

CHAPTER ONE

INTRODUCTION

This study is about **Errors Committed in Writing**. This chapter consists of general background, statement of problems, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Second language learning is difficult task than first language learning. Learner's commits various kinds of errors during language learning. Errors always show the progress of learning and no one can learn without making errors. An error refers to a deviant form of the normal speech or writing of an adult native speaker. There are a lot of definitions developed for the concept of "error". According to Lennon (cited in Brown, 2000), an error is "a linguistic form or combination of forms which, in the same context and under the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts."

Error analysis has been commonly recognized as branch of Applied Linguistic. It is done for the study and analysis of the errors made by the second and foreign language learners. It is a type of linguistic analysis that focuses on the errors learners make. It is similar to the weak version of contrastive analysis in that both start from learner production data; however, in contrastive analysis the comparison is made with the native language, whereas in error analysis it is made with the target language. In the word of Crystal (2004, p.165) error analysis uses techniques for identifying, classifying and systematically interpreting the unacceptable forms produced by someone who is learning a foreign language.

English is very important to be learned because it is used as an international language. On the other words, it means that language is universally used by almost people around the world. It is used as communication language among people in different country. Therefore, learning English is an essential thing that it must be learned by the language learner in almost all countries in this world.

English occupies the status of a second or foreign language in Nepali Education System. Learning English as a second language in non native context is not an easy task. In order to master the English language, learners have to be adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing. Language teaching in this country is currently focusing on the teaching and learning of the four skills. However, the standard of English among Nepali learners, who are studying in public schools, is not fully satisfactory despite learning English for several years as a compulsory subject there. They are still seemed to commit errors in all aspects of the language.

1.2 Statement of the Problem

Second language learning seems to be a difficult process in comparison to the first language, since the first language is acquired through subconscious process and any conscious effort is not required unlike the second language.

Due to various reasons, learning becomes slow and sometimes a failure.

Language acquisition and language learning are frequently used to refer to the process of achieving language skills and aspects. Normally the first language is acquired and the second language is learnt.

English language teaching faces challenges in Nepal despite of frequent changes and amendments in curriculum and textbooks. Besides this, new teaching approaches viz. Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) are introduced as well as different kinds of teacher training programmes are conducted like Teachers' Professional

Development Programme (TPD). Now it has been realized that trainings are oriented to theory rather than their implication in the classroom. According to Brown (2000), in order to master the English language, learners have to be adequately exposed to all of the four basic skills viz; listening, speaking, reading and writing.

As regards to student's achievement in different language skills, writing tends to be a major concern. On the basis of secondary level English Curriculum, developed by curriculum development centre and English Specification grid 2065 allocates 12 marks for free writing and 12 for guided writing. Students of this very level generally commit different types errors in free writing. Due to these reasons like mother tongue interference, overgeneralization, lack of exposure and other many more factors, the language learners get difficulty in free writing. When the learners are asked to write answers of any free and creative type of question, they commit errors.

I have been facing different problems in free writing while teaching in my real classroom. I have also noticed that both teachers and learners neglect in mechanics of writing. They often make error in it. So I have set my mind to conduct this study to find out more problems that the students face in terms of mechanics of writing.

1.3 Objectives of the Study

The objectives of the study will be as follows;

- a) To find out errors committed in free writing by the ninth graders in terms of mechanics (Capitalization, Spelling and Punctuation).
- b) To describe the areas of problem where the learners commit errors in mechanics.
- c) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of this study were as follows;

- a) What are the errors committed by the ninth graders in free writing?
- b) What are the different areas of problem where the learners commit errors in free writing?
- c) What kind of mechanics seem to be problematic and non- problematic in students' performance?

1.5 Significance of the Study

Writing is the most fundamental and significant form of language. This study is a primary attempt to study about the errors committed by the ninth grader in free writing. It mainly points out and determines the nature of difficulty faced by the students in using mechanics. To be more specific this study will be significant to teachers and students who are teaching and learning English at secondary level. It will be really beneficial for the policy makers, teacher educators, and English teachers themselves to be more familiar with the realities in free writing and design the activities to improve the situation accordingly. It will be equally beneficial to infer the expectations of the practitioners so as to support them to improve the quality of writing skill. It will also be equally significant to course designers and textbook writers to minimize the gaps between the suggested ways of teaching as per the use of mechanics of writing for improving overall quality of education. It is supposed to be highly beneficial for other researchers in this field and anyone interested in English language skills and language aspect especially in mechanism of writing. Furthermore, this study will have global significance as well.

1.6 Delimitations of the Study

The delimitations of the study are as follows;

- a) This study was limited to the use proper mechanics (Capitalization, Spelling and Punctuation).
- b) The test item consisting only subjective questions for free writing was used.
- c) The study was limited to the student performance and areas of problems that arise in the student expression in free writing.
- d) This study was confined to three schools from Municipality in Sarlahi district.
- e) The sample population of the study was limited to 45 students of ninth grade.

1.7 Operational Definitions of the Key Terms

Free Writing: A type of writing in any topics which gives complete freedom of expression..

Mechanics: Aspects of writing such as capitalization, spelling and punctuation.

Performance: The ability of students for writing sentences with using appropriate mechanics in their free writing.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review and conceptual framework are two essential aspects of the research study. This chapter consists of review of the related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework

2.1 Review of the Theoretical Literature

A theoretical literature review offers an overview of significant literature published in the related area which carries a theoretical value for the study. According to Kumar (2009), "A literature review provides researcher insights and basic ideas to carry out research successfully. While reviewing the related literature researcher goes through various written documents, secondary data and so on." To put it another way, literature review basically includes the study of various book related to the title of the present study.

In this section, I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributory to my research work are discussed below.

2.1.1 Errors: An Overview

Error analysis is a type of linguistic analysis that focuses on the errors committed by the learners. While learning a foreign language, learner, inevitably commits error. It is an inherent feature of the process of foreign language learning. According to Crystal (2003,P.165), "error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguists". Similarly, Richards

et al. (2002,P.184) defines error analysis as the study and analysis of the errors made by the second and foreign language learners.

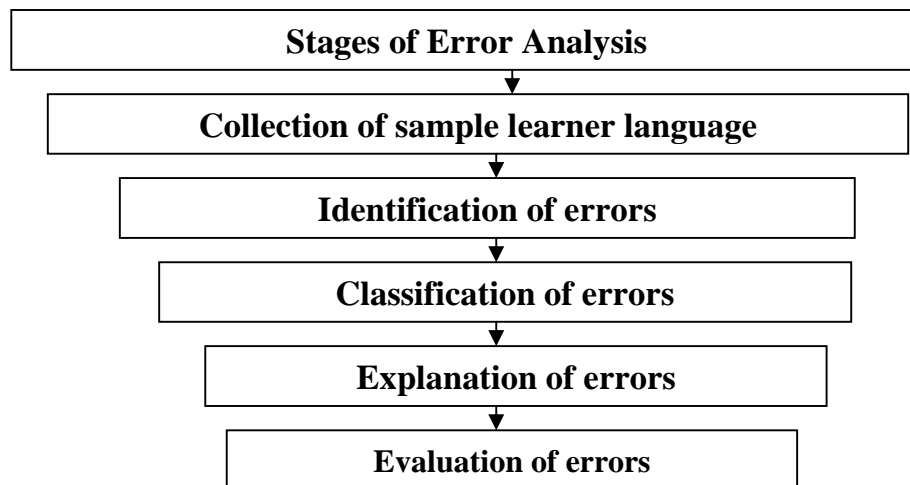
Error analysis is carried out in order to:

- a) Find out how well someone knows a language,
- b) Find out how a person learns a language, and
- c) Obtain information of common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Error analysis was developed as a branch of applied linguistics in the 1960s and it set out to demonstrate that many learner errors were not due to the learner's mother tongue but reflected universal learning strategies. Error analysis thus appeared as an alternative to contrastive analysis. Error, in general, refers to the use of a linguistic item in a way, which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Corder (1973, p. 260) has used the term `error` to refer to those features of the learners` utterances which differ from those of any native speaker. Likewise, following Corder in Allen and Corder (1975, p. 8), Errors may be in the speech or writing of a second or foreign language learner. Linguistic item may be a word, a grammatical item, or a speech act, etc. However, error in a more technical sense is something specific that results from incomplete knowledge and is distinguished from mistake, which is caused by the lack of attention, fatigue, carelessness or some other aspects of performance.

Stages of Error Analysis

Error analysis is the systematic step-wise study and analysis of the errors made by second or foreign language learners. Error analysis is usually carried out with the aim of finding a pedagogical application for its result. Error analysis can be seen as a series of successive stages. According to Corder (1974) the stages of errors analysis can be concluded in the following figure.



