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**Thesis Title: Classification and Analysis of Errors in English Writing of
Grade 9 Students' at GilgelBeles Secondary School in Metekel Zone**

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Addis Ababa, Ethiopia

**Analysis of Errors in English Writing of Grade 9 Students' at Gilgel Beles
Secondary School in Metekel Zone, Benshangul Gumuz Region**

BY

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Addis Ababa University in the partial fulfillment of the requirement for the
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Acronyms

EA - Error Analysis

GBSS – GilgelBeles Secondary School

ESL –English as Second Language

EFL – English as Foreign Language

SLA – Second Language Acquisition

L1 – First Language

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Abstracts

The purpose of this study was to analyze errors of grade nine students in writing English language with the reference to GilgelBelesSecondary School. The study was employed a survey method both mixed method design which includes both quantitative and qualitative research analysis methods. The students wrote a paragraph about (their autobiography and the use of water) with a range of 100-150 words approximately. They also completed the questionnaire that was adopted from Hourai (2008, p65-67) regarding their views on their writing skills. The teachers completed the questionnaire and replied to open-ended questions. A systematic sampling technique was implemented to select 10 students in each section from the total population of 216 students. 40 students completed the questionnaires. An available sampling technique was used to select teachers. Among four English teachers, three teachers completed the questionnaire formally and returned it to the researcher. The findings of the study showed different types of errors: mechanics, spelling of words, and grammatical errors (subject-verb agreement, verb tenses, pronouns, the use of articles and conjunctions, passive voices, word orders, and auxiliaries). Especially, mechanics (the use of punctuation marks) and word spelling were the most common problems in students' paragraph writing in English. Besides, incomprehensibility of grammar rules has other additional negative effects on students' compositions. It has been found that the students made errors due to many reasons: lack of practice daily, lack of motivation, problem of methods of teaching, lack of writing activities, skipping of writing lessons, lack of supplementary writing materials and lack of knowledge of creating situations to practice writing skills.

Chapter One: Introduction

1.1. Background of the Study

Writing is one of the productive skills in language learning. Writing is a complex activity since it requires students' comprehensive activities such as mastering grammar, vocabulary, and punctuation. The writing activities are different from other activities. It is a difficult process even in the first language. It is even more complicated to write in a foreign language, many studies indicate that beginning English language students, tend to interfere with their first language students in the process of writing in English (Cedar, 2004). Writing in a foreign language often presents the greatest challenge to the students at all stages particularly paragraph writing, because in this activity, writing usually extends, and therefore it becomes more demanding than in the case of writing sentences. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing there are several language aspects involved such as model text, grammar, spelling check, punctuation, and preposition. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation manifested by handwriting, spelling layout, and punctuation (Harmer, 2002 P.255). It means that writing offers opportunities to increase students' vocabulary, and knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form.

In developing learners' writing proficiency, all language skills must be involved. Aiming at mastering those skills students can learn quickly when they feel confident in expressing their ideas with one another. They find English rules very complicated because some language features such as sentence construction, grammar, vocabulary/ spelling, and so forth in their mother tongue are different from those of the target language. These make it difficult to express themselves in a clear, correct, and comprehensive manner of writing. Landed affirmed that those language features that are similar to the learners' native language will be for him and those areas that are different will be difficult (1957. In Richards, 1987: 46).

Similarly, high school students are often using their way of thinking and concepts from their ideas in English as well. They need to learn how to transfer their knowledge of rules and grammatical concepts of the target language. The difficulties in applying the rules of the language in writing

cause students make errors. It is essential here to make the distinction between error and mistakes. Dulay states that an error is a noticeable deviation from the adult grammar of a native speaker: (1982 in Brown; 1994; 2005). It means that learners make errors because they lack knowledge of the rules of the teaching learning. Error is often considered as student mistake in the learning a language because the comprehension of that rules related to the students ability. According to Brown (1994), mistakes refer to a failure to utilize a known system correctly whereas errors concern a noticeable deviation from the adult grammar of a native speaker, reflecting the language competence of the learner. Mistake do not require special treatment assuming they are recognized, according to Corder (1967) and James (1998) a mistake can be self-corrected, but an error cannot. Errors are systematic, that is, likely to happen regularly and not recognized by learner. Hence only the teacher or researcher would locate them, the learner would not (Gass and Selinker, 1994). Selinker points out that when a student makes a mistake, it is not the fault of the teacher's materials or even the students, but it is a natural part of the learning process (Pranko, 1972).

In Ethiopia education system, English is considered as a foreign language in both primary and secondary schools. In general scope of the problem, a large number of students in Ethiopia continue to fail to master the basics of English writing even after long years of formal education. Teachers of English feel satisfied to have a student who speaks and writes correct English. This is the ambition of all English teachers. Students have spent eight years learning the English language in primary schools. At this level, the students are expected to understand advanced English, to communicate with teachers within certain reasonable areas in the classroom, to read simple English with ease, fluency and understanding, and, to write an essay or paragraph in English using basic structures of the language. However, the English proficiency among GilgelBeles secondary school grade 9 students is relatively low despite the fact they have been learning English in the primary school. In GilgelBeles secondary school grade 9 students are still weak in English writing skills.

The study seeks to identify types of errors made by grade 9 students in GilgelBeles secondary school and the frequency of committing these errors by achieving the purpose of the study. GilgelBeles secondary schools' English teachers are in a good position to recognize the errors of their students and will attempt to overcome these errors by applying suitable teaching methods.

1.2.Statement of the problem

During my long experience as a teacher of English in GilgelBeles secondary school, I have found out that the majority of students have great difficulties in reading comprehension and that very few of them can write meaningful and error-free English sentences. In spite of the fact that they have studied English for more than eight years, most of the students are still unable to write a correct paragraph or any text using adequately the basic structures of the English language they have learned. Why do students still find difficulties in writing in English when their teachers do their best to help them to achieve good results? The answer to this question might be that learning English or any other language is difficult for all non-native speakers.

Writing is one of the most difficult skills for students to acquire. Writing is unlike spoken language, it requires the readers or the audience to understand and interpret what has been written. Gumming (1998) agreed that writing is more difficult, more complex and abstract than speaking. In addition, he advocates that writing is definitely 'hard work'. Therefore, it is true those writing poses several problems to the students, as it is a skill that is difficult to master. It is believed that writing demands a great deal of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writers. Besides that, teachers face great challenge in teaching these skills and conventions as students may at times find them confusing and difficult to understand and write effective writing in English. Writing is therefore is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. This highly demanding process of writing requires several skills and conventions like organization in the development of ideas and information; a high degree of accuracy in choosing the right words so that there is no ambiguity of the meaning and also the right use of complex grammatical devices to focus and emphasize ideas. Besides, writing demands the writer to have carefully chosen vocabulary and understand grammatical patterns and mechanics to be able to write sentence structures that are appropriate to the subject matter. Therefore, besides knowing skills and conventions of writing, students have to practice a lot of writing (Gumming 1998).

Learning writing has not been given consideration and attention. Non-native speakers are indeed more exposed to committing errors. Teachers of English in Ethiopia are particularly in GilgelBeles town currently facing the challenges of adopting and developing a wide range of methods to

accomplish effective teaching of English writing. According to Hwang (1970) the main problem is that, even in their very first lesson, the learners of a foreign language do not start learning new language from zero. Hwang (1970), points out the way to become a better writer is to write. She remarks students who feel incompetent at writing avoid writing. They do not practice. They do not get better.

Poor language proficiency believed to be the major cause of the overall poor performance of students. GilgelBeles Secondary School learners are generally very poor at English writing activities. Learners showed low English writing power or low level of writing text. Students lack adequate writing knowledge in ability to construct appropriate sentences and write texts and make different errors in English writing that might lose interests learning a foreign language. This leads students to make errors in their text writing. The errors that the students make have an impact on both students and teachers the errors where they are made.

To assist these learners, according to Corder (1967), assert that the analysis of errors found in learners' pieces of writing can be very helpful. Some scholars employed Error Analysis (EA). EA is one of the famous methods in their writing classes to improve students writing performance. Reseda and Badea (2014), for example, analyzed the cause of errors made by students. One of the researcher studies of incompetence could be that they are taught a second language. According to Shi and Nunan (2001:890) we can determine that proponents of contrastive analysis claim that where the first and the second language rules are not the same. Errors likely occur as the result of interference between the two languages. Richards and Schmidt (2002:186) states that in language learning, learners' error are caused by several different process that include : borrowing patterns from the mother tongue ;attending patterns from the target language ;and expressing meanings using the words and grammar which are already known.

