RESEARCH ARTICLE

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CAUSES AND ANALYSIS OF COMMON ERRORS IN WRITTEN ENGLISH BY HIGH SCHOOL PUPILS

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ABSTRACT

English is one of the most important languages in the world. We can't imagine the world without English language because of its wide range of National and International aspects. So, it became the International language. It is not only the Global language but also the first language of many countries. Most of the famous literary works are translated into English language.Writing in English is the most difficult skill among the five skills of English (reading, listening, writing speaking and cultural awareness). Writing skill should have proper organization with a sense of correct structure to initiate, sustain and produce connected discourse. Even a native speaker fails to write without common errors. It is a very hard task for students at high School level because of their lack of command over the language.
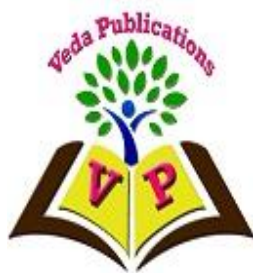
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INTRODUCTION

Most of the Students are not aware of certain Grammar rules and it very difficult task for them even to identify the common errors made by them to rectify them. Most of the students and teachers generally don't have sufficient time to identify or rectify them. English grammar and vocabulary are the most complex and difficult concepts for this group of students. Generally they have a limited chance to write in the descriptive English, since most of the time they spend time in learning other subjects. Usage of proper words with correct spellings and following the rules of grammar makes any sentence meaningful. Common errors in a sentence may lead to confusion. So, common errors should be identified and should be rectified to make a sentence readable.

2. LITERATURE REVIEW

Error Analysis (EA) has received a great deal of interest from a number of scholars in the field of second language acquisition.

The following are the definitions of Error Analysis (EA) given by some of the scholars.

Error Analysis (EA) has two objectives. One is theoretical objective which concerns what and how learners learn a language. The other is the practical one which concerns how to help learners learn a language by making use of the knowledge they have already had.

2.1 Previous Studies

Zheng and Park (2013), for instance, analyzed the errors found in English essays written by Chinese and Korean students. Results showed that errors made by these two groups of writers were various. They had problems in using articles and punctuation marks, and ordering words. Zheng and Park (2013) mentioned that the negative transfer of the subjects' first language was the major source of the errors.

Liu (2013), it was found that the participants who were Chinese learners made the errors when they wrote English sentences. She pointed out that the sources were carelessness and negative influence of the subjects' mother tongue.

Khansir(2013). He compared and examined the error types found in the written products of ESL and EFL students. He concluded that there were no significant differences between the errors found in the written products of the two groups of the writers writing.

Hinnon (2014) also confirms that Error Analysis (EA) is beneficial after her long period of study of literature related to Error Analysis (EA). She mentions that Error Analysis (EA) can let teachers prepare accurate and precise teachings which are suitable for their students.

Zafar (2016) conducted an empirical study which used Error Analysis (EA) as a treatment. She first analyzed errors frequently made by her Business students, and verb tenses were found to be the most problematic ones. After a two-month writing training focusing on the accurate use of verb tenses, her students had an apparent improvement.

3. METHOD OF STUDY

3.1 Research Questions

The present study aimed at finding the answers to the following questions.

1) What types of errors are frequently found in English sentences by high School students?

2) What are the sources of the errors?

3.2 Data Collection

The following three steps followed to collect data of the present study.

1. 50 pieces of the students' written work were marked by the researcher. Each sentence was examined word by word. Each error was recorded according to its type in an individual error record form.

2: All of the students were asked to write the sources they thought led to errors made by them into the questionnaire.

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3: Either by a group or individually, each student was interviewed to obtain in-depth information pertaining to sources of errors.

Information obtained from the written work and interview was later interpreted and analyzed to identify the sources of the errors found in their writing.

3.3 **Data Analysis**

The data analysis procedure consisted of two stages according to the purposes of the study.

1: All of the collected errors were analyzed and labeled according to the types of errors to get the frequency and the percentage. Then each error type was classified into two main groups: The sentential level errors and the word level errors.

2: To seek for major sources of the errors, the information from the questionnaires and the interview were interpreted and analyzed.