Moreover, the stages of error analysis are explained below:

a) Collection of Sample Learner Language

It is the first stage of error analysis. There should be reliable data to identify, describe, classify, explain and evaluate the errors. It means accumulating information. They can be categorized on the basis of texts, approaches they involve models and tools they used.

i. Text: Spoken or Written

Error analysis is mainly concerned with the study of expressive errors. The expressive errors may be spoken or written. Therefore, the data for error analysis may be spoken or written. Spoken data is elicited through interview, discussion and written data is collected through composition or set of questionnaire.

ii. Approaches: Subjective or Objective

While collecting data, we can use subjective and objective approach. A subjective approach includes subjective questions. An objective approach contains objective questions. Usually, the subjective questions are less in numbers and cannot cover the comprehensive areas of languages. Objective test items are more in numbers and can cover different areas of language.

iii. Modes: Free or Guided

Allen and Corder (1973) distinguish free and guided writing on the basis of mode. The written works produce by learners may be in the form of free writing or guided writing, which are termed as spontaneous production and controlled production (p.126). Free writing contains free composition – a written work by someone on his own or any given topic and guided writing may contain transaction, paraphrasing, selecting paper word/sentence from the given options. The main distinction between free and guided work is that in former case, the learner has to create his own message and in later case, he has to process the already given message.

iv. Tools

We can use different tools in particular situation. The error elicited by one tool can also be different from that of using another tool. We can use interview, discussion and speech to elicit spoken error and composition and questionnaire to elicit written errors.

b) Identification of Errors

At this stage, the errors existing in the collected data are identified. Here, the analyst differentiates errors from mistakes. Mistakes are caused due to non-linguistic reasons and are committed at performance level, whereas errors are caused due to linguistic reasons and are committed at competence level. Errors occur in a systematic fashion and are beyond the learner's ability to correct.

Allen and Corder (1974) distinguish:

The mistake and error with the example of native speaker and learner.

He further says that the mistake made by a native speaker should be called lapse or slip which is his own term called ill-formed utterances.

These ill-formed sentences cannot be called error because the speaker

himself can readily correct them. These can be slip of tongue as well as slip of pen. There may be slip of ear, eye etc. (p.127).

c) Classification of Errors

Classification of errors is also referred to as description of errors. At this stage of error analysis, the errors identified at the first stage are categorized and kept under different headings.

Corder (1973) has classified errors into three stages on the basis of their systematicity. They are:

i) Pre-systematic stage: In this stage, errors are committed due to the unaware of rules in particular language. They commit error randomly, irregularly. So, this kind of errors is in correctable.

ii) While Systematic Stage: In this stage, the errors committed by language learners are regular. So, it can be predicted and corrected easily.

(iii) Post- Systematic: In this stage, learner knew the rules of language but because of false analogy or lack of attention, they commit mistakes.

Generally, errors are classified in to following types

i. Group and Individual Errors

The errors common to all the learners of particular group are called group errors and the errors that are not common to all the members of the group are called individual errors.

ii. Productive and Receptive Errors

The errors in speaking and writing are productive errors. The errors in understanding or interpreting while listening and reading are called receptive errors.

iii. Overt and Covert Errors

This distinction is made on the basis of the clarity of the error. An overt error is quite explicit and open, whereas a covert error is not easily detectable, it is subtle and hidden. The overt error can be detected even in isolation but the covert one can be detected only in context.

iv. Local and Global Errors

Local errors can be pinpointed and corrected as well because such errors do not prevent the message from being understood. Local errors do not cause the problems of comprehension. Global error, on the other hand, is an error, which makes a sentence or utterance difficult or impossible to understand or interpret. Global errors hinder communication. They prevent the hearer from comprehending some aspects of the message.

v. Inter-lingual and Intra-lingual Errors

This distinction is made on the basis of presence and absence of mother tongue interference in learning the target language. The error resulted from transfer of rules from the mother tongue is inter-lingual error. The intra-lingual errors are the one, which result from faulty or partial learning of the target language. Intra-lingual errors are caused due to overgeneralization of second language rules.

Moreover, errors can be classified in the following way:

i. Phonological Error

Phonological error results from the inability to pronounce correctly.

Phonological error is, thus, an error in pronunciation. For example, the pronunciation of school as /isku:l/.

ii. Graphological Error

Graphological error refers to the error in writing or perceiving letters or alphabet. For example, writing p as q and b as d or vice versa.

iii. Orthographical Error

Orthographical error refers to the error in spelling. For example, to write or spell the word receives as *R-E-C-I-E-V-E*.

iv. Grammatical Error

Grammatical error refers to the error where there is breaking of grammatical system. Grammatical error may be morphological or syntactic. The following utterances illustrate grammatical errors.

) Who is the taller student in the class? (Morphological error)

) Rajkumar has finished reading the novel, isn't she? (Syntactic error)

v. Semantic Error/ Lexical Error

Semantic refers to the study of meaning. Semantic error refers to the error in understanding or conveying meaning. Word-level semantic error is also referred to as lexical error. The following errors illustrate semantic/ lexical errors:

) *Skin shoes* in place of *leather shoes*.

) I *lent* a book from the library in place of I *borrowed* a book from the library

d) Explanation of errors

At this stage of error analysis, the errors are classified on the basis of their sources or causes. Under this heading, the researcher describes the different reasons, which are responsible for committing the errors. The errors on the basis of their sources are as

i. Overgeneralization

Over generalization is the incorrect application or negative transfer of previously learned second language material to present second language context. Overgeneralization is the result of the learners strategy of ignoring exceptions in the interests of simplification. These errors reflect the faulty generalization about the rules of second language. For example, *oxes* and *goed* instead of *oxen* and *went*.

ii. Analogical Creation

Analogical creation refers to the overgeneralization of the learners rules without considering exceptions because his/her exposure to the language is limited and he has insufficient data from which he can derive more complex rule. The learner produces an erroneous expression analogous to the correct one. For example, the expression 'She explained me the meaning' may be based on the correct sentence she told me the meaning.

iii. First Language Interference

Errors due to the presence of mother tongue interference in learning the target language are the first language interference. Such errors are resulted from transfer of rules from the mother tongue.

iv. Hyper Correction

Hyper correction refers to the wrong way of making correction of what is already learned correctly. What a learner has learnt correctly is corrected in a wrong way due to later learning, which in turn results into a deviant utterance. The learner commits the error due to the extreme care in language use in the attempt of using it correctly.

v. Inherent Difficulties

It is also believed that some portions of language are so difficult that not only the learner but also the native speakers find them to master. They are called inherent difficulties in the language.

e) Evaluation of Errors

Evaluation of errors refers to the determination of seriousness of error. The seriousness of errors is also regarded as error gravity. The greater the degree of error gravity the more serious the error occurred.

There are different criteria to evaluate the seriousness of errors.

i. Linguistic Criterion

Linguistically, inter-lingual errors are considered to be more serious than the intra-lingual ones because intra-lingual errors are comparatively light or less common, but inter-lingual errors are more common and are difficult to wipe out. Grammatical errors are more serious linguistically than lexical errors. It is because grammar is more general and predictable and lexis is more idiosyncratic and fine-grained.

ii. Communicative Criterion

Error is assessed in terms of degrees communicatively of the learner speech or language. It is the fact that greater degree of communicatively.

iii. Attitudinal Criterion

This criterion maintains that the matter of seriousness of an error is highly subjective. It depends upon the attitude of the people towards the errors made by language learners. For example, for English people, English spoken by French sounds sexy, by German naughty, by Italian funny and so on. It is found that use of nativism by foreigners irritates the native speakers. It has also been observed that pragmatic failure is also the factor to cause irritation in the listener and hamper the communication.

iv. Pedagogical Criterion

This criterion maintains that those errors which are directly related to the teaching items are more serious than the others. No error is more or less serious inherently. If we are teaching pronunciation then error in that area is certainly more serious than error in the area of reading comprehension.