To investigate the researchers examined the type of errors that the learners make and will identify the frequency at which these errors appear in the inter-language different learners. According to Crystal (1999 cited in Sarkan and Dave 2022; 88), EA has been defined as “ a strategy for recognizing, classifying, and systematically analyzing the unsatisfactory forms produced by someone learning a foreign language, utilizing any of the ideas and techniques supplied by linguistics.” It is not only an analysis of errors that will made by students but it is very necessary to look into the dynamics of writing and its teaching as writing is a skill that not only is tasted in

every valid language examination but also a skill that learners should possess and demonstrate in academic contexts. Writing includes numerous considerations and choices to be made regarding their level skills, such as content, structure, and organization. In the lower level skills it includes punctuation, choice of appropriate vocabulary items, and grammatical structures Richard and Renandya, (2002). Moreover, writing skills must be practiced and learned through experience. By putting together concepts and solving problems, the writer engages in a two-way interaction between continuously developing knowledge and text Bereiter and Scardamalia, (1987).

Indeed academic writing demands conscious effort and practice in composing, developing, and analyzing ideas. Compared to students writing in their native language, however, students writing in their foreign language have also to acquire proficiency in the use of the language such as writing strategies, techniques, and skills. Students want to write close to error-free texts and they enter language courses with the expectation of becoming more proficient writing skills. Therefore, this study will investigate errors of grade 9 English learners in English writing in their written paragraph at Gilgel Beles Secondary School. The researcher is also experienced such learners' difficulty in English writing of students. Proving writing, learning was the focus of the researchers to conduct this research.

1.3. Objective of the Study

1.3.1. General Objectives

The main objective of the study is to identify what types of errors students make in writing paragraph in English.

1.3.2. Specific objectives

- ✓ To identify the major errors of students in their written work.
- ✓ To analyze the nature of errors of grade nine students' paragraph written in English.
- ✓ To suggest possible solutions to the problem.

1.4. Significance of the study

Some scholars (Corder, 1967, James, 1998) point out that errors made by the learners are very significant as they are the indicators of how learners acquire the language. According to

Corder(1967), errors made by learners are the beneficial to teachers, learners as well as researchers. For teachers errors are evidence of learners as well as researchers of the language learning. Teachers can refer to it to help improve learners' writing skills. For learners, errors can be served as resources for their language learning. The challenge for the teacher is to find methods to activate in a meaningful way the passive knowledge the students possess in terms of writing skills, as well as to help the students become more proficient in the process of English writing. It will help the teachers to know students' difficulties in learning English. It will also aid in the adoption of appropriate teaching strategies to help beginning students learn English writing skills better.

Many teachers in high schools comply with the English of their students has so worsened that it has become extremely difficult to understand students' assignments, homework, and written answers to questions. But in the opinion of the researcher nobody has at present tried to objectively show just exactly what these errors are therefore, there is a need for such a study that attends to present as systematically as possible the kinds of errors some high school students make.

The study of this research is important for the students to correct their errors and become a better writers of any text.

1.5. Research questions

After completing this research, the study will answer the following questions.

- What type of errors do students make during learning writing?
- What is the nature of errors in English writing paragraph?
- What are the possible solutions needed to reduce errors of students' writing?

1.6. The scope of the study

This study is limited to GilgelBeles Secondary School which is located in BenshangulGumuz Region Metekel Zone at GilgelBeles Town. The subject of the study is grade nine English learners' students in the academy year 2022/23. Because of this the number of grade nine students are the greatest in the school. It has four sections when comparing to the others classes in the school. The researcher also focused his areas of study on classification and analysis of errors in English writing.

2. Chapter Two: Review of Related Literature

2.1.Introduction

There are two parts discussed in this chapter. They are theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and research studies that are relevant to the topic. The researcher used some theories of errors which are proposed by Dulay *et al*, and (Hill, 2002) to refer to error as a language system. In the conceptual framework, the researcher relates the theory to the study.

2.2.Theoretical Description

2.2.1. Definition of Writing

Writing is one of the language skills that English language learners should master. It is defined as a communication process using a symbol to represent the sounds, syllables, or words of a language with different mechanisms- capitalization, spelling, punctuation, word form, and function, it is a productive skill that not only involves graphic representation of the expressions but also develops and presents thoughts in a structured way. To develop the writing skills, writers need to study and practice (Durage& Rao, 2018;Erniwati *et al*, 2022). This is to say that writing is a means of communication used to deliver messages and to communicate ideas, feelings, and opinions of the writer in the written form through well-structured sentences and systematic ways.

Writing is one of the basic language skills that need a lot of practice. It is a complex skill because the learner needs to pour his ideas and feelings into written form to be understood (NurFiria, 2020). Jayanti (2019) explained that writing skills need a lot of practice for students to master. She added that mastering the writing skill is achieved by gaining the students some writing activities that stimulate the students' abilities for writing. Mastering writing skills is important for English language learners. This is because writing can improve communication ability, sharpen activity and imagination level, broader knowledge, increase level of confidence, and support academic success (Rae, 2020). Many professionals' communications in the daily life make use of writing as media such as writing proposals, reports, interviews, correspondence, and the like. In

addition, writing improves memory, increase vocabulary internalization, and communication skill. Through writing, the students can learn new concepts, convince others, log information, build fictional worlds, convey feelings, amuse, others, etc., which contributes immensely to the overall achievement of learning endeavors (Graham & Harris 2018;Gautam, 2019). In other words, writing plays a vital role in students' learning achievement.

Writing can begin from a simple piece to a more advanced level of writing. It includes the organization of words, phrases, clauses, and sentences into coherent (clearly articulates its point) and cohesive paragraphs (introduces a new topic in a predictable location: at the end of the sentences that introduce the paragraph). The forms of coherent and cohesive paragraphs include stories, poems, essays, journals, notes, letters, reports, and scripts for plays which can be incorporated into exposition, narration, argumentation, and fiction, Klein (1985 in Palmer, 1994: 9).

To write a text, the students must have certain competencies such as organization, grammar, vocabulary, and mechanics of writing. Organization of writing refers to how paragraphs and sentences are organized. It helps readers follow and understand the information presented by the author. A text is intended to provide information to the reader; therefore, writers must organize their ideas into sentences to obtain unity and coherence of meaning. Furthermore, organization is one of the most important elements that make sentences or paragraphs easier to understand. Grammar moreover, is defined as a system of sounds, structures, and meanings of a language. Sadiah&Ryani (2019) argue that grammar is the study of words and how they are used in sentences. It provides information in support of readers' understanding. As such grammar is a series of rules that explain the structure of words, phrases, clauses, and sentences of a language.

Vocabulary is also one of the important components of writing. Being competent in it greatly affects the learning of a language. Vocabulary is fundamental for learning all language skills because languages are based on words; it is the key to language instruction (Sinaga et al., 2020; Erniwati et al., 2021; Rosidiani et al., 2022). It means when language learners learn a language, they will learn the vocabulary of a language. Just like grammar and vocabulary, mechanics are also considered as critical aspect in learning writing skills. To easily understand the writer in delivering messages to the readers, they must understand rules about how to use mechanics of

writing such as punctuation, capitalization, and spelling. Writing mechanics makes writing clear, effective and impressive.

Without having such competencies, the students frequently find it difficult to write any text. For example, in the research reported by Putri et al. (2021), those students found grammar troublesome. Similarly, Elfa (2020) found that students were overwhelmed by reiterating arguments, language futures, vocabulary, and mechanics of writing. In addition, Muhammad (2019) reported that it is difficult for students to choose an appropriate word because several words have several meanings. Thus, further investigation using error analysis is needed to identify types of errors and, if possible to explain the causes of the errors the students committed in writing text.

