

**ERRORS COMMITTED BY TENTH GRADERS IN
WRITING GUIDED COMPOSITION**

**A Thesis submitted to the Department of English Education
University Campus, Kirtipur
In Partial Fulfillment for the Master's Degree in Education
(Specialization in English Language Education)**

**By
Punya Prasad Dangal**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathamndu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Punya Prasad Dangal** has completed his M.Ed. thesis entitled “**ERRORS COMMITTED BY TENTH GRADED IN WRITING GUIDED COMPOSITION**” under my guidance and supervision.

I recommend the thesis for acceptance

Date: 23rd November, 2006

7th Mangsir, 2063

Dr. Tirth Raj Khaniya

(Guide)

Professor

Department of English Language

Education

Faculty of Education

University Campus, Kirtipur

Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following
Research Guidance Committees:

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Language Education

Chairperson

Dr. Jai Raj Awasthi

Professor

Department of English Language Education

Member

Dr. Tirth Raj Khaniya (Guide)

Professor

Department of English Language Education

Member

Date: 27th November, 2006

11th Mangsir, 2063

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee:

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Language Education

Chairperson

Dr. Shanti Basnyat

Professor and Chairperson

English and other foreign Language

Education Subject committee

Member

Dr. Tirth Raj Khaniya (Guide)

Professor

Department of English Language Education

Member

Date: 7th November, 2006

21st Mangsir, 2063

Dedication
to
my parents

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ABSTRACT

This research study entitled “A Comparative Study of Errors Committed by Tenth Graders.” is an attempt to find out the errors that tenth graders make on tense, agreement, conjunction, relative pronoun and spelling. To carry out the study, the researcher has selected six Schools. Three public and three private Secondary Schools of Jhapa district through judgmental Sampling and 90 students, 15 from each school, were selected randomly. The researcher used both primary and secondary sources of data. A set of test items consisting of three guided writing questions was the tool for data collection. The first item was paraphrasing, the second item was parallel writing and the third item was developing Skeleton into fuller text. The major findings of the study are as follows:

The total errors committed by the students were one thousand four hundred and eighteen. The students committed three hundred three errors in tense, five hundred thirty four errors in agreement, one hundred eighty errors in conjunction, sixteen errors in relative pronoun and three hundred eighty five errors in spelling. The students committed the highest number of errors in agreement and the lowest number of errors in relative pronoun.

The main objective of this research is to find out the Secondary level Students’ ability to use tense, agreement, conjunction, relative pronoun and spelling in writing guided composition. The main findings are that students are better at using relative pronoun and poor at using agreement. The students of private secondary School are the most able and the students of public High School are the least able to use the listed grammatical items in writing guided composition.

This Thesis comprises four chapters. Chapter one deals with introduction which consists of general background , problems in English Language Teaching, Writing Skill, importance of writing, testing of writing, stages of writing, approaches to the

teaching of writing, importance of studying learner's errors, mistakes and errors, stages of error, Literature review, objectives of the study and significance of the study.

Chapter Two deals with the methodology. It consists of Sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitation of the study.

Chapter Three consists of analysis and interpretation in terms of errors in grammatical item, test item wise errors in each school, schoolwise errors by each type and errors in test item.

Chapter Four deals with the findings and recommendation of the study. The findings have been outlined on the basis of the analysis and interpretation of the data, and appropriate recommendations and pedagogical implications have been made.

ABBREVIATIONS AND SYMBOLS

Agree.	Agreement
Conj.	Conjunction
e.g.	exempli gratia (for example)
etc	et cetera
i.e.	that is to say (Latin id est)
L ₁	First Language
L ₂	Second Language
ELT	English Language Teaching
O-V	Object-Verb
S.No.	Serial Number
Spell.	Spelling
S-V	Subject-Verb
T.U.	Tribhuvan University
M.Ed.	Master of Education
%	Percentage
G-T	Grammar Translation
C.A.	Contrastive Analysis
E.A	Error Analysis
S.L.A	Second Language Acquisition
LT	Language Teaching
MT	Mother tongue
TL	Target Language

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