2.1.2 Writing

Writing is a complex process which demands cognitive analysis and linguistic synthesis. It is even more complicated to write in a foreign language, and it takes reasonable time and effort to become a skillful writer. In other words, Writing is one of the most important skills in learning a new language. It is a productive skill in the sense that a writer has to structure the words or units in order to make the reader understand the meaning of such text. It is possible to share ideas and feelings, to persuade and convince people through writing. It is also a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is a complement to speech or spoken language.. According to River (1968), in its simplest form writing can be the act of putting down in conventional graphic form something which has been spoken. This act involves nothing more than correct association of conventional graphic symbols. It is a permanent way of expressing our views

which can be recorded for a long time. Rivers (1968, p.245) writing activities can be divided into five stages:

a) Copying

This is the first stage to develop writing skill. In this stage, the teacher presents a writing item and students copy them to shape and size their letters. At the same time, they learn a particular language structure. This stage is also called transcription.

b) Reproduction

It is the second stage to develop writing skill. The teacher presents a writing item and he/she asks students to reproduce and compare their writing with the original one.

c) Recombination

It is the third stage to develop writing skill. The teacher presents a writing item and he/she asks students to recombine. Students practice different structures. They substitute with words, phrases, transform sentences, expand into further information, etc.

d) Guided writing

It is the fourth stage to develop writing skill. The teacher gives some given freedom to students in writing. The students are given outlines and based on a particular frame, they have to write on a given item.

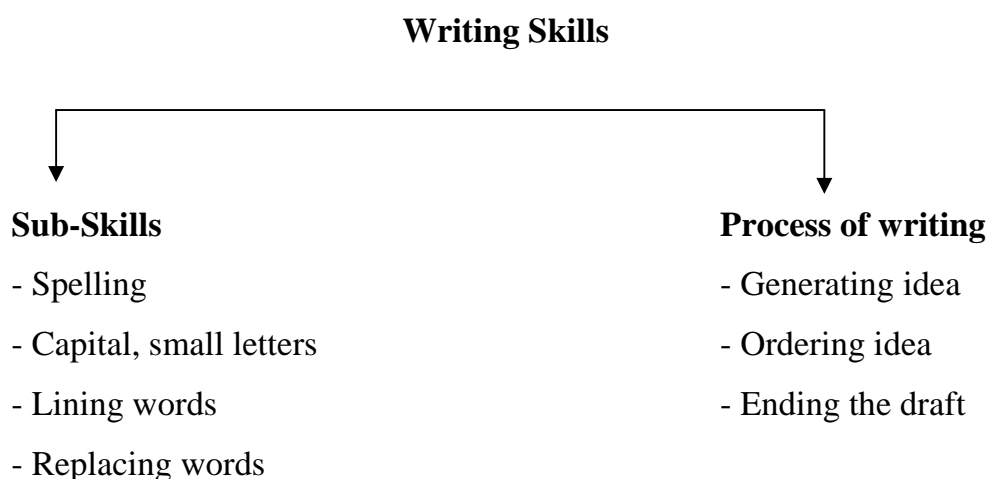
e) Free writing

It is the last stage of writing. The students are very free to select words and structures. The students can be original and we observe different writings by different students on the same topic. They become independent in writing but the teacher should pay a great care to their performance.

2.1.3 Mechanics of Writing

Writing is a tough activity which includes many skills in order to produce an effective piece of a text. The learner must have the knowledge of mechanical skills, stylistic skills and judgmental skill. Mechanics are the small parts of writing that stick everything together to ensure that everything makes sense and that emphasis is placed where you want it to be. Under mechanics of writing, the learner should learn the left to right direction of English writing system, upper and lowercase letters, rules of capitalization, basic spelling patterns, and rules for word and sentence punctuation. These mechanics are used to determine the meaning and clarify intent. Writing mechanics are the conventions of print do not exist in oral language.

Bhattarai (2001,p.44) has given the following components in writing skills:



However, mechanics mainly includes capitalization, spelling and punctuation.

a) Capitalization

The knowledge of using capital letters is important for writing. Capitalization refers to the correct use of capital letters. Carter and Mcarthy (2008, p. 839) writes "A capital (sometimes called upper case) letter marks the beginning of a sentence". Appropriate capitalization of the first letter of the first word of a sentence, the pronoun I, the first letter in the first word of quotation and so on

are very familiar to us. Furthermore, there are certain rules of capitalization as well. Let us see an example:

It is used in all proper nouns, proper adjectives, historical events, periods, documents, days of the week, month, political and social groups, etc.

b) Spelling

The achievement of correct, exact and effective communication through writing is by correct spelling of individual words. Misspelled words make the written script difficult to comprehend and account for the largest member of writing errors. The English spelling system is full of irregularities though there are some rules. Let us see one rule as:

One syllable words ending in a short vowel followed by a single consonant and two syllable words that have the accent on the second syllable, double the final consonant.

e.g. run running

stop stopped

c) Punctuation

Punctuation is an art or practice or system of inserting marks or points in writing or printing in order to make the meaning clear. The proper uses of punctuation marks help the writer organize written language and clarify relation between words, phrases and clauses.

The different punctuation marks are used for different purposes. Carter and McCarthy (2008) as cited in Khatri (2016) writes common punctuation marks: Some symbols and typographic conventions are as follow:

Comma (,)

Full stop (.)

Question Mark (?)
Exclamation Mark (!)
Colon (:)
Semi colon (;)
Dash (-)
Asterisk (*)
Open bracket (()
Close bracket ())
Square brackets [...]
Chain brackets { ... }
Per cent (%)

2.1.4 Cohesion

Cohesion can be defined as the grammatical or lexical relationship between different elements of text. Cohesion may not only refer to the relationship between different sentences but it may be the relationship between different parts of the sentences. The main contribution of cohesion in written text is that it makes the written text more compact and smooth. Harmer (2004,p.22) says:

When we write a text we have a number of linguistic techniques at our disposal to make sure that our prose 'sticks together'. We can, for example, use lexical repetition and/or chains of words within same lexical set through a text to have this effect. We can use various grammatical devices to help the reader understand what is being referred to all the times, even when words are left out or pronouns are substituted from noun.

To sum up, cohesion refers to the grammatical and/ or lexical relationship between different elements of text either into a sentence or different sentences. We can use various grammatical devices to like pronoun to help readers to understand what has been referred all the time and reduces the unnecessary repetition of the same word or phrases.

2.1.5 Coherence

Coherence is the semantics relationship between utterances in discourse or the sentence in a text. It is the semantic relationship of different sense units between and among the utterances. The thought in a paragraph should be concerned and developed in a logical order to maintain coherence. Crystal (2002, p.181) defines coherence as "the main principle of organization postulated to account for the underline FUNCTIONS connectedness or identify of a piece of spoken or written language (Text Discourse)." Coherence refers to the relationship between an utterance and meaning conveyed.

2.1.6 Free writing

In free writing, there is no interference from the teacher. Free writing exercises promote students feelings, emotions and desires. This is the final stage as the development of ability to write freely and independently which is the undoubted goal of teaching writing skills. Cohen (2013) states free writing as one classic writing fluency development procedure. During free writing, participants are instructed not to erase, not to use dictionaries or thesauruses, and to try writing whatever comes to mind regardless of how-fetched it may seem. The goal of free writing is to get as many thoughts down onto paper as quickly as possible. Similarly, Elbow (1973) defined free writing as an activity where one quickly writes without stopping, but does not rush, look back, cross anything out, stop and wonder which word to use. It is a form of composition, in which the writer expresses his/her ideas, information, knowledge, emotions, etc. in well defined parts of its own. In free writing the writer wants to convince to readers on a particular point or topic and tries to persuade the readers.

According to Jacobs (1986), free writing can assist students in producing writing quantity and help them to develop their ability to perform under pressure of time. It may also help them to generate and develop topics,

improvise on themes, recognize ideas of which they may not have been previously aware and helps them become more familiar and comfortable with the writing process in general

Free writing has been an important part of writing skill which expects student's expression with their opinions on certain topics

2.2 Review of the Related Empirical Literature

Shahi (2006) has made a research on "A study on the use of verbs in free writing by eighth graders". This research was conducted in five public schools of Dolakha District. The main objective of the study was to find out the errors in tense, verb, agreement, capitalization, article cohesion and coherence. He used a test item consisting of three questions on free composition. He found that the students committed the highest number errors in subject verb agreement and the lowest number of errors in SOV pattern. It showed that capitalization was found to be most problematic for students.

Ghimire (2005) carried out research on the 'Grey areas in English Grammar, Spelling and Punctuation'. His objectives of the study were: to determine grey area of grammar, spelling and punctuation in terms of sex, profession, age and nationality variables, to find out the frequency of occurrence of the alternate items in each grey area, and to suggest some pedagogical implications. He used both primary and secondary sources for data collection. He selected 58 native speakers of different nationalities in Kathmandu valley. A structured questionnaire was the main tool for data collection. He concluded that Nepalese students preferred the use of single to double inverted commas and inside fullstop to outside fullstop with inverted commas.