The sampled students learned different writing texts. Unfortunately, they kept making errors when writing this text. According to Permatasari & Yuliasri (2020) reported that errors produced by learners are related to inappropriate lexical choice, ambiguity, the word form of verbs, and the addition of unnecessary verbs. This indicates that the learners have problems with vocabulary. Other research done by Elfa (2020) found that learners made errors in vocabulary and mechanics of writing. These errors occurred naturally for they come across new rules, vocabulary, and grammar. Errors made by English learners are associated with their lacking knowledge about the language they learn. Savitri (2019) points out that errors are systematic deviations from rules made by learners who have not mastered the rules of the target language (TL) yet. In addition, Fauzan et al. (2020) reported that the students mostly produce errors portraying failure in pronouncing words and inaccurate spelling. Thus, unavoidable and natural errors need to be identified and analyzed.

2.2.2. Writing Skills

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic, and context. He can correct his errors in utterances by himself. While in writing one communicates through the language itself. Written language cannot be changed once it has been printed /written out. Thus writer should arrange his words accurately to create an understandable message. Writing starts from a simple piece of writing and then develops into a more complicated level in which elements of structure and vocabulary are involved. Hill, (2002) classifies 'writing into low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas,

organizing and sequencing, structuring, drafting, and editing)'. In addition, Rivers (1981: 294) also classifies 'writing activity into writing practice (grammatical exercise, the construction of simple dialogue, uncomplicated translation exercise, dictation, and the cloze procedure) and expressive writing or composition (the writing of instruction, reports, resumes, concrete descriptions, or essential correspondence connected with the everyday affair)'. Writing skill first begins by using language expressively and imaginatively like writing diary or letters to friends and then the writer can practice writing critically until they can produce good writing. Reading from many sources, listening, watching television, and talking to others can inspire good writing.

2.3. Error analysis

This section defines the two terms error and error analysis. An error can be analyzed using a method called error analysis. It is a process that is based on the analysis of an error committed by students in a second. According to Muqbel (2018), error analysis is a method used to describe and explain the types and causes of errors produced by either second or foreign language learners. Furthermore, Divsar & Heydari (2017) define it as a way to gather errors found in students' language, decide if the errors are systematic or not, and classify the reason behind the errors. In other words, error analysis is a method applied to sum up all errors appearing in students' language. Making mistakes in a foreign language classes can be an embarrassing experience and may lead learners 'miscommunicate in the target language to avoid further mistakes. It's often not the error correction peers that evoke emotion, but the idea that errors are bad and should be avoided at all costs.

There are several types of errors. Corder (1971) classifies errors into two; competence and performance. Competence errors occur when students apply rules not belong to the target language. Performance errors on the contrary are errors caused by faulty start or slip of the tongue. This may happen if students are stressed, anxious, confused, fatigued, and the like. What is error analysis?

Some previous studies provide a various definitions of EA. Crystal (1990, p.108) defines EA in language teaching and learning as "the study of unacceptable forms produced by someone learning a language, especially a Foreign language. "

EA refers to be study of " linguistic ignorance" (James, 2013). As stated by Abisamara(2003), EA can be viewed as a type of linguistic analysis that focuses on errors committed by learners.’ (Hasnain&Farheen 2022; p.11)

Another view of error analysis is given by Brown (1980, cited by Hasyim, 2002:43), when he defines error analysis as the process of observing, analyzing, and classifying the deviations of the rules of the second language and then revealing the systems operated by their learner. Similarly, Crystal (as cited by Hasyim, 2002: 43) proposes that error analysis is a technique for identifying; classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language a round.

Richards and Schmidt (2002:184) define error analysis as “the study and analysis of the errors made by second language learners”. EA compares “learner English” with English (L2) itself and judges how learners are “ignorant” (James, 2013) about the grammatical and semantic rules of the target language. According to Hasidim (2002:43), error analysis may be carried out to: (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

This means learners acquire language naturally by immersion. The SLA process differs from the first language acquisition in most cases. Apart from the situations in which a child is raised by parents using two different languages on an everyday basis or in a country in which there are two languages commonly used. The most usual situation is learning L2 not from infancy, but at school, every later. This is a similar situation in Ethiopia. Most of L2 language learners start learning English second language at the school level, while they have already become fluent in their L1 from home. To find out the learning strategies that learners use in L2 learning and the identity difficulties they encounter, error analysis has to be carried out (Richards and Schmidt, 2002:184). The very circumstances of language acquisition and learning L2 learning are different, because the already acquired language, which is L1, can have an impact on the process of L2 learning.

Language learning, on the other hand, according to Brown (2014) defines language learning as a conscious process in which learners attend to form, figure out rules, and are generally aware of their process.

2.3.1. Classification of errors

There are several types of errors. According to Richard (2019), language errors may be classified into two main parts: inter-lingual and intralingua interferences. Interference, translation, and inter-language interference are called inter-lingual errors. Such errors take place because of the linguistic difference between students' first language (L1) and that of the target language (Stephen Pit Corder, 1971). These errors occur because of the first language, this happens when the students' first language habits influence the target language. In other words, the mother tongue or first language of the students affects the learning process of the second or foreign language. Interference coming from students' first language is not solely the cause of students' errors, the errors occurred maybe because the students know very little about the target language. These errors are called intra-lingual errors related to specific interpretations of the target language (Stephen Pit Corder, 1971). Intra-lingual errors include overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized by students. For example, students often make errors in using tenses. They may say "Adam is playing football" because based on their knowledge and experience, 'Adam' is a third person singular and, thus, it is necessary to add 'is'. Furthermore, inter-lingual errors are due to the target language (L2) or the language being learned (Murtiana, 2019). These errors are based on learning strategy, communication strategy, and induced errors.

Interlingua errors can be detected as transfer errors caused by a learner's mother tongue including lexical errors, grammatical errors, or pragmatic errors.

Intra-lingual errors can be attributed to the ignorance of rule restrictions, imperfect implementation of rules, and false concepts. Overgeneralization can be attributed to ignorance of rules and restrictions, imperfect implementation of rules, and false concepts. Overgeneralization errors can occur when learners provide irregular structures, unlike the target language structures, whereas unawareness of rule restrictions is related to the rule implementation in importer contexts. (Ellis, 2015) also states that imperfect implementation of rules appears when learners fail to evolve a full structure, whilst false concepts are assumed to arise when a learner misunderstands the definition in the target language.

2.4. Benefits of error analysis

Error analysis is significant for all parts of the learning process Kwok (1998). Corder, (1997) affirms the significance of identifying errors committed by second or foreign-language learners. Idle states the following: The study of error is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indication as to the learner process (Corder, 1974, p.125).

He adds that, remedial exercises could be designed and focuses more attention on the trouble spot. It is the learner who determines what the input is. The teacher can present a linguistic form, but this is not necessarily the input, but simply what is available to be learned (Corder, 1974. 125).

Error analysis is not only useful to students, teachers, and curriculum designers, but it is also beneficial to researchers by showing them the strategies learners employ to learn a target language. In addition, error analysis identifies the types of errors committed by learners and attributes the reasons for making those errors (Nation and Newton 2001).

Generally, error analysis helps linguists to facilitate second or foreign-language teaching through training teachers assisting them to identify and categorize learners' writing errors as well as helping them employ appropriate strategies Kwok (1998).

2.5. Previous studies' error analysis on writing

Some articles have been studied as aspects of defining and analyzing errors and their sources to investigate the writing errors committed by students. The theory of error analysis was first proposed by Corder, in 1967 and subsequently developed in several studies. Several aspects of theories are still being articulated in works that have been done all over the world. It has had a significant impact on English language research in the past decades. It is clear from the discussion of empirical studies based on this theory in the works of several researchers abroad the country in English foreign language or ESL such as Corder,(1967), Ghadessy,(1976), Henning (1978), Selinker(1972), Sharma(1980), Kharma(1981), Ghadessy, (1985), Mani, (1998), Khansir(2008a), Azhar& Khan (2010), Zarfa (2016), Ridha (2012), Salehi&Bahrami,(2018), Khatter, (2019) and Khan sir&Pakdel, (2020).

Currently in local, it didn't studied very well in secondary school, but the researchers' exploration of reference of related to the fiend of EA, he found only two studies in to different colleges in Ethiopia. These were Hirpa, T. (2019) studied analysis of common errors made by second year students in writing academic paragraph in GilgelBeles College of Teacher Education. Similarly, Gedefaw, K. (2019) studied on an error analysis of English paragraphs written first year Debremarkos College of Teacher Education Students. What is very important for English research is that error analysis has been one of the applied linguistics subjects that have been used for English language materials in EFL or ESL settings. Khansir (2021) mentioned that applied linguistics aims to consider all language problems and tries to resolve the language problems. The basic assumptions of error analysis concerning the errors of the language among language learners have been examined in the target language. Sumbawa, (1987) investigated the cause of syntactic errors in English essays among Taiwan university students. The sample of the study contained 94 male and 14 female students of the 1985 academic year. The participants were chosen randomly from the four schools in Kampala (the capital city of Uganda). The result of the study showed that the predominant errors among male students were errors in the use of proposition, pronouns, and tenses and the most predominant error type for female students were in prepositions.