3.4 **Objectives**

3.4.1 The classification of total sample according to the percentage of errors committed by the high School pupils

The objective is analyzed by the following table

Table-1

The Classification of Total Sample Errors committed by pupils

S.No.	Classification	Range	N	Percentage of Errors
1	Less Errors	<11.8	3	15
2	Moderate Errors	>11.8 to 35.5<	12	60
3	More Errors	>35.5	5	25

Interpretation

According to the classification of errors committed by the total sample it is clear that the pupils who had committed more number of errors are 25%.The students who committed moderate number of errors are 60%.The students who committed less number of errors are 15%.The moderate number of errors are more in number

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3.4.2 The classification of errors committed by the high School pupils in each area

The objective is analyzed by the following table

Table-2

The classification of Errors of Areas taken

S.No.	Areas taken	Mean	% of mean	S.D
1	Errors in Punctuation	25.80	36.85	1.62
2	Spelling Errors	35.84	59.73	0.94
3	Errors in sentence structure	39.36	65.60	0.77

The Classification of Errors
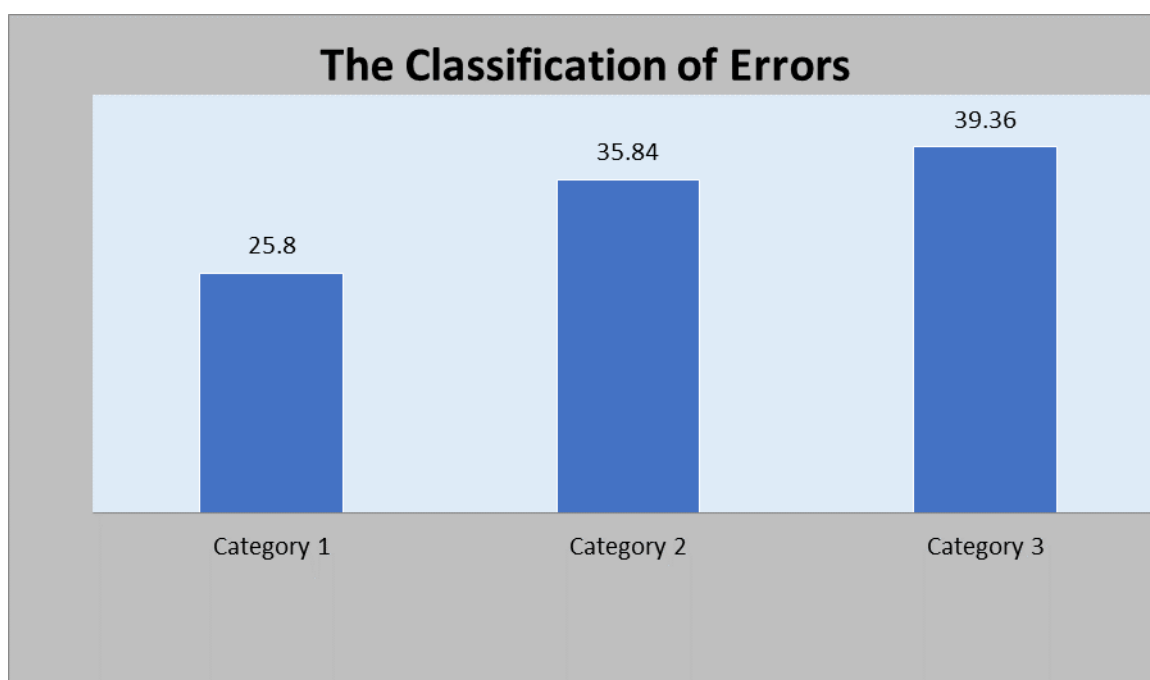
Interpretation

   Three areas of errors were taken for analysis in English sentences written by high School pupils show common errors committed by pupils in three areas taken for the study. The area of Punctuation has less number of errors when compared to other areas. The area Sentence Structure has more errors. The results of the analysis demonstrated types, frequency, percentage and rank of the errors.