Rijal (2010) carried out a research entitled "Grade Eight Students' Ability in Essay Writing". The main objective of the study was to find out the proficiency level of the students in essay writing. She used a test item containing questions in descriptive essay writing. The study showed that the writing proficiency of

the grade eight students was satisfactory. Most of the students' achievement was above average. It was also found that students of private schools were better than that of the government schools and the girls were better than the boys in performance.

Ghimire (2006) conducted a research on "The Errors in Writing Free Composition". The purpose of his study was to find out the errors on tense agreement, preposition, article and spelling committed by twelfth graders. The researcher selected hundred students from Kathmandu valley through non-purposive random sampling procedure. The test items were the tools for data collection. The findings showed that the students were found better in using articles than in preposition.

Awasthi (2011) carried out a research entitled "A study on the Use of Punctuation Marks". The main objective of the study was to find out the total, correct and erroneous use of punctuation marks and compare boys and girls in terms of the use of punctuation marks. It mainly focused on finding out the proficiency of the students in the use of punctuation marks in writing. In order to fulfill these objectives, eighty students (40 boys and 40 girls) from four different public schools of Baitadi district were given test items related to the guided writing. In the selection of schools and students, the researcher used judgmental non-random sampling procedure and simple random sampling procedure respectively. The researcher found that full stop has the highest frequency (i.e. 34.42%) and slash has the lowest frequency (i.e. 1.02%) of the total use.

Ranabhat (2013) carried out research entitled "Study of Errors in the Use of Irregular Verbs". He aimed to find out the errors committed by eleventh grade students in the use of irregular verbs. The total population of the study consisted of the eleventh grade students of government-aided schools from Lekhnath Municipalities of Kaski district. The total numbers of the schools were two. By using the random sampling, eighty students studying in the

eleventh grade were selected where fifty percent were girls and rests of all were boys. He found the overall error committed by the students in the use of irregular verbs on the whole test was 71.25 percent. This showed that the students were to be found very poor in the tested items. It became clear that the total performance level of the students in the use of irregular verbs was not found satisfactory.

Batala (2017) This study entitled Free Writing Proficiency of Grade Eight Students: A Comparative Study sought to explore free writing proficiency of grade eight students of lower secondary level from private and public schools of Jajarkot. This study examined students' free writing ability in terms of the mechanics, grammar, cohesion and coherence, clarity and economy and completeness in holistic way. This present study was the survey research. To address the objectives of the study, 30 students were selected from two (one Institutional and one Community) schools as a sample by using non-random sampling procedure. This research was carried out by using both primary and secondary sources of data and a set of test items was used as tool for data collection. The study reveals that free writing proficiency of the students was satisfactory. The study also reveals that students of institutional school were more proficient in free writing in comparison to the students of community school.

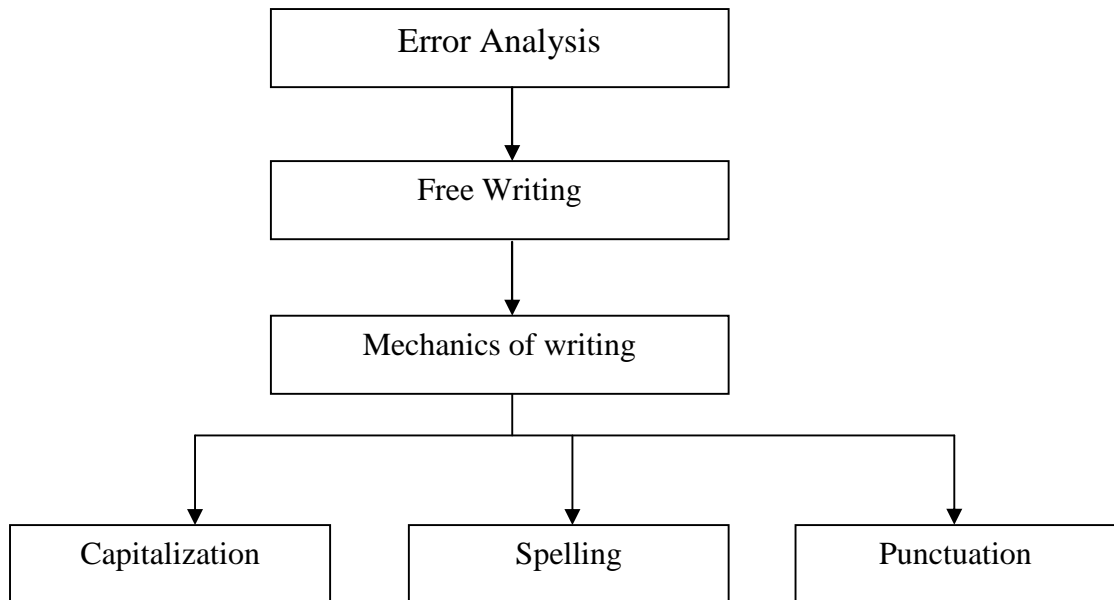
Husnaini (2016) has done a research on "Error analysis of English written essay of higher EFL learners" The aim of the research is to identify grammatical error and to investigate the most and the least of grammatical error occurred on the students' English written essay. The approach of research is qualitative descriptive with descriptive analysis. The samples were taken from the essays made by 34 students in writing class. The findings resulted is: the most common error occurred was subject-verb agreement error.

2.3 Implications of the Review for the Study

As it is considered that literature review is the most important task for the researcher. It is in a sense that it is done for what has been already done and what has to be done. The main focus of literature review in research is to examine and evaluate the previous research studies and to find out the relevance of these topics for our own study. This also helps us get the theoretical and practical knowledge from the previous studies. This research study has been supported by various sources such as books, articles, journals, reports, web-sites etc. These sources pave the direction to go further in the field of new research area by providing sufficient knowledge, ideas, and insights. In addition, these sources bring the clarity focusing on the research problems; improve the methodology and contextualizing the finding with the present situation. Moreover, these sources help for preparing data collection tools, sampling population and sample, and sampling procedure. I have reviewed many books articles and research work to facilitate this research. Particularly, the study by Awasthi (2011) helped me to develop the necessary research tools. Similarly the work of Batala (2017) provided me with an insight to prepare the methodology for my research. Shahi (2006) study widens my knowledge on errors committed in free writing.

2.4 Conceptual Framework

Conceptual framework describes the research at a glance. It shows the main things presented in the thesis. This research study is on mechanics that are used in student's free writing. The conceptual framework of this study is as follow:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The chapter methodology is an important part of any kind of research. This chapter deals with the methodology the research adopted during this study. The following methodology and procedure was adopted to achieve the set of objectives of this study.

3.1 Design and Method of the Study

Since the methodology and research questions of this study correspond with the survey research, this research study was based on survey design. Generally survey research is conducted in a large number of populations in order to find out public opinions on particular situation. It studies large population by selecting samples from given universe and makes generalizations.

According to Nunan (1993) the following eight step procedures are adopted for survey research:

- Step 1: Define objectives,
- Step 2: Identifying target population,
- Step 3: Literature review,
- Step 4: Determine sample,
- Step 5: Identify survey instruments,
- Step 6: Designing survey procedure
- Step 7: Identifying analytical procedure
- Step 8: Determine reporting procedure

Cohen and Manion (1985) as given in Nunan (1992 p. 140): The descriptive method in educational research and may vary in scope from a large governmental investigation to small scale studies carried out by a researcher.

The purpose of the survey research is generally to obtain the snap shot of condition, attitudes and events at a single time.

From the definition given above, we can say that survey research is a research type which is carried out by the researcher by finding out population/universe, and sample is selected from that universe. The sample must be the representative of the population. From the samples the researcher makes generalizations to the whole population. Then a research tool is used to collect the data from that sample to take their opinions on any issues or events at a single time. Finally the data collected from the respondents is analyzed and interpreted and result is found out.

The discussion above entails that survey is one of the important research methods used in educational investigation. It is mainly carried out to find out public attitudes, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalized to whole group. For this reason, I have chosen this design in this study.

3.2 Population, Sample and Sampling Strategy

The population of the present study was the students studying in grade nine in schools in Sarlahi district. The sample consisted of 45 students from three schools; fifteen students from each school. I used random sampling procedure to select schools and students.

3.3 Study Area/ Fields

According to the purpose of the study, this study was carried out in Sarlahi district. This means three schools of Sarlahi district were the areas of this study or field and it was concerned with errors in terms of mechanics in free writing.

3.4 Data Collection Tools and Techniques

The test item which consists of two subjective questions for free writing was the major tools of data collection. Essay type questions were administered to the students and they were asked to write free writing. In addition to the data collection, the secondary sources of data were collected from related research works and literature.