2.6.Relation of error analysis to language learning

As we are dealing with learning English as a second language, errors are emphasized highly. It is an error analysis that shows how the learners react to the new phenomena. A deep or detailed work on error analysis provides us with information or data from which useful insight both for second language acquisition and process can be derived.

The types and frequency errors of the Ethiopian students that can occur in training to use correct grammar, punctuation, spelling, and vocabulary are related to the type of text writing activities given to the learners.

Errors in these kinds of tests may not be a true image of learning problems. In general, it is even more problematic or difficult to conclude a learner's problem only by observing the errors in their answers to test items. To avoid these kindsof problems text writing activities must be planned and prepared correctly.

2.7.Methods in error analysis

An error can be analyzed using a method called error analysis. According to Muqbel (2018), error analysis is a method used to describe and explain the types and causes of errors produced by either second or foreign language learners. Furthermore, Divsar & Heydari (2018) define it as a way to gather errors found in students' language, decide if the errors are systematic or not, and clarify the reason behind the errors. In other words, error analysis is a method applied to sum up all errors appearing in students' language.

Methods of error analysis may be used by both teachers and students to identify corrective techniques and to be sensible to the function of various kinds of feedback. It should be clear that the specific reaction to the learners' correct and incorrect writing of English language is the correct way in which the learner paper are rejected or supported. This can contribute to the individual learners' rate and manner of learning (Abera, 1992, P.6).

2.8.Significance of error analysis

The errors of the learners should be studied and analyzed to find out their weaknesses and to be corrected. Corder (1967) reported that error analysis can be used as evidence of a learner's strategies for acquiring the language rather than signs of inhibition or interference with the mother tongue. He added that the information on learner's errors obtained through error analysis can be useful for building syllabi and learning strategies, textbooks, teachers, and students. Analysis of learner's errors is one of the important criteria for the preparation of teaching materials in the English foreign or English second language settings. Ghadessy (1977, p.248) argues that "error analysis is an important criterion for the preparation of teaching materials as long as we emphasize the learning process in foreign language education. Thus, it is clear that error analysis has also helped syllabus designers to provide guidelines for the preparation and evaluation of English teaching materials in English foreign or second language. Concerning error analysis and English materials, Khan Sir (2020) examined 36 research papers on the written grammatical errors of learners in India. The outcome of this systematic review showed that interference with the first language, lack of sufficient practice in grammar, and lack of knowledge in grammar were the major problems among the English students in this study. This fact that increasing awareness of the importance of error analysis in the English language should compel us to research it for special

or specific purposes for teaching English materials. So, the aim of error analysis in teaching English to EFL and ESL learners is to help them to use the English language in their classes with comfort and ease, that is, to use English effectively and develop an ability to understand English from English materials through their teachers. It also helps students unable to write English effectively and develop their ability to understand the basic patterns of English.

As rightly pointed out by NurFitria (20018), error analysis is very fruitful for both the students and their teachers. The teachers should look at a deep study of writing at any particular step in the course of learning English as a second language showing that the learners' errors are to great considerable degree regular and consistent. The alternative view suggests that the making of errors is inevitable indeed a necessary part of the learning process. The correction of errors provides precisely the sort of negative evidence that is necessary to the discovery of correct concept (Corder, 1964, P.15).

Applying error analysis method in high school for students who learn English as a second language helps them to co-relate the teaching materials with the purpose or aims or objectives of the course. According to Turone, Widdwson (1980) the aims and objectives are: to be aware of what argue for.to consider the relationship between the language to be a learning process and the learners to avoid a piece of writing mistakes or half-finished sentences, to create greater pressure on writing accuracy, to create a greater need for logical organization in a piece of writing for the reader has to understand what has been written without asking for clarification or depending on the writing.

2.8.1. Significance of Error Analysis to Teachers

The major contribution of error analysis to language and teaching and learning is that it is issued as a means of identifying the areas of difficulty that could be faced or encountered by the learners, and to direct the teachers' attention accordingly.

This could help the teachers to devote special care and emphasis in their teaching to overcome or even avoid these predicted difficulties of errors in students' writing.

2.8.2. Significance of error analysis to students

Error analysis is helpful to the students to be aware that writing is not a speech written down, anything ability cannot be adequately taught by getting students to write down drills. Writing helps them to use the correct grammar and other writing skills such as correct spelling, punctuation, and vocabulary. The following lines show us, the importance of errors to the students

While the learner's correct sentences do not necessarily give evidence of the hypothesis he is testing. His errors suggest the strategies he employs to work out the rules of the new language and the rules he had developed at a given stage of his language development (Richards, 1974, p1).

This helps the student to sharpen their knowledge of grammar and other necessary skills of writing. It helps the learners to write clear, precise, unambiguous and grammatically correct sentences.

2.9.Importance areas of error analysis

We will define learning English as a second language through writing as the ability to use the language and graphic representation of a product. However, Gilgel Beles Secondary Students have difficulties in writing correct English. They are used for writing grammatically incorrect sentences. They leave out some of the punctuation marks and omitted vocabulary items in a self-defining text.

2.9.1. Grammatical Structure

Many Ethiopian students who learn English as a foreign language complain that they are not good at learning the English language. They cannot understand how the words are arranged and used to make meaningful and logically acceptable sentences. Nobody disputes that foreign students must learn the grammar of English in the sense that the sentences they produce must conform to English patterns in the accounted model, we cannot allow him/her to write "she gave him a charge 'but when continue the money they were not enough.(J.A Bright and GMC Greg or,p 39,1970).

The students' errors in the exercise and in the tests where they were asked to write paradigm, plural, future, and interrogative of some verbs and when they changed one tend to another. Error analysis in grammatical structure aids the students in using English mod certainly and able to use it

smoothly and readily, to write more carefully and exactly, to make the smallest number of mistakes, and to learn how to clearly state ideas free from errors.

Besides using correct language structure, mastery over the following language skills helps the learners to write clear and accurate text.

2.9.2. Vocabulary

When learning length as a second language, one should have control over the use of syntax, morphology, or intonation in the particular discussion of language. This quotation emphasizes the need for vocabulary; from this point of view, the master of a second language must learn a new frame for each particular item. If one could only memorize these new names he would have believed at once the ability of expression in the second language equivalent to that which he has in his native language (Fries, 1970, p.38). Mastering vocabulary gives confidence to the students to use new words contextually and to find out how the word can or cannot be used. This makes the students to learn when and how to use new words.

2.9.3. Spelling

Learning to spell is one of the greatest important for the confident use of words in writing. To become independent in spelling the pupils need to learn word patterns, letters, syllables, root prefixes, suffixes, word building, and dictionary usage. Spelling forward mastery has an unusually strong and practical program of systematic training in word analysis skills appropriate to each grade level. (Fries, 1960 p.2). A considerable amount of forgetting tasks takes place in spelling. The majority of the students do not learn it by meeting at once. That reasons the purpose of the program of direct instruction in spelling fore wards mastery to ensure automatic mastery of frequently used words.

2.9.4. Punctuation

Punctuation plays an important role in text writing in English. According to Hamilton, (2022), punctuation helps make sure whether the meaning is understood or not. These marks are as many parts of the writing language as the letters and words themselves. Their proper use is fundamental to writing good English, while their wrong use or omission can result in obscured or distorted meanings or nonsense.

In our country, students make a high frequency of errors in using punctuation marks. They fail to use appropriate punctuation marks when they write complicated sentences, in abbreviation, to separate numbers for decimals, clauses, and phrases, and to show the contraction of words or omitted letters.

2.10. Criticism of Error analysis

Error analysis has been criticized for several practical problems, and all of them are connected to the fact that it tries to gather knowledge of language learning processes by examining the learners' output. First of all, it has been difficult to determine whether there is an error at all, and if so what exactly constitutes it. The distinction between error and mistake cannot easily be made either. Secondly, there is usually more than just one way to classify an error. Thirdly, the causes of errors are difficult to identify, the exact source of it.

