An Analysis of Errors of grammatical errors in Written English by High School Students

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I. Introduction

English is spoken and understood all over the globe, so it has got international importance. English is the language with worldwide popularity. A link with people in all nations is possible only through English. English is a national language in 29 countries and an official language in 15 countries. The usage of English concerns itself with vocabulary, idioms and grammar in both its written and spoken forms. To put it differently, usage can be said to cover all important aspects of a language except its pronunciation. English Grammar is an organized description of our habits in writing, speed, study of the form of the words and their relationships with others. It reflects the total structure of the language and mainly based on rules.

Background of the Study

English grammar is neglected by secondary school pupils. They somehow manage to get pass marks in English language. Even parents do not pay more attention in learning English grammar. Especially in case of articles and prepositions language teachers ignore errors committed in the usage of articles and prepositions. They think that it is minute error but the sentence meaning depends upon the usage of Parts of speech.

II. Literature Review

Casey Kraichoke (2017)
Title: Error Analysis: A Case Study on Non-Native English Speaking College Applicants' Electronic Mail Communications
Data collection : Data collection is done from January 1, 2016 to December31, 2016 through Systematic sampling
The participants are undergraduate or graduate (Master's and Doctoral) degree seeking applicants.
Of the 100 participants,
- ✓ 43 are undergraduate degree applicants,
- ✓ 40 are master's degree applicants, and
- ✓ 17 are doctoral degree applicants
- ✓ 69 of the participants in this study were male.
- ✓ Participants come from 29 different countries

III. Major Findings

The study focused on the linguistic errors made in the body paragraph(s) of the email the study focused on the linguistic errors made in the body paragraph(s) of the emails
- ➢ The value '0' indicates no errors, '1' indicates one error, '2' indicates two errors, etc.
- ➢ Errors are classified into 4 major types. They are
- ➢ Capitalization
- ➢ No Signature
- ➢ Only First name
- ➢ Punctuation
- ➢ Total errors found are 719 in the body of the emails
- ➢ 64 emails are found with signature errors

➢   52 emails are found without signatures
➢   Mechanical errors are 294.

Errors are found by email examination. All errors were underlined and labeled. Standard UP Education board children and found girls made fewer errors than boys.

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 written by Thai EFL students?
2) What are the sources of the errors?

3.4 Data Collection and Method used in the study

         The following three stages were performed to collect data of the present study.

         All of the 300 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. All of the students were asked to write the sources they thought led to errors made by them into the questionnaire.

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

3.5 Data Analysis

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

         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. Additionally, the characteristics of the errors, such as omission and addition were identified.

         To seek for major sources of the errors, the information from the questionnaires was interpreted and analyzed. Moreover, previous research pertaining to sources of errors was studied. The table below demonstrated types, frequency, percentage and rank of the errors.

TABLE-1 AN ERROR ANALYSIS OF THE ENGLISH SENTENCES

TYPE OF ERRORS	FREQUENY OF ERRORS	PERCENTAGE OF ERRORS	RANK
1. ERRORS IN TENSE	183	61.00	5
2. ERRORS IN SUBJECT-VERB AGREEMENT	212	70.66	1
3. ERRORS IN CAPITALIZATION	124	41.33	10
4. ERRORS IN WORD FORMATION	151	50.33	7
5. ERRORS IN PUNCTUATION	143	47.66	8
6. ERRORS IN FRAGMENT	165	55.00	6
7. ERRORS IN NOUNS	211	70.33	2
8. ERRORS IN ARTICLES	193	64.33	4
9. ERRORS IN PRONOUNS	195	65.00	3
10. ERRORS IN ADJECTIVES	135	45.00	9
Total	1712	57.06	

IV.   Results and Discussion

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

         From the table it is observed that the errors committed by high School pupils are 1712 and the percentage of errors committed by the pupils in the components is 57.026. The component Subject-Verb agreement(70.66) had maximum error percentage ,Capitalization (41.33) had least error percentage. Fragments(55) tenses(61), and word order(50.33) and Punctuation(47.66). The ones at the word level were Articles(64.33), Nouns(70.33), Pronouns(65) and Adjectives(45),.

         Errors Frequently found in English Sentences Written by High School Students were analyzed the ten components' errors were found in English sentences written by High School Students. The analysis proved the knowledge of the sample among the taken components and the teachers should provide necessary materials to improve their writing skills in every aspects so that they can develop awareness among the taken components.

V.   Conclusion

         The present study aimed at analyzing errors committed by High School Students when they produced pieces of writing in English, and to seek for the sources that lead to the errors. The findings showed that the students made different types of errors due to four sources: interlingual interference, intralingual inference,

limited knowledge of English grammar and vocabulary, and their carelessness. From these findings, limited knowledge of the target language may be the major source 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. Last, but not least, the researcher would like to emphasize that errors found in High School Students writing are not wrong, but useful tools to help High School Students make fewer errors and write better in English.

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