3.5 Data Collection Procedure

I followed the following procedure to collect the primary data;

- a) At first, I prepared research tools and went to the concerned schools and built rapport with concerned people.
- b) Then I requested the school authority for permission to collect the data for the study.
- c) After that I built the rapport with students and told them purpose of my study. Samples were taken from the students.
- d) I distributed the question paper with the set of questions to them and instructed them in order to administer the exam.
- e) Then I collected the answer sheet from the students and lastly, all the respondents and school authority were given thanks for their kind cooperation.

3.6 Data Analysis and Interpretation

Once the data were collected, I have identified the errors and classified into different categories after that the errors were evaluated and interpreted using simple statistical tools as frequency and percentage table. The data were interpreted analytically and descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of the data collected in unit three. The detailed interpretation and analysis of collected data been discussed and presented below:

4.1 Analysis of Data and Interpretation of the Results

This part of the chapter deals with the total performance of the students in the mechanics of writing. The analysis is further divided into the following subheadings.

- a) Total performance as a whole,
- b) Items wise analysis and interpretation of the total performance,
- c) School wise analysis and interpretation of total performance,
- d) Ethnic group wise analysis and interpretation of total performance,

4.1.1 Total Performance as a Whole

Total performance as a whole speaks about the proficiency of ninth grade students in free writing in terms of mechanics of writing (i.e. Capitalization, Spelling and Punctuation). It presents writing proficiency of forty five students in two different items.

Table 1

Total Performance as a Whole

Total Sample Population	Number of sentences in grand total	Number of sentences with correct use of mechanics of writing	Percentage of the sentences with correct use of mechanics of writing
45	1812	995	54.91%

The above table shows the summary of the total performance of 45 students. According to the table, total sample population wrote 1812 sentences as a whole in the two different essay type questions. Out of which 995 sentences were written without errors. The percentage of the sentences with the appropriate use of mechanics was 54.91%.

4.1.2 Item wise Analysis and Interpretation of Total Performance

In this section, the total performance in the two different items i.e., Our School, My Best Friend has been analyzed.

Table 2

Total Performance in Item No. I

Total Sample Population	Total number of sentences	Total number of sentences with correct use of mechanics	Percentage of the sentences with correct use of mechanics
45	918	517	56.31%

The table indicates the total performance of the students in item no. I. In total 918 sentences were written by the students in their free writing in this item. Out of which 517 sentences were performed with the appropriate use of mechanics. The percentage of the sentences with the correct use of mechanics is 56.31%.

Table 3

Total Performance in Item No. II

Total Sample Population	Total number of sentences	Total number of sentences with correct use of mechanics	Percentage of the sentences with correct use of mechanics
45	894	478	53.46%

From the above table, it can be seen that the total sample population wrote 894 sentences in item no. II, Out of which, 478 sentences were written with the correct use of mechanics. It is 53.46 percentages out of the total sentences.

To sum up the performance in the two different items the students wrote the highest number of sentences in item no. I i.e. an essay about Our School and the lowest number of sentences in item no. II i.e. an essay about Best Friend.

4.1.3 School wise Analysis and Interpretation of Total Performance

In this section, the total performance of three different schools i.e., Eurika, Shree Nava and Shree Janta has been analyzed.

Table 4

School wise Performance

S.N.	Name of school	Total no. of sentences	Total no. of sentences with correct use of mechanics	Percentage of the sentences with the correct use of mechanics
1.	Eurika Secondary School	696	520	74.71%
2.	Shree Nava Jan Jagaran Secondary School	604	235	38.90%
3.	Shree Janta Secondary School	512	287	56.05%
	Total	1812	995	54.91%

This table displays the total performance of 45 students (15 from each of the schools) studying in three different schools of Sarlahi district. As far as the school wise performance is concerned, the students of Eurika Secondary

School wrote 696 sentences in total in their free writing. Out of which they made no errors in terms of mechanics in 520 sentences i.e. 74.71 percent out of total sentences. The students of this school showed the highest performance among the selected schools. On the other hand, the students of Nava Jan Jagaran Secondary School showed the lowest performance in writing sentences in terms of mechanics in their free writing. They performed only 38.90 percent sentences which were written with the appropriate use of mechanics. Likewise, the performance of the students in writing error free sentences of Janta Secondary School was 56.05 percent. Hence, the students studying in Eurika Secondary School were found better than the students of remaining two schools.

4.1.4 Ethnic Group wise Analysis and Interpretation of Total Performance

In this section, the total performance of three different ethnic groups i.e., Madeshi, Indigenous and Aryans has been analyzed.

Table 5

Ethnic Group wise Performance

S.N.	Name of school	Total no. of sentences	Total no. of sentences with correct use of mechanics	Percentage of the sentences with the correct use of mechanics
1.	Madeshi	208	131	62.98%
2.	Indigenous	489	263	53.78%
3.	Aryans	1115	601	53.90%
	Total	1812	995	54.91%

As far as the ethnic group wise performance is concerned, the Madeshi groups wrote 208 sentences in total in their free writing. Out of which they made no

errors in terms of mechanics in 131 sentences i.e. 62.98 percent out of total sentences. The students of this group showed the highest performance among the selected groups. On the other hand, the students of Indigenous group showed the lowest performance in writing sentences in terms of mechanics in their free writing. They performed only 53.78 percent sentences which were written with the appropriate use of mechanics. Likewise, the performance of the students in writing error free sentences of Aryans group was 53.90 percent. Hence, the Madeshi group students were found better than the students of remaining two groups.

4.2 Analysis of Errors

This part deals with the analysis and interpretation of the errors committed in terms of mechanics in free writing. The analysis has been carried out under the following headings:

- a) Errors in two different items,
- b) School wise analysis and interpretation of errors,
- c) Classification of errors as a whole,
- d) Description of different kinds of errors,
- e) Classification of errors regarding different schools and
- f) Classification of errors regarding different ethnic groups.

4.2.1 Errors in Two Different Items

The errors committed by the students in terms of mechanics of writing in two different essay type questions i.e. Our School and best friend are shown in table below.

Table 6

Errors in Two Different Items

Item No.	Total occurrence of errors	Total occurrence of errors in percentage
I	378	49.09%
II	392	50.90%
Total	770	100.00%

The table indicates the total occurrence of errors in the use of mechanics committed by the students in the two different items. According to the table, the highest number of errors i.e. 50.90% or 392 was made by the students in item no.II. The least number of errors i.e. 49.09% or 378 was committed in item no. I in the use of mechanics in their free writing.

4.2.2 School wise Analysis and Interpretation of Errors

The errors committed by the students of three different schools (i.e. Eurika, Shree Janta and Shree Nava Jan Jagaran) students in terms of mechanics of writing are shown in table below.

Table 7

School wise Analysis and Interpretation of Errors

S.N.	Name of school	Total occurrence of errors	Total occurrence of errors in %
1	Eurika Secondary School	176	22.85%
2	Shree Janta Secondary School	225	29.22%
3	Shree Nava Jan Jagaran Secondary School	369	47.92%
	Total	770	100%

The above table shows the school wise occurrence of errors. According to the table, the students of Nava Jan Jagaran Secondary School committed the highest number of errors in mechanics of writing; i.e. 369 or 47.92% whereas the students of Eureka Secondary School committed the least number of errors i.e. 176 or 22.85%. Likewise, the students of Janta Secondary School committed 225 or 29.22% errors respectively in terms of mechanics (Spelling, Capitalization and Punctuation) in their free writing.

4.2.3 Classification of Errors as a Whole

In this section, the total sample populations errors are classified in Capitalization, Punctuation and Spelling.

Table 8

Classification of Errors as a Whole

S.N.	Type of errors	Total frequency of occurrence of errors	Total frequency of occurrence in %
1.	Capitalization	299	38.83%
2.	Punctuation	155	20.12%
3.	Spelling	316	41.03%
	Total	770	100.00%

The table shows the classification of errors made by the students in terms of mechanics in their free writing. As the table indicates, the students committed the highest number of errors in spelling i.e. 316 or 41.03% whereas they committed the lowest number of errors in punctuation i.e. 155 or 20.12%. Similarly, the students committed 38.83% errors in capitalization. The detailed description of the different kinds of errors committed by the selected students is given below with some students' written scripts.

4.2.4 Description of Different Kinds of Errors Committed by Students

- a) **Capitalization:** The students committed errors in capitalization in the sense that they used capital letter where it is not required and they didn't use capital letter where it should be. e.g.:

B Our school name *is janta* secondary school. (Proper noun/ name of organization is not capitalized)

For: Our school name is Janta Secondary School.