The major contribution of error analysis to language teaching and learning is that it is issued as a means for identifying the areas of difficulty that could be faced or encountered by the learners, and to direct the teachers' attention accordingly. This could help the teacher to devote special care and emphasis in their teaching to overcome or even avoid these predicated difficulties.

A teacher uses error analysis to tell students' academic success, but what is particularly relevant is that the teacher can identify fairly good based on his / her test results where students do not require remedial treatment and which areas can benefit but it. The following lines support the significance of error analysis of teachers:

The making of errors in this approach serves as inevitable indeed a necessary part of the language process. By studying them, the teacher may gain insight into the learner's state of knowledge at any particular movement and also into the strategies of learning that learners may be using within the understanding he will be in a better position to devise appropriate corrective measures (Corder, p.66).

This assumes that learner's errors are in some sense systematic and not at random otherwise there could be nothing for the teacher to learn from them.

2.11. Correction and writing

Correction should mean helping people to become more accurate, not insisting on completely Standard English. Involving learners in judgment about correction, helps them become more accurate in their use of language. It is very depressing for a student to get back any piece of writing work with lots of teachers' corrections on it. According to (Edge, 1997), We know that students often just look at the mark they have been given, put the paper away, and forget about it.

By keeping the above two ideas about helping and involvement in mind, perhaps we can improve these situations a little.

2.11.1. Self-correction

Notice here that the teacher has not corrected the mistake, but has pointed out that there is a mistake. Just as in spoken English, we first want to give the students a chance of self-correction.

For self-correction to work, we have to give a little time at the beginning of a lesson for students to look at their marked work and try to correct any mistakes. By using some lesson time in this way, we show the students that we think it is important for them to correct what they wrote. For this reason, also, it is also important to give written work back to learners as soon as possible after they have completed

2.11.2. Peer correction and errors

The simplest way of peer correction is to proceed in the way described above for self-correction, but to have students work together in pairs and groups. There are two great advantages to this:

- When two students work together on correcting each other's work, the discussion helps each one to learn from his or her errors.
- We all have difficulty seeing our errors, even if a teacher has given us a signal as to what or to a mistake it is correction helps develop an ability to see our errors.

2.11.3. Whole class correction

A teacher can make a collection of mistakes from class writing and put them on the board for discussion. You choose errors that you think it would be useful for the students to think about and

correct. Make sure that you give the error in enough contexts at least a sentence, so that the learners can see where something went wrong.

Another possibility is to mix in with the errors of students writing which you think are particularly good. In this way, the teacher can make positive comments about the class's writing while giving a useful model and encouragement.

2.11.4. Teachers' corrections and attempts

Correction does not mean making everything correct; correction means helping people learn to express themselves better.

Sometimes, however, the students' attempts are an important part of what the students are trying to mean and the teacher should not ignore them. The teacher can provide a correct way of writing what he or she thinks the students want to write and ask what the student meant.

2.11.5. The importance of meaning

2.11.5.1. Rewriting

If something is worth writing, it is worth writing more than once. This means that if the text is written well, it can be a more meaningful message. Then what is expected to convey?

The teacher should make it clear to the students that it is very unusual for a written simply to write something once and accept that first draft as a finished product.

The first draft is written to be improved. So, first of all, we must ask students to write text that may be worth writing. Secondly, we must help them get used to the idea of the first writing being a draft for improvement.

In this way, we can create a situation in which our making becomes a helpful part of the writing process. The chance to compare first and second drafts can help both students and teachers as a useful technique. Here, it is important to ask students to write their draft on the left-hand page of an exercise book and their second draft on the right-hand page.

2.11.5.2. What the students wanted to mean

If students are writing about something they are interested in. They will care about what they write. If the teacher's response is only in terms of linguistic correction, the students will quickly learn that even if the students think about the topic.

If the person I am writing for does not care what I write. Why should I care for myself? If I don't care what I am writing, I certainly do not care whether or not I express it accurately. Edge (1989.p60). So, we need to show learners that we are interested in what they say by reading their ideas.

Example

My uncle likes baseball, this is very usual in my country. How will the students include this relevant information in the second draft?

With a relative clause?

My uncle, who lived in the USA. For many years, liked baseball. This is unusual in my country.

With a subordinator?

Because he lived in the USA for many years. my uncle likes baseball. This is unusual in my country.

With a sentences connector

My uncle lived in the USA for many years. As a result of this, he likes baseball. Which is which in my country? Clearly, there are many possibilities. The key point here is that the teacher. By suggesting the addition of certain information, is encouragement the student to become further involved in the use of the English language system.

Reacting on the content of what students write is a positive way of helping them improve a draft of a text. In this way it is an important part of correction.

Reacting the correct improve writing linguistically and gives encouragement. In this way, it is important parts of teaching. (Edge. 1998, p.1).

2.12. Conclusion

All the above mentioned sources and studies are in one way or another relevant to this study. However, the missing gaps that this study tries to address is to determine what types of errors exist in the writing of students' paragraph in GilgelBeles Secondary School context. The next chapter describes the research methodology.

3. Chapter Three: Research Methodology

In this chapter, the research tries to discuss some methodology that was used to conduct the research. They include the research design, the participants, the research instruments, the data collection techniques, and the data analysis techniques.

3.1. Research Design and Methodology

This research belongs to descriptive research methods. It usually defined as a type of quantitative and, through qualitative research. It can also be used for descriptive purpose, (Streekerk, R. 2023). Such methods integrate both approaches to provide a much more detailed and comprehensive picture of what is being investigated. Qualitative data was collected after the quantitative data collection to foster understanding and interpretation of the result.

3.2. Sampling Techniques

In GilgelBeles Secondary School, there were 127 male 89 female students in grade nine and 68 males 104 females in grade ten, 68 males 82 females in grade eleven, and 54 males 43 females in grade twelve.

From these, the researcher selected grade nine students because the researcher himself has taught in this grade level and another grade ten to twelve students have only two sections of each. Because the number of these classes is lower than grade nine students.

Students who enrolled in 2022/2023 in the second semester at GilgelBeles Secondary School in grade nine were in total 216 males 127 females 89 in four sections. These sections consisted of the learners who come from both rural and urban areas and economically medium and poor students who were learning in the same level of the classroom.

These grade nine English learners were the total population, and the researcher took an appropriate sample because of the inability to incorporate all under the study. To represent the selected samples appropriately, systematic sampling techniques were taken. This is because the primary consideration of systematic random sampling is each individual is chosen entirely by chance and each member of the population has an equal chance, probability of being selected one way of obtaining a random sampling is to give each individual in a population a number, and then used an interval of five students which started from the roll number one to decide which individual to include. The sample sizes of the participants were 40 students. They were selected using systematic sampling techniques from four sections.

The judgment of the researcher selected participants who can provide the best information to achieve the objectives of the study. So the researcher can get full data from the students. Grade nine students and all English language teachers were taken as participants in the study. English teachers were limited in numbers so the researcher took all grade nine English teachers as the participants of the study.

The participants have been studying English writing as a school subject for more than eight years. English is being taught as a foreign language to them. All three grade nine English teachers participated in a questionnaire. All of them have been teaching English for more than ten years and above.

The study was conducted in BenshangulGumuz Regional State Metekel Zone GilgelBeles Town at GilgelBeles Secondary School which is located in North western part of Ethiopia. It is about 545 km distance from Addis Ababa.

3.3.Data collection instruments

3.3.1. Text writing

Text writing is the major tool that the researcher was used to collect relevant and accurate data to this study. Students were told to write a paragraph about their (autobiography) on a piece of paper with the range of 100-150 words, approximately. After they wrote the autobiography, the written paragraphs were collected, and they were informed to complete the questionnaire kindly.

3.3.2. Questionnaire

According to Drnyei, (2007:24), quantitative research primarily relies on numerical data that is analyzed by statistically approaches. The researcher used the questionnaire to explore the purpose of students' and teachers' views on writing skills and the common errors of students in English writing. Two questionnaires were prepared one was for students and the other for teachers. The questionnaire was modified from (Hourai, 2008, p.65-67). It is intended to explore the students' views on the writing skills. Each scale was designated certain measurements such as always, sometimes, usually, never, close, and open-ended questions were held to obtain qualitative data.