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3.4.3 **To find out the influence of following variables in committing errors by pupils in written English with respect to the variables taken.**

1.   Gender 3(a)

2.   Medium of Instruction 3(b)

The above objective is analyzed by the table

Table -3

Classification of Variables

S.No.	Variable	Classification of Variables	Sample
1	Gender	1)Girls	22
		2)Boys	28
2	Medium of Instruction	1)English	26
		2)Telugu	24

1) To find out the influence of the variable gender in committing errors by high the School pupils in written English.

The above objective 3(a) is analyzed by the table

Hypothesis 1

There would be no significant difference between boys and girls in committing common errors in written English.Hypothesis 1 was tested by analyzing the objective 3(a)

Table-4

The classification of Errors of boys and girls

S.no	Variables	Sample	Mean	% of mean	S.D.	SED	t-value
1	Boys	28	33.59	73.19	4.23	0.35	0.8
2	Girls	22	33.87	67.74	4.55		

NS=not significant at 0.05 level

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Observation

From the above table it is observed that the mean value of boys is 36.59 and SD is 4.23 mean value of girls is 33.87 and SD is 4.55.

Interpretation

The calculated 't' value is 0.8 which is less than the Table value (1.96) at 0.05 level. Hence hypothesis is accepted.

Discussion

Generally some areas of parts of speech are difficult because of their diverse usage and some word groups are used for more than two parts of speech. So, pupils get confused in their usage. Girls and boys have equal understanding and grasping abilities. So, there is no significant difference in their writing errors in English

2) To find out the influence of variable medium of Instruction in committing errors by the high School pupils in written English

The above objective 3(b) is analyzed by the table

Hypothesis 2

There would be no significant difference between English ad Telugu medium pupils in committing common errors in written English.

Hypothesis 2 was tested by analyzing the objective

Table-6

The classification of Errors of English Medium and Telugu Medium Pupils

S.no	Variables	Sample	Mean	% of mean	S.D.	SED	t-value
1	English Medium	26	34.61	69.22	3.36	0.26	1.92
2	Telugu Medium	24	35.11	70.22	3.03		

NS=Not significant at 0.05 level

Observation

From the above table it is observed that the calculated mean value of English medium pupils is 34.61 and SD is 3.36. The calculated mean value of Telugu Medium pupils is 35.11 and SD is 3.03.

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Interpretation

The calculated 't' value is 1.92 which is less than the Table value (1.96) at 0.05 level. Hence hypothesis is accepted.

DISCUSSION

Usually Telugu medium students get confused in their usage of some parts of speech in English. They don't have proper awareness in the usage of some parts of speech in English like English medium students but they practice to some extent to write correctly. In case of English medium students it is possible due to awareness, resources and Teaching aids in Schools. So, there is significant difference in committing errors in English.

4.1 Results and Discussion

The results and discussion of the study are presented in accordance with the two research questions proposed earlier.

Errors Frequently Found in English Sentences Written by high School pupils. After the analysis of errors, three types of errors were found in English sentences written by high School pupils show common errors committed by pupils in three areas taken for the study. The area of Punctuation has less number of errors when compared to other areas. The area Sentence Structure has more errors. The results

of the analysis demonstrated types, frequency, percentage and rank of the errors. There is no significant difference between boys and girls in committing common errors in written English There is no significant difference between English and Telugu medium pupils in committing common errors in written English

CONCLUSION

The present study aimed at analyzing errors committed by high School pupils in their produced pieces of writing in English, and to identify the reasons that lead to the errors. The findings showed that the students made different types of errors due to various reasons, limited knowledge of English grammar and vocabulary, and their carelessness. From these findings, limited knowledge of the target language may be the major reason, leading to other sources, since having very limited knowledge of English, the students turned to rely on their first language. This can result in errors that could cause written miscommunication. Teachers, hence, should consider the differences between vocabulary and grammar knowledge of English and those of students' first language. The researcher would like to emphasize that errors found in high School students' writing are not wrong, but useful tools to other students make fewer errors and write better in English.

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Testing of Hypothesis

S.no	Hypothesis	t-values	Test of Significance	Findings
1	There would be no significant difference between IX class boys and girls in their writing errors in English	0.8	NS	Hypothesis is accepted
2	There would be no significant difference between IX class pupils regarding residing their medium of instruction in their writing errors in English	1.92	NS	Hypothesis is accepted

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