B *my* best friend likes to watch movies. (The first word of sentence is not capitalized)

For: My best friend likes to watch movies.

B My best friend like *Meat* and rice. (Unnecessary use of capital letter)

For: My best friend like meat and rice.

* My school is not big *But* it provides quality education. (Unnecessary use of capital letter)

For. My school is not big but it provides quality education.

* Her father name is Suman Karki and Mother name is Papisa Karki. (Unnecessary use of capital letter)

For. Her father name is Suman Karki and mother name is Papisa Karki.

* Every friday there is extracurricular activities. (The name of days is not capitalized)

For. Every Friday there is extracurricular activities.

- b) **Spelling:** The students made errors in the spelling in the sense that they used wrong spellings.

e.g.:

* My *bast* friend read in class nine. (Graphological error)

For: My best friend read in class nine.

B Her *favaurite* food is mo.mo. (Graphological error)

For: Her favorite food is mo.mo.

B Our *principle* name is Gokul Basnet. (Semantic error)

For: Our principal name is Gokul Basnet.

* There are about 20 teachers and 800 students.

For. There are about 20 teachers and 800 students.

* Our school is in very peaceful environment.

For. Our school is in very peaceful environment.

* His hair is straight and silky.

For. His hair is straight and silky.

* There are three staff and one security guard in our school.

For. There are three staff and one security guard in our school.

* It has hostel and canteen for students and teachers.

For. It has hostel and canteens for students and teachers.

* Our school headmaster name is Gyan Kumar Mahato.

For. Our school headmaster name is Gyan Kumar Mahato.

c) **Punctuation:** The students made errors in the uses of punctuation.

e.g.

B There is *library computer lab tube -well* in my school. (Omission of commas to separate the words)

For: There is library, computer lab and tube-well in my school.

* He likes *shirt choose pants vest Track* etc. (Omission of commas)

For: He likes shirt, pants, vest, track etc.

* In our *school there* are many classrooms available for teaching. (Omission of commas)

For. In our school, there are many classrooms available for teaching.

B She is very *beautiful. in* my class. (Unnecessary use of full stop)

For. She is very beautiful in my class.

4.2.5 Classification of Errors Regarding Different Schools

In this section, errors committed by students of three different schools are classified in terms of mechanics i.e. capitalization, punctuation and spelling.

Table 9

Classification of Errors Regarding Different Schools

S.N.	School	Type of errors	Total frequency of occurrence	Total frequency of occurrence in %
1.	Eurika	Capitalization	66	37.50%
		Punctuation	35	19.89%
		Spelling	75	42.61%
TOTAL			176	100.00%
2.	Janata	Capitalization	82	36.44%
		Punctuation	49	21.78%
		Spelling	94	41.78%
TOTAL			225	100.00%
3.	Nava Jan	Capitalization	151	40.92%
		Punctuation	71	19.24%
		Spelling	147	39.84%
TOTAL			369	100.00%

a) Eurika Secondary School

The students of Eurika Secondary School committed the highest number of errors in spelling i.e. 75 or 42.61% out of the total errors of this school.

e.g.

* *Our founder as well as principle name is Mr. Gokul Basnet.*

For. Our founder as well as principal name is Mr. Gokul Basnet.

* *She likes to eat simpal food like rice, curd and green vegetables.*

For. She likes to eat simple food like rice, curd and green vegetables.

* *She is beautiful and helpful girl.*

For. She is beautiful and helpful girl.

* *He is very helpful and couragues person.*

For. He is a very helpful and courageous person.

Whereas the lowest number of errors committed by the students of this school was found in the use of punctuation i.e. 35 or 19.89%.

e.g.

* *There are many teachers who are joined from the opening of the school.*

For. There are many teachers who are joined from the opening of the school.

* *In the side of stage there is staff room.*

For. In the side of the stage, there is staff room.

* *In our school there are also non teaching staffs.*

For. In our school, there are also non teaching staffs.

In the same way, the students of this school committed 66 or 37.50% errors in capitalization.

e.g.

* *it was established on 2055B.S.*

For. It was established on 2055 B.S.

* *Our school name is eurika secondary school.*

For. Our school name is Eurika Secondary School.

* *it is near my school.*

For. It is near my school.

* *He is clever and Famous boy.*

For. He is clever and famous boy.

b) Janata Secondary School

The students of Janata Secondary School committed the highest number of errors in spelling, i.e.94 or 41.78% out of the total errors committed by the students of this school.

e.g.

* *Our school srunded by wall and tree.*

For. Our school is surrounded by wall and trees.

* I blive her everytime.

For. I believe her every time.

* They are pritty and beutiful.

For. They are pretty and beautiful.

On the other hand the lowest number of errors made by the students was found in the punctuation, i.e.49 or 21.78%.

e.g.

* *Our school have big ground*

For. Our school has a big ground.

* My friend hobby. singing and dancing.

For. My friend hobby is singing and dancing.

In the same way, the students of this school committed 82 or 36.44 % errors in capitalization.

e.g.

* *Here teacher gives Reading practice, writing practice for us.*

For. Here teacher gives reading practice and writing practice for us.

* there are six family members in her house.

For. There are six family members in her house.

* She is very Good girl.

For. She is very good girl.

c) Nava Jan Jagaran Secondary School

The students of Nava Jan Jagaran Secondary School committed the highest number of errors in capitalization, i.e. 151 or 40.92% out of the total errors committed by the students of this school.

e.g.

* *Our School is very Popular*

For. Our school is very popular.

* *It is Situated at Bagmati Municipality.*

For. It is situated at Bagmati Municipality.

* *my school is very beautiful.*

For. My school is very beautiful.

On the other hand the lowest number of errors made by the students was found in the use of punctuation, i.e. 71 or 19.24%.

e.g.

* *We play, football, vollyball, cricket, badminton, skipping etc.*

For. We play football, volleyball, cricket, badminton and skipping etc.

* *He always encourage me. and help me in my study.*

For. He always encourages me and helps me in my study

In the same way, the students of this school committed 147 or 39.84% in spelling.

e.g.

* *There were cantine also in our school.*

For. There were canteens also in our school.

* *My school voice principal name is Dharma Lama.*

For. My school vice principal name is Dharma Lama.

* *My best friend is very helpful and coapratip.*

For. My best friend is very helpful and cooperative.

4.2.6 Classification of Errors Regarding Different Ethnic Groups

In this section, errors committed by students of three different ethnic groups are classified in terms of mechanics i.e. capitalization, punctuation and spelling.

Table 10

Classification of Errors Regarding Different Ethnic Groups

S.N.	School	Type of errors	Total frequency of occurrence	Total frequency of occurrence in %
1.	Indigenous	Capitalization	89	39.38%
		Spelling	91	40.27%
		Punctuation	46	20.35%
TOTAL			226	100%
2.	Aryans	Capitalization	187	40.04%
		Spelling	190	40.69%
		Punctuation	90	19.27%
TOTAL			467	100%
3.	Madeshi	Capitalization	23	29.87%
		Spelling	35	45.45%
		Punctuation	19	24.68%
TOTAL			77	100%

a) Indigenous

The students of Indigenous committed the highest number of errors in spelling i.e. 91 or 40.27% out of the total errors of this group whereas the lowest number of errors committed by the students of this group was found in the use of punctuation i.e. 46 or 20.35%. In the same way, the students of this group committed 89 or 39.38% errors in capitalization. Below are the few examples of erroneous sentences committed by indigenous students.

-) Our school *Head* teacher is Gan Bahadur Mahato. (Unnecessary use of capitalization.)
-) Our school is very beautiful. *because* it is surrounded by wall. (Unnecessary use of punctuation.)
-) My best friend is very *entelegent* in our class. (Spelling mistakes.)
-) He brush his teeth daily. *and He* daily go to school. (Unnecessary use of punctuation.)
-) Our class teacher name is *bacche Lal Yadav*. (Small letter is used for name)

b) Aryans

The students of Aryans groups committed the highest number of errors in spelling, i.e.35 or 40.69% out of the total errors committed by the students of this group. On the other hand the lowest number of errors made by the students was found in the punctuation, i.e.49 or 24.68%. In the same way, the students of this school committed 187 or 40.04 % errors in capitalization. Below are the few examples of erroneous sentences committed by Aryans students.