3.3.3. Interviews

Historically, interview has been one of the most widely used qualitatively research method Drnyei, Z. (2007: 24) emphasize that qualitative research principally open-ended, non-numerical data that is normally analyzed by non-statistical approach. The researcher interviewed teachers to check the reliability and consistency of the data which was obtained through the questionnaires regarding students' and teachers' views about their writing skills.

3.3.4. Document analysis

Burn (1999:140) stated that 'documents are readily and accessible source of other observations by building a richer profile of the classroom or institutional context for research. This is done in two ways. The researcher as a teacher observed the actual performance of grade 9 students when they were given an assignment to write a paragraph about their autobiography and the title about as a homework the use of water. After collecting their documents, the researcher critically read the

students' paragraph so as to measure their writing. The researcher thinks that this instrument was more concrete to assess the students' errors of writing.

3.4. Validity and Reliability

The researcher under took certain measurement to ensue research validity. For instance the topic chosen for the writing paragraph were completely different from the topics covered in their course. They were also selected on the basis of familiarity, and interest of students were able to express their thoughts and generate ideas about them smoothly. The students were not informed that their writing samples will be analyzed for researcher purpose in order to control the Hawthorne effect. The Hawthorne effect refers to the increase in performance of individuals when they realize that they are noticed, watched, and paid attention to by researchers or supervisors (Dornyei, 2007). However, to maintain research ethics, the participants' consent take part in the study was sought after performing text writing. The major tool of validity was content validity. It expresses how the content of the assessment performs. It deal with how the assessment is designed, for example: the size of the font, sufficient of work, space, of learners, correct language usage and clarity of instructions. (Frankel & Wallen, 2003). Construct validity was the supporting tool of the study. Construct validity forms the basis for other types of validity and form a specific point of view is seen as the whole of the validity (Misley, 2007).

Further, reliability of the result was established by adopting the internal consistency method. The answer sheet were assessed by two different time to eliminate subjectivity to ensure the reliability of the results. The major tool of under reliability is internal consistency it is a measure of consistency between different items of the same construct about writing skills. It measure the consistency with in the instrument and questions how well aset of items measures a particular characteristic of the questionnaire of the students. The supporting tools that the researcher used in the reliability is test-retest reliability. It requires using the measure on a group of people at one time, using it again the same group people at a later time. In this context the researcher distribute the questionnaire to the students to ensure the errors that the students committing in paragraph writing. In addition to this the teachers were asked to complete the same questionnaires in different time to ensure the problems of students in paragraph writing.

3.5.Procedures of data collection

Based on the guidelines of selecting a corpus of the language (Ellis, 1995: 51-52), a sample of written text was collected from grade 9 students' paragraph writing. First, the selected students were appointed to complete the questionnaire in free time. They were informed that the items must be completed individually without any doubt. At the same time and place, the students were provided with a questionnaire to complete with their views towards learning writing skills. After they returned the questionnaire, they were given a sheet of paper to write a paragraph about their autobiography in 250-300 words approximately. In the same way, the teachers were given open-ended and close-ended questions to state their ideas regarding the student's writing skills to suggest their possible solutions.

The data needed in this study was errors that were made by grade 9 students in English paragraph writing. The researcher collected the students' written paragraphs to (1) identify the errors that were found in every word, phrase, or sentence. (2) Classify the data into subcategories (3) Interpret and describe the data which have been classified systematically. (4) Analyze the data to infer the cause and sources they commit errors. In the other day the researcher collected the questionnaires and read them carefully.

3.6.Methods of data analysis

The procedure of EA proposed by EILLS AND Barkhuizen (2005) comprises the following 5 steps:

(1) Collection of a sample language (2) identification (3) description of errors (4) explanation of errors (5) error evaluation. After the data was collected, the information was classified analyzed and into different error categories and. All the data was summarized in the table by putting in the form of numbers and percentages and analyzed using descriptive methods.

The analysis methods included qualitative and quantitative approaches to interpreting the data. Both students, and teachers' questionnaires, teachers' interview and students' paragraph were analyzed in percentage (quantitatively) and qualitatively in descriptive.

The next chapter discusses the findings of the study in different methods of the research designed in qualitatively and quantitatively.

4. Chapter Four: Findings and Discussion

Introduction

As mentioned earlier, the purpose of this study aims to classify and analyze the errors that grade nine students make in their writing paragraph. It presents and discusses the findings the research. This study was conducted to analyze the errors which were committed by students. Those are types of grammatical, vocabulary, punctuation and mechanics of writing errors. The findings were analyzed in quantitatively with number and percent in table and qualitatively in statement (in descriptive) method.

4.1. Findings

4.1.1. Stages of analyzing students' errors in paragraphs

This study was performed by letting students write a paragraph about their autobiography. The students developed paragraphs within the range of 100-150 words approximately. As mentioned earlier, this study aims to analyze the errors students make in writing paragraphs that are titled as both “**autobiography.**” After the title had been given, the students submitted their paragraphs to the researcher the researcher carefully read the students' paragraphs. In this study, errors were

classified into different categories to analyze various error types in students' paragraphs. As already mentioned, EA in a given study was conducted according to Corders' model that usually consisted of five stages: a collection of a sample, identification of errors description of errors, explanation of errors, and evaluation of errors (1971, as cited Ellis, 1974 p 48).

During the first stage, the collection of sample study used specific samples as (Corder, 1994) recommended. These involved language samples collected from a limited group of learners, the grade 9th students from GilgelBeles Secondary School. At the net stage, identification of errors, there was a clear distinction between errors and mistakes. It is essential to distinguish between these. Since the collected samples are relatively short many strategies were used to differentiate between mistakes and errors. First, it was necessary to pay attention to the repetitive patterns of errors in the text. Next, it was essential to make the students aware of these error patterns and see if they could correct them. Finally, a teacher's log was started to follow the learning process further.

As the sample errors stage of EA, the identification of errors was further classified into overtly idiosyncratic, ungrammatical errors independent of context, and covertly idiosyncratic errors dependent on context. Most errors were overtly idiosyncratic.

At the description stage, errors were classified into grammatical categories: verb tense, subject-verb agreement, use of pronouns, discourse markers, articles, adjectives, over-generalization, spelling of words, vocabulary, and punctuation.

All detected errors were counted and illustrated in the frequency and percentage format in three stages, at the description stage firstly, all errors found in each sample were calculated and divided into the categories above. The same errors were counted as separated units. A total number of 266 were counted in this study, (see Table 9). Then the errors from all samples were estimated, calculated in percentage rate, and analyzed in tabulated form.

The last stage of the conducted EA, the evaluation stage, recommended by Corder (1974) was not completed in this study. The results of the students' paragraph are summarized as follows.

4.1.2. Error analysis in the English writing of GilgelBeles Secondary School Students

Table 1: The most frequent errors of students in their paragraphs

No	Types of errors in English writing	frequencies	Percentage
1	Mechanics(Punctuation marks)	90	33.83%
2	Spelling of words	65	24.43%
3	Verb Tenses	28	10.53%
4	Word order	20	7.52%
5	Subject-verb agreement	17	6.39%
6	Conjunctions	9	3.4%
7	Use of pronouns(reference)	9	3.4%
8	Auxiliary verbs	6	2.2%
9	Articles	5	1.9%
10	Passive voice	4	1.5%
	Total	266	100%

4.1.2.1.Punctuation marks

A high frequency of errors occurred within it is illustrated in table 9 and consists of 90 errors. These errors have the highest percentage of 90 (33.83%) of the total (266) amount of errors. The reason for committing errors within this category often lies in the fact that the punctuation system of English is different from the Ethiopian one. The incorrect use of punctuation marks shows that the GilgelBeles Secondary School students find it challenging to apply the right use of punctuation marks.

Errors within punctuation marks can be explained by the difficulty in understanding and identifying the different uses of punctuation marks between the two language systems. Students are no longer focused on punctuation marks and always misuse them when they write any text. There is the possibility that the type of compositions written by the students did not require the use of punctuation marks. However, the following sentences contain examples of the punctuation marks paragraphs. The sample of students' errors was taken directly from the research data paragraph; the errors are presented and underlined in the text below, correct forms follow each sample

Examples:

- first of all ^ I would like... (First of all, I would like...)
- my name is EyoBABera. (My name is EyobAbera.)
- when I was grade one ^ I used to... (When I was grade one, I used to...)
- now I am attending grade nine:: (Now I am attending grade nine.)
- First, may I, introduce, my, self,.. (First, may I introduce myself...)
- First oF all ^ I would like... (First of all I would like...)
- water is used for washing cloth^ cleaning floor^cooking food and drinking ^ (water is used for: washing cloth ,cleaning floor ,cooking food and drinking .)

