

**ERROR ANALYSIS ON VERBAL PROBLEM OF MATHEMATICS**

**A**

**Thesis**

**BY**

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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER'S  
DEGREE IN MATHEMATICS EDUCATION**

**SUBMITTED**

**TO**

**DEPARTMENT OF MATHEMATICS EDUCATION**

**CENTRAL DEPARTMENT OF EDUCATION**

**TRIBHUVAN UNIVERSITY**

**KIRTIPUR, KATHMANDU**

**2021**

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**RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mr. Pusparaj Joshi has completed his M.Ed. thesis entitled "**Error Analysis on Verbal Problem of Mathematics**" under my supervision during the period prescribed the rules and regulations of Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward her thesis to the Department of Mathematics Education to organize final viva-voice.

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Mr. Lok Nath Bhattarai  
Supervisor

Date : 2077-11-6

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**LETTER OF APPROVAL**

This thesis entitled "**Error Analysis on Verbal Problem of Mathematics**" submitted by Mr. Pusparaj Joshi in partial fulfillment of the requirement for the Master's Degree in Education has been approved.

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This is to certify to Pusparaj Joshi a student of academic year 2070/ 71 with Exam Roll No. 280484, thesis number 1309 and T.U. Regd. No. 9-2-329-616-2008 has completed her thesis under supervision of Lok Nath Bhattarai during the period prescribed by the rule and regulation of Tribhuvan University, Nepal. The thesis entitled "**Error Analysis on Verbal Problem of Mathematics**" has been prepared based on results of her investigation. I, here by recommended and forward that his thesis be submitted for evaluation as the partial requirements to the degree of Master of Mathematics Education.

.....

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**DEDICATION**

Honestly dedicated

To

My parents

who provided me great opportunity in my study.

**DECLARATION**

This dissertation contains no material which has been accepted for the award of other degree in any institutions. To the best of knowledge and belief this dissertation contains no material previously published by any authors except due acknowledgement has been made.

Date: 2077-11-6

.....

Puspraj Joshi

## ACKNOWLEDGEMENT

I am heavily indebted to my respected supervisor Mr. Lok Nath Bhattarai, Lecturer, Department of Mathematics Education, Central Department of Education, T.U. Kirtipur, Kathmandu. His valuable constructive suggestions, instructions and scholarly guidance have become the great property of this thesis. Without his constant supervision and intellectual guidance, this study would never have been appeared in this form. So I haven't found any such words to express my deep gratitude to him for his kind help.

I feel immense heartiest pleasure in expressing my gratitude to Prof. Dr. Bed Raj Acharya, Head of Department of Mathematics Education, University Campus for his constructive suggestion. My sincere appreciation goes to my respected teacher Prof Dr. Binod Dhakal, Dr. Bed Prasad Dhakal and all the teachers of the Department of mathematics Education for their valuable comments and suggestions.

I especially express my heartiest thanks to my wife Madhabi Joshi, who helped me during this study and also to my best friend Puskar Bist, Akbar Joshi and all friends for their kind help.

.....

March, 2021

Puspraj Joshi



## ABSTRACT

The objective of this study was to analyze the patterns of errors committed by the primary level students while solving verbal problems of Mathematics. The purpose of this study was to identify and analyze the errors on the basis of Newman theoretical framework and as well as compare the error made by students according to school type and in knowledge, skill application and problem solving level of arithmetic to recommend some remedial measure to minimize such error in verbal problem.

The sample in this study consisted of 40 students from four school of Kanchanpur district. A test consisting of 10 problems from grade IV students were administered to the sampled students to collect the required data. The collected answer sheets of the students were checked and errors on these were identified on the basis of Newman technique of analyzing error. The identified errors were classified according to Newman which were reading errors, comprehension error, transformation error, process skill error and encoding errors, with comparing school and question level.

The study revealed that students have committed number of error in solving verbal problem in Mathematics. This study also revealed that the frequencies of error were dense in comprehension part and transformation error as in Newman theory of analyzing errors. The study showed that less errors were committed by Institutional school then public school. It also revealed that the student committed more error in skill and application level while solving verbal problem in arithmetic.

## Table of Content

<i>LETTER OF CERTIFICATION</i>	<i>i</i>
<i>LETTER OF APPROVAL</i>	<i>ii</i>
<i>RECOMMENDATION FOR ACCEPTANCE</i>	<i>iii</i>
<i>COPYRIGHT</i>	<i>iv</i>
<i>DEDICATION</i>	<i>v</i>
<i>DECLARATION</i>	<i>vi</i>
<i>ACKNOWLEDGEMENT</i>	<i>vii</i>
<i>ABSTRACT</i>	<i>viii</i>
<i>TABLE OF CONTENTS</i>	<i>ix</i>

### Chapters

<b>I. INTRODUCTION</b>	<b>1-6</b>
Background of the Study	1
Introduction of error	2
Statement of the Problem	3
Objective of the Study	4
Rationale of Study	4
Delimitation of the Study	4
Definition of Key Terms	5
<b>II. REVIEW OF RELATED LITERATURE</b>	<b>7-17</b>
Theoretical Literature	7
Newman's Procedures for Error Analysis	7
Read the problems	8
Encode the answer in an acceptable written form	8
Conceptual Framework	10
Review of Empirical Literature	12
<b>III. METHOD AND PROCEDURES</b>	<b>18-21</b>
Design of the Study	18
Population of the Study	18
Sample of the study	18
Data Collection Tools	18

Mathematics Achievement Test (MAT)	19
Interview	19
Reliability and Validity of Data Collection Tools	19
Refinement	20
Data Collection Procedure	20
Data Analysis Procedure	21

#### **IV. ANALYSIS AND INTERPRETATION OF DATA** **22-36**

Classification of Error According to Newman	22
Comparison of Errors Committed by Institutional & Public School Students	30
The Ways Minimizing Error in Different Stages	32
Way to Minimize Reading Errors	32
Way to Minimize Comprehension Errors	33
Way to Minimize Transformation Errors	34
Way to Minimize Process Skill Errors	35
Way to Minimize Encoding Errors	35

#### **V. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS** **37-38**

Summary of the Study	37
Finding of the Study	38
Conclusions	39
Recommendations for Educational Implication	39
Suggestion for further study	40

#### **REFERENCE**

#### **APPENDIX**

#### **QUESTIONNAIRE**