary school students committing common errors in writing English.

MAJOR FINDINGS

- ✓ 32.4 % of urban secondary school students have high level of committing common errors in writing English.
- ✓ Significant difference between rural and urban students of common errors committed by secondary school students in writing English.

III. RECOMMENDATION

- ✓ Teacher/peer feedback should be applied during the writing activities to help Students learn from each other to enhance writing quality.
- ✓ Teachers should offer students the opportunities for sufficient amount of writing practice.

IV. CONCLUSION

The study helps to clarify what the students have their writing difficulties. Writing motivates and enhance their writing skill as well as to build a close bonding between teachers and learners. There should be investigating the quality of students writing in the control of peer/teacher feedback to see if the students writing quality improves in the extensive writing practice. Teachers should give the opportunities for students to practice writing regularly because the experience in writing practice was not only a very highly motivating basis for developing students writing skills but also a valuable one for students in acquiring necessary academic research.

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