4.1.2.2.Spelling of words

Spelling difficulty is the second most frequent error of students writing paragraphs in the English language. As the table showed 65(24.43%) results of the commonly misspelled words found in the paragraphs of each sample student. The following examples of sentences/ phrases are directly taken from students' paragraph.

- I was borenin... (.. born ...)
- In the school, they eat breke fast. (... breakfast)
- I have not angrebicuse...(angry because...)
- I was gred one... (... grade)
- ...I used to red no words. (...read.)
- I have onebrather and two sisters. (...brother.)
- Water is used to wash close...(cloth.)
- I hadefinde the foode (... had , find, food)
- Water is used for human bings. (...beings.)
- Good create water for all.... (... God....)
- I want from grade one—four... (...went...)
- I layikesabject ICT English ... (like, subject)

As it is indicated the above samples the students did not write the spelling of words correctly. They wrote meaningless words that do not have any sense. This problem might be occurred due to the

lack of daily practice of writing skills in the English language. Moreover, they might have poor teaching vocabulary knowledge in the lower grades.

4.1.2.3. Verb of tense

The third most frequent error of students is the category of verb tense. This finding may explain that the use of English verbs was a major learning difficulty for all students. The use of verb tense shows that the students still find difficulty when and how to use the tense and the form of the verb. There are two examples of tense errors investigated in this study. Namely wrong verb form (RWF) where the correct tense was used but the verb form was wrong. Correct tense was used but the verb form is wrong. The following sentences contain examples of errors in the use of the verb form students' paragraph.

- I went from grade one – four in ... (learned)
- We have taught ... (learned)
- I am passed to grade nine. (promoted)
- I starting learning... (started)
- I gone to GilgelBeles... (went)
- When I was a child, I use to... (used)
- My father worked is...(works)
- I completed and promote...(promoted)
- I was not scoring...(scored)
- Water has play...(plays)
- ... is not add water...(do not)
- Hisbayoshinotcome...(did not)
- It is serves... (serves)
- I grew up is GilgelBeles(grew up)
- I was not disrupt student
- I attend my primary school... (attended)
- In the class I am attended actively & I score a good result & got the second rank & pass to grade two. (had been attended, scored, passed)
- In my free time, I playing football. (play)

As it was indicated in the examples above the students are confused about the use of English language forms. There is a kind of language interference. In this example, the students do not understand the right form of the verbs. 28(10.53%) errors resulted from these problems. Instead of adding present simple, they use past simple tense, and also in other ways, they use the -ing form without the helping verbs. Furthermore, they used past participles with no helping verbs to express an action that was done unknown time in the past and related to the present. This finding is related to Chen's (1998) assertion that most students have difficulties in the use of English verbs due to the absence of verb knowledge. Mohammed Y. (2008), Mungungu (2010), Sharma, (2018), and Kushiruk, (2021) studies conducted in this field indicated that tense errors are the most frequent ones among secondary students.

4.1.2.4.Subject-verb-agreement

Another common type of error made by students is subject-verb-agreement which consists of 17 errors. According to English grammar rules the subject and verb segments should agreeing numbers and persons. This area of committed errors had the highest percentage (6.39%). Although students still make errors, they do lack a basic understanding of the subject-verb agreement. The following sentences contain examples of errors in the use of subject-verb-agreement in students' paragraphs.

Example:

- I helps my grandfather (help).
- She do not change my father...(does)
- My sister and my brother is... (are)
- My grandfather are decreased... (is)
- He becomehisparents (parent)
- He come to something... (comes)
- I have one sisters and two brothers.(sister)
- I have three younger sister...(sisters)
- My sister and brother was ...(were)
- My friends name is Haymanotkasaw(friend)

- I was born from my fathers... (father)
- My sister is two and brothers one... (sisters are, brother)

4.1.2.5. Word order

The students committed certain errors regarding the word order. They often used words in the wrong position. They did not follow the appropriate syntactic structure. The analysis showed that there were some sentences in which the students used Amharic verbs in the end word order. The following sentences are sample examples of the students' sentence construction:

- ✓ Water is used to cloth wash. (wash, cloth)
- ✓ Use water human beings for drinking(human beings use water for drinking)
- ✓ The use of water is food working. (cooking food)
- ✓ ...is transportation used. (...used for transportation)
- ✓ in born 1998... (...born in...)
- ✓ He learnt has 7 years. (... has learnt)
- ✓ It uses face wash (...wash face)
- ✓ Water give God all living things.(...God give water...)

While analyzing the paragraph, the researcher found 20(7.52%) of the total errors. In the word order, the errors include incorrect syntactic structure like placing objects (nouns) and prepositions before verbs. Finding the cause of such errors the researcher concluded that students have very poor command up on basic grammar and especially sentence structure.

4.1.2.6. Conjunctions

The students committed certain errors regarding conjunctions. They often used the coordinate conjunction of 'and' in most cases to link words or sentences. Students did not use markers of addition to expand their ideas when they wrote a paragraph. In case of this, their ideas didn't have a logical relation to the sentences /words that they used. Some of the sample errors of conjunctions are listed below:

- While because water is used in the product...(∅)
- I before a go... (Before I go...)

- My mother is Hawelet^ my father name is desalegn...(and)
- I could write my name and other words. More I could...(moreover)
- I played the game. For example: handball^ football. (and)
- ... I went to another place^ I hadn't got peace.^ I came back to my place^ I have got peace.
(Because, after a few months, as)
- When I was grade 6 at Debate primary school. (∅)
- I am grade nine section A.^mysister^ my brother. (So are, and)

As the above sample of students' errors indicated regarding using conjunctions, the students committed 9 (3.4%) errors in their paragraphs. Most of the time, they missed using the coordinate conjunction “and” to tie their ideas to be clear and have logical relationships with each other. Conjunctions express the logical semantic relation between sentences rather than between words and structure (Holliday & Hasan, 1976). In other words the structure of the text in a certain logical order that is meaningful to the reader or listener. Therefore, table 9 above indicates, students had low knowledge of conjunctions to construct the text or paragraph.

4.1.2.7.Pronouns

Similarly, with the use of co-junction, students were students committed 9(3.4%) errors in the use of pronouns to refer to the ideas or person they were writing about it/him/her. They use pronouns without referring to anything or a person. Sometimes there were repetitions of pronouns. In addition to this, students write pronouns with nouns to refer to the noun. The following samples of students' errors of pronouns are below:

- I have one brother and I have two sisters. (∅)
- ^ father name is.... (my)
- My parents they did not... (∅)
- My mother name is felegushkindu, his parents wanted to...(her)
- When I was grade one, I used to read no word because I haven't an awareness of English letters. His parents wanted to make her some wanted to learn. (my, me)
- Hana was born in 1998 in Gonder. Around that area he learns... (she)

- For example, when we come for water that human being they use him for many things that they use him.(∅, it ,it)

The first example shows that the students use the pronoun I twice in one sentence inappropriately after the conjunction and. The pronoun I should be written once as the subject of the sentence and it is not written the second time after the conjunction like I have one brother and two sisters.in the second example, there is the omission of the pronoun my. It can be written as my father is... the other example next to this is the repetition of the subject/noun. Pronouns are used to avoid repetition. To avoid repetition, the students should refer to the water by the pronoun it.in addition to these; there is an error in referring to gender. In example 5 Felegush and the pronoun his are opposite. So it should be referred by her. Generally, the above examples indicate the errors of pronouns in students' paragraphs. These errors were omission, unnecessary insertion, and the correct reference of pronouns.

4.1.2.8.Auxiliaries

As the EA already showed, students had difficulties using the main verb in English. The right use of auxiliary verbs is more complex since students have to separate between the main verb and the auxiliary verbs in different contexts. For this reason, error 6(2.2%) will be discussed here. Be, have, and do auxiliary verbs should be distinguished from the main verbs. From the error analysis conducted in the study, it can be concluded that the students usually find it difficult to differentiate between these forms. The student's performance in the use of the auxiliary was relatively poor. The collected data indicates that the auxiliaries were used inappropriately. They also misused the auxiliary verb. The students did not know when exactly to use be, been, being, has had, do, and doing some of the sample examples are below.

