ERROR ANALYSIS IN COMPOSITION WRITING BY TENTH GRADERS

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Yamuna Kumari Puri

Faculty of Education

Tribhuvan University

Janta Multiple Campus

Itahari, Sunsari

2019/2075

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Yamuna Kumari Puri** has completed this thesis entitled **Error Analysis in Composition Writing** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

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RECOMMENDATION FOR EVALUATION

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is originally no part of it was earlier submitted for the candidate of research degree to any university.

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ABSTRACT

The research entitled **Error Analysis in Composition Writing by Tenth Graders** is an attempt to identify and describe the grammatical errors. The research also aimed to classify the errors in terms of grammatical and semantic aspects of linguistic area and to put the pedagogical implications. In order to accomplish the objectives of the study, both primary and secondary sources of data have been used. The sample size of the study consists of 50 students selected through simple random sampling procedure. To carry out the research, essay type test item in SEE model was administered as a tool in each five school of Dharan sub-metropolitan city. The research was carried out under the survey design. The collected data have been analyzed, interpreted and presented descriptively as well as with the help of tables.From the study, it was found that grammar error found to be the most problematic area for secondary language learners while writing essays. In comparison, semantic errors were found to be quite less than the grammatical error. From the study it was found that article, preposition, s-v agreement and punctuations errors are the common errors in writing free composition (Essay). Among them S-V agreement was the most problematic for the second language learners. From the semantic analysis, in terms of nouns, verbs, adjectives and adverb, it was found that most of the semantic errors occurred due to wrong selection of adjective.

The thesis consists of five chapters, chapter one deals with general background of error analysis, history, stages, lapses, mistakes and errors, and uses of EA, statement of the

problem, Rational of the study, objectives of the study, Research questions, significance of the study and delimitation of the study. Chapter two is review of the related literature which

consists of theoretical, empirical and conceptual framework. Chapter three related to methods and procedure of the study which encompasses study designing, sources of data, data collection tools, sample of population, sampling procedure and data collection procedures. Chapter four deals with results and discussion of the data. Chapter five presents summary, conclusion and implications with further recommendations.

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List of Abbreviations

CUP	Cambridge University Press
EA	Error Analysis
EFL	English as Foreign Language
ELT	English Language Teaching
ERHS	Eureka Residential High School
Et.al	and other people
Etc	Etcetera
FM	Full Marks
M.Ed	Master in Education
L1	First language
L2	Second language
Lg	Language
NPS	Nepal Police School
No	Number
OUP	Oxford University Press
P	Page
Pct	Percentage
SLHS	Shree Laboratory High School
SPHS	Shree Public High School
SSBNSS	Shree Sharada Balika Namuna Secondary School
Sub	Subject
S-V	Subject – Verb
Viz	Namely
TU	Tribhuvan University