

**ERROR ANALYSIS OF GRADE IX STUDENTS IN FACTORIZATION**

**A  
THESIS  
BY**

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**Thesis submitted**  
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**Entitled**

**“Error analysis of grade IX students in factorization has been approved in the partial fulfillment of the requirements for the Degree of Master of Education.**

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## CERTIFICATE

This is to certify that **Mr. Gopal Chandra Bhandari** a student of academic year 2066/2067 with Campus Roll No.: 1370/067 BS, Symbol No.: 281376/2067 and T.U. Regd. No.: 9-2-29-1001-2006 has completed his thesis under my supervision during the period prescribed by the rules and regulations of Tribhuvan University, Nepal. This thesis entitled “**An error analysis of grade IX students in factorization**” has been prepared based on the results of his investigation. I recommend and forward that; his thesis should be submitted for the evaluation for awarding the degree of Master of Education.

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## ABSTRACT

The purpose of this study was to describe “An error analysis of grade IX students in factorization” in Kathmandu district of Nepal with regard to age, gender, work, qualification and income.

This is a quantitative research. The research method applied in this study was small scale survey design. The researcher used questionnaire and interview as the main instrument for this study. The data was analyzed by using descriptive statistics percentage.

The researcher developed the test consisting 25 items on the basis of the prescribed textbook and curriculum with an appropriate method prescribed by the research methodology. For this the researcher administrated test paper with 20 students of Gyankunj Higher Secondary School, Kathmandu.

The population of the study consists of the students of grade IX of a Boarding School at the end of their session of Kathmandu district. The sample of the study was selected only 123 students. The researcher took only 20 students for in-depth interview from the sample students who committed maximum errors while solving the problems in factorization.

The test was administrated in grade IX students at the end of session to find out the error in problem solving in factorization .The time given for the test was only 90 minutes. The test was developed and administered among the sample students by using Newman interview schedule and incorrect response given to the question, error is classified according to where the first “breakdown” occurred in the attempts to get a solution found that (39.47 % )errors occurred at the comprehension stage, 10.98% errors occurred at the transformation stage, 32.98% errors occurred at the process skill stage, 12.17% errors occurred at the encoding stage, 4.40 % errors occurred at the carelessness stage and reading error was not found in this study.

The result of the study shows most errors occur on comprehension and process skill stage. It means the formation of the problem in the numeric form is the main task to solve any mathematical problem. Math teachers must be careful to find the specific places and instances where the students make mistakes frequently and take best possible steps to make them understand their weaknesses and solution.

| <b>TABLE OF CONTENTS</b>                | <b>Chapters</b> |
|---|-----------------|
| <i>Letter of approval</i>               | <i>i</i>        |
| <i>Letter of certificate</i>            | <i>ii</i>       |
| <i>Acknowledgement</i>                  | <i>iii</i>      |
| <i>Abstract</i>                         | <i>iv</i>       |
| <i>Contents</i>                         | <i>v-vi</i>     |
| <b>I: INTRODUCTION</b>                  | <b>1-6</b>      |
| Background of the Study                 | 1               |
| Statement of the Problems               | 3               |
| Objective of the Study                  | 4               |
| Significance of the Study               | 4               |
| Delimitation of the Study               | 5               |
| Definitions of Terms                    | 5               |
| <b>II: REVIEW OF RELATED LITERATURE</b> | <b>7-13</b>     |
| Empirical Literature                    | 7               |
| Theoretical Literature                  | 9               |
| The Conceptual Understand of the Study  | 12              |
| <b>III: METHODS AND PROCEDURES</b>      | <b>14-16</b>    |
| Research Design                         | 14              |
| Population of the Study                 | 14              |
| Sample of the Study                     | 14              |
| Data Collection Tools (Instruments)     | 15              |
| Data Collection Procedure               | 15              |

|   |              |
|---|--------------|
| Data Analysis and Interpretation                                | 16           |
| <b>IV: ANALYSIS AND INTERPRETATION</b>                          | <b>17-31</b> |
| Frequency Distribution Table of error                           | 18           |
| Identification of Errors  | 18           |
| Reading Error   | 19           |
| Comprehension Error   | 19           |
| Transformation error  | 21           |
| Process skill error   | 23           |
| Encoding error  | 26           |
| Carelessness error  | 28           |
| Motivational Error  | 30           |
| Main Reason of the Error  | 31           |
| <b>V: SUMMARY, FINDINGS, CONCLUSION AND<br/>RECOMMENDATIONS</b> | <b>32-36</b> |
| Summary with findings   | 32           |
| Conclusion  | 33           |
| Implication and Recommendation                                  | 34           |
| Suggestion for future study                                     | 34           |
| <b>BIBLIOGRAPHY</b>   | <b>35</b>    |