- Water ^ served habitant of ...(is)
- Water^used for all living things. (is)
- He learn has 7 years ...(∅)
- Abebewas not come. (didn't)
- The use of water^ for human being. (is)
- He learns has 7 years and father name is.... (∅)
- I had notagree... (did not)

- They arelike a bit.. (ø)

In the sample example errors of using auxiliary verbs of students writing English language above, examples number one, two, and five are the errors of misuse of the auxiliary verb to be. The students did not know the function of the auxiliary verb to be. The auxiliary verb to be is used to form questions, negatives, and different tenses. In the tense, it is used to express the continuous and passive tenses. So students were not unaware of such kinds of functions. In addition to this, the students have the problem of the insertion of auxiliary verbs inappropriately. The use of the verb to be is to express negative in the simple present tense. In the simple present tense, the verb to do is used to express or form negatives and questions. To conclude, the reason for students' misuse of the auxiliary verbs is the semantic and syntactic difference between English and the students' L1. Although L1 transfer is not the only reason, the learners' disability and the main verbs may also play an important role.

4.1.2.9. Articles

The other difficulty of the students writing English language is the English article system (definite & indefinite articles). Articles are believed to be a source of difficulty for learners and teachers of English as a second or foreign language, especially for those whose native language donors have articles or do have articles (Celce–Muricia and Larsen-Freeman, 1994). In this study, article use is another frequent problem in students' texts. The total number of 5 (1.9%) errors counted in articles. The following sentences are the sample examples of the students writing.

^ Use of water is the drinking..... (The, ø)

When I ^ was child, I used to...(a)

Water is the used to plants...(ø)

I don't have ^ awareness of education. (an)

The my mother is.... (ø)

When students' use of articles is analyzed, in the first, article 'the' is misplaced and it should be placed at the beginning of the sentence. In the second and fourth sentences missed the indefinite articles 'a' and 'an' respectively. Moreover, the third and the fifth sentences were used in an unnecessary article of 'the'. This again explains over generalization of the rule. Mother tongue

does not have an equivalent form of articles that go before the noun. Concerning the deletion of the definite and indefinite articles, some students may not know when to use them. This failure to learn the use of the articles explains that the students excessively use the articles in other situations. The lack of equivalent definite and indefinite articles in the mother tongue might be the cause of students' difficulty in the use of these articles in the English language. It is possible that participants may have forgotten sometimes to use articles due to the interference from their first language and this explains the occurrence of inter-lingual errors.

4.1.2.10. Passive voice

The other problem of students' writing is passive voice. Most of the time students did not use the passive voices in the target language to reflect their ideas. This is the result of a lack of awareness about passive voice. Students should use the passive tense when they want to place more emphasis on the receiver of an action. They should use it when they do not know who is acting. The following sentences contain examples of errors in the use of the passive voice in students' paragraphs:

- my brother is learn (learned)
- It is serves for...(is served)
- This done for all... (is done)
- I born in... (was born)

In the above examples, it can be said the students get confused between active and passive voices. This may be due to the lack of sufficient training and drills on the rule of passive and active voices which lead to overgeneralization. The misuse of verbs is usually in the above examples because such use of verbs does not exist in the English language. According to Richards (1971), the error mentioned above could derive from faulty comprehension of differences between active and passive voices in the target language he added that these were sometimes due to poor gradation of teaching items whereby the form may be interpreted as a marker of the past tense. The developmental errors termed as false concepts hypothesized is a common occurrence among learners.

4.1.3. Questionnaire

As it is mentioned in methodology the students and the teachers were also kindly requested to reply to the questionnaire adapted from Hourai, (2008.p.65-67) regarding their views towards writing skills. Based on the questionnaire, they reflected their views.

Though the total number of students was 216, only 40 students and three English teachers responded to the questionnaire. All the sample 40 students and Three teachers completed the questionnaire and gave it to the researcher. The findings of the study are presented below.

Table 2: Students’ views on the types and frequencies of errors in English writing
The frequency of errors of students in English writing

No	Number of errors	frequencies	percentage
1	Mother tongue interference	17	19.1%
2	Mechanics	38	42%
3	Grammar	15	16.35%
4	Vocabulary	18	22.2%
	Total	89	100%

As it was indicated in the above table 2, students have their views on writing skills. Based on the evidence in the evidence above table, 38(42%) students responded that the most frequent problem of writing is mechanics. Similarly, 18(22.2%) students responded that students have the problem of vocabulary.

The very circumstances of language acquisition and learning L2 learning are different, because the already acquired language, which is L1, can have an impact on the process of L2 learning. Interference, translation, and inter-language interference are called inter-lingual errors. Such errors take place because of the linguistic difference between students’ first language (L1) and that of the target language (Corder, 1971). These errors occur because of the first language, this happens when the students’ first language habits influence the target language. Interference coming from students first language is not solely the cause of students’ errors, the errors occurred maybe because the students know very little about the target language. These errors are called intra-lingual errors; they are related to specific interpretation of target language (Corder, 1971).

As the table shows 17(19.1%)and 15(16.35%) students make errors in the writing of English language the frequencies that are shown in Table 2 are mother tongue interference and grammar respectively.

4.1.3.1. Analysis of students' view towards the difficulty of the writing skill in English language

The data that were obtained from students were calculated by percentage to determine their views towards learning/ teaching writing skills. The questionnaire which was given to the respondents was two types of items. The first item contained four questions. The scale that measured the subject was the types of errors and their frequencies with the range. The second item with the same content that contains five questions to check the validity and reliability of the problems of students in writing skills. The following table, therefore, summarizes the findings of students' views about writing skills in numbers and percentages.

Table 3: The frequency of errors of students in English writing.

No	Errors of English language	frequencies	Percentage
1	Spelling	25	23.8%
2	Punctuation	23	21%
3	Subject-verb-agreement	21	20%
4	Capitalization	19	18.09%
5	Tense	17	16.2%
	Total	105	100

As it was shown in the above table 3, 25(23.8%) of the students had errors of the position of spelling in the writing of English. In addition to spelling errors of word in student s' English writing, 23 (21%) of students responded that they had punctuation error in their writing composition. 21 (20%) of students responded that there was error of subject –verb-agreement in their English writing. 19(18.09%) of the respondent responded that students had error of using capitalization in English writing. The rest 17(16.2%) was the errors of tenses. Therefore, in this most frequent error of students' in English writing was spelling.

Table 4: Students views of the frequency of error correction

No	Statements	always		Usually		Sometimes		Never	
		No	%	No	%	No	%	No	%
1	Teachers correct errors of English writing	9	12.5	11	22.5	19	47.5	1	2.5
2	Your classmate correct you're your errors in English writing	5	12.5	12	30	6	15	17	42.5

3	You try to correct your errors of English writing	0	0	16	40	13	32.5	11	27.5
4	Do you recall using grammar rules in English writing	12	30	10	25	12	30	6	15

As it was indicated in above table 4, students showed their views on writing skills. Based on the evidence in the above table, 19(47.5%) teachers sometimes correct students' errors in English writing. Similarly, 11(27.5%) of the respondents responded that teachers usually correct errors of students in English writing. 9(22.5%) of the respondents responded that teachers always correct students' errors in English language writing. The rest 1(2.5%) of the students never try to correct their errors in English language writing. Overall it was indicated in the above table, that 47.5% of teachers and 32.5% of students didn't always correct errors instudents' writing. Furthermore, 42.5% of students' classmates never correct errors of students in English writing. Therefore, as the table above shows students and teachers had not committed to reducing errors in students' English writing.

4.1.3.2. Analysis of towards teachers' responses regarding their views students writing skill

Table 5: Teachers' views towards their students' writing skill

No	Statement	Never	Seldom	Sometimes	Always
<u>1</u>	Do you feel there is evidence of a lack of basic writing skillsin your students?	1		2	
<u>2</u>	Do you use supplementary writing materials in English writing lesson	1		2	
<u>3</u>	Does your class write on a daily basic		1	1	1
<u>4</u>	Does lack of time affect your concentration on writing	1