-) Our school name is Shree Nava Jan Jagaran *Secndry* School. (Secondary instead of secondry, spelling mistakes.)
-) Our school has big *fields*. (Spelling of fields)
-) *my best friend is hard worker and. helpful*. (Capitalization not done in the beginning of the sentence.)
-) *we share all things. likewise, tiffin, copy, pen etc.* (Capitalization not done in the beginning of the sentence.)
-) There are many school around *us. but* one of the popular school of them is our school. (unnecessary use of punctuation marks.)
-) *He Read in class 9* (Omission of punctuation mark.)

c) Madeshi

The students of Madeshi group committed the highest number of errors in spelling, i.e. 151 or 45.45% out of the total errors committed by the students of this group. On the other hand the lowest number of errors made by the students was found in the use of punctuation, i.e. 19 or 19.24%. In the same way, the students of this group committed 23 or 29.87% in spelling. Below are the few examples of erroneous sentences committed by Madeshi students.

-) There are also *vetnary* class. (Veterinary instead of vetnary/spelling mistake.)
-) There are about 20 *teachere* and 800 *Students*. (Spelling of teacher and unnecessary use of capitalization.)
-) Students are also *diciplane* in our school. (Spelling of discipline)
-) There are many playthings in our *school like, volleyball, badminton, football* and many others. (Wrong use of punctuation mark.)

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

The present study entitled '**Errors Committed in Writing**' aims to find out the errors in the use mechanics (spelling, capitalization and punctuation). To achieve this goal, I have selected forty-five students from three different schools from Sarlahi district through random sampling procedure as the sample. A set of essay type questions was the tool for the data collection.

On the basis of analysis, presentation and interpretation of the data obtained, the following findings have been drawn:

1. The findings regarding the performance of the students in using the mechanics in their free writing are as follows:

- a) The ninth graders could be able to write 1812 sentences in their free writing. Among them, only 995 sentences (i.e. 54.91%) were written with the appropriate use of mechanics. In other words, their performance in free writing has been found to be 54.91%.
- b) The students were better at describing School rather than best friend, in the sense that 56.31 percent sentences with the appropriate use of mechanics were performed in item No 1, i.e. Our School and 53.46 percent in item No.2 i.e. my best friend.
- c) The students of Eurika Secondary School showed the highest performance among the selected schools. They wrote 74.71 percent sentences with the appropriate use of mechanics in their free writing.
- d) The students of Madeshi group showed the highest performance among the groups. They wrote 62.98 percent sentences with the appropriate use of mechanics in their free writing.

2. The findings regarding the errors in terms of mechanics in free writing are as follows:

- a) The highest number of errors was found in spelling (i.e. 316 or 41.03%) among the different types of errors. whereas the lowest number of error was committed in punctuation (i.e.155 or 20.12%). Similarly, the student committed 299 or 38.83% error on capitalization.
- b) The more frequent errors were found in spelling and capitalization. Whereas the less frequent errors were found in the use of punctuation.
- c) The students committed the highest number of errors in item no.II i.e.my best friend. They committed 50.90 % errors (out of the total number of errors) in this item.
- d) The students of Nava Jan Jagaran Secondary School committed the highest number of errors (i.e. 47.92% out of the total errors) among the selected schools.

5.2 Conclusion

This study entitled **Errors Committed in Writing** was conducted to explore the errors committed by ninth grade students in terms of mechanics of writing. i.e. spelling, capitalization and punctuation. Survey research design was chosen to conduct this research. Forty-five students from three different schools of Sarlahi district through random sampling procedure was selected as the sample. A set of essay type questions was the tool for the data collection. The students were intended to write some paragraph in given topic. Accordingly the findings were derived from their writing.

From the data analysis and interpretation, it can be concluded that the spelling seems to be most difficult mechanics of writing, as the students commits heights numbers of error in it, compare to capitalization and punctuation. Similarly, Eurika school students are better in appropriate use of mechanics in writing than other selected schools students and Madeshi group performance is higher in the use of mechanics compare to Aryans and Indigenous group.

Moreover, the students are better in item no. I, i.e. our school rather than item no. II, i.e. Best friend.

5.3 Recommendations

On the basis of the above conclusions, the following recommendations have been suggested for different levels, i.e. policy level, practice level and for further research related.

5.3.1 Policy Level

Every research play vital role for its related field. Likewise those who are in the field of mass media and teaching may take benefit from it.

Policy level recommendations are as follows:

- a. Curriculum designer can plan about writing mechanics.
- b. Teacher can make the plan to make student focus on mechanics of writing in free writing.
- c. In the field of teaching learning people may get the ideas about teaching mechanics of writing.

5.3.2 Practice Level

Following are the recommendations for the practice level

- a) Free writing should be encouraged.
- b) While teaching the basic structures of English, mechanics of writing should be presented clearly.
- c) English language teacher should make the students understand the rules of capitalization.
- d) Teaching vocabulary should be conducted in reliable context rather than teaching in isolation.

- e) Rigorous writing practice should be conducted in classroom along with the co-curricular activities, e.g. spelling contest, vocabulary game etc. so as to avoid errors and weakness of spelling, punctuation and others.
- f) Erroneous performance of the students should be corrected by the concerned teachers and remedial teaching should be conducted from time to time.

5.3.3 Further Research Related

- a) This study can be the source with some importance as secondary source for other researches.
- b) This study is limited to forty-five students of class nine from three different schools of Sarlahi district. Thus, it can't be claimed that the findings of this study are applicable to all places, levels and environments students. So, researches in this field of errors in terms of mechanics of writing can be conducted at different levels, i.e. primary, lower secondary or higher level.

References

- Awasthi, D.R.(2011) *A Study on the Use of Punctuation Marks: An unpublished thesis of M.Ed., T.U., Kirtipur.*
- Batala (2017). *Free Writing Proficiency of Grade Eight Students: A Comparative Study An unpublished thesis of M.Ed., T.U., Kirtipur.*
- Cohen, J. (2013) *The impact of topic selection on writing fluency.* NELTA Journal.
- Corder, S. P. (1973). *Introducing applied linguistics.*Harmond worth: Penguin.
- Ghimire, R.N. (2005). *Grey area in English grammar spelling and punctuation: A descriptive study. An unpublished M.Ed. thesis T.U., Kirtipur*
- Ghimire,D. (2004). *The errors in writing free composition.* An unpublished M.Ed.thesis, Kathmandu, Tribhuvan University.
- Husnaini (2016). *"Error analysis of English written essay of higher EFL learners"* An unpublished thesis of M.Ed., T.U., Kirtipur.
- Khadka, N. (2014). *A study of verbs used in prospectus.*An unpublished thesis of M.Ed.,T.U., Kirtipur.
- Maharjan, L. (1). Learners' Errors and their Evaluation. *Journal of NELTA, 14(1), 71-81.* <https://doi.org/10.3126/nelta.v14i1.3093>
- Nunan, D. (1993). *Research methods in language learning.* London: Cambridge University.
- Ranabhat, H. B. (2013). *Study of errors in the use of irregular verbs.* An unpublished thesis of M.Ed., T.U., Kirtipur.
- Regmi, M. (2005). *The proficiency of B. Ed. students in phrasal verb.*An unpublished thesis of M.Ed.,T.U., Kirtipur.
- Richards, J. et. al. (1985). *The longman dictionary of applied linguistics.* London

- Ridha, N. S. (2012). *The Effect of EFL Learners' Mother Tongue on their Writings in English : An Error Analysis Study*. Journal of the College of Arts. University of Basrah No.
- Rijal, P. (2010) . *Grade eight student ability in essay writing*. An unpublished thesis of M.Ed., T.U., Kirtipur.
- Rivers, W.M. (1968). *Teaching foreign language skills*. Chicago: University of Chicago Press.
- Shahi, N. (2006). *A study on the use of verbs in free writing*. An unpublished thesis of M.Ed., T.U., Kirtipur.
- Sharma, U.N and Banjade, G. (2011). *Applied linguistics*.:Kathmandu
- Ur. P. (2005). *A course in language teaching*. Cambridge CUP.

Appendices

Appendix I

Questions addressed to the students of grade nine.

Name:

Roll No:

Date:

School:

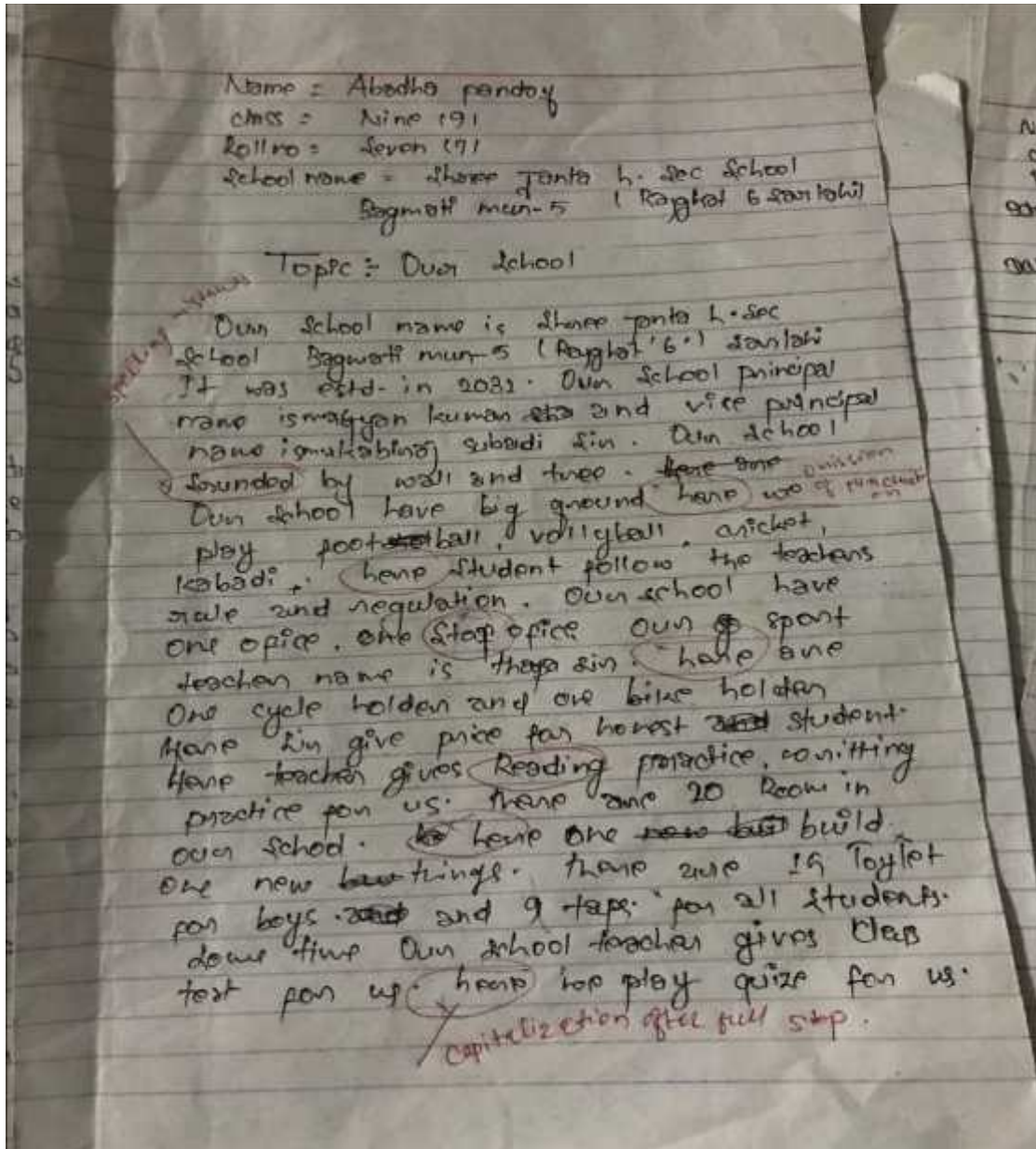
I) Write an essay about " Our School".

II) Write an essay about "Best friend".

Appendix II

Sample Answer Sheet

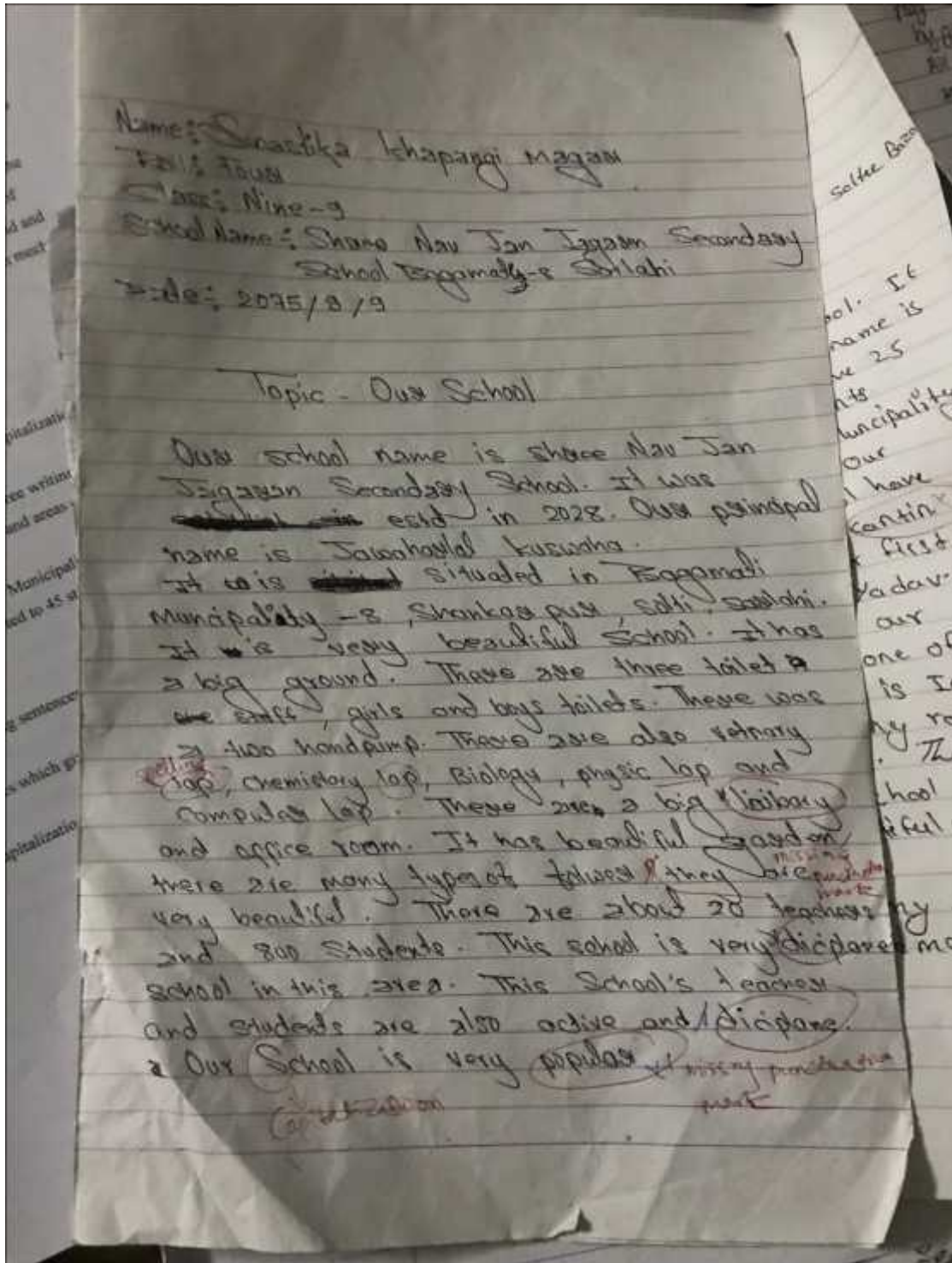
(Student of Janta Secondary School)



Appendix III

Sample Answer Sheet

(Student of Nava Jan Jagaran Secondary School)



Appendix IV

Sample Answer Sheet

(Student of Eurika Secondary School)

Name: Beni Bonadur K.C
Roll no: Ten '20'
Class: Nine '9'
School: Eurika Secondary School

My Best friend

My best friend name is Bishal Subedi. He is unique and different from others. He is in grade nine '9'. He is very helpful and courageous person. He is from Bagmati municipality '07' and 27 years old. We should make fun and many others mind fresh with each others. He is lightly white and taller than me. He always think positive. He is respectful and good among others friends. He shouldn't like to outtell to each others.

spell: my best friend always get up early in the morning and come school early always in time. He has his own prestigious. He is ~~never~~ never talk in class. He share me his ~~happiness~~ happiness and sadness and I am also share my feelings. He is ~~not~~ not drunked. He is hard ~~working~~ working for reading and He also is so honest boy. He ~~is~~ His ~~am~~ aim is singing. He is very singing in class. He like to play cricket and ~~slamming~~ slamming after the school time we shake and hug each other to make friends friendship closely. He is clever, clever and famous boy. He is working his own mind. ~~and~~ His favourite ~~tea~~ teacher name is ~~shankar~~ shankar sir. He like to eat mo:mo and pizza. I like him and Bishal also like me.

our friendship is like "string without cut" and "~~tea with out~~ 'a pen without nib". Our friend friendship remains a century. we should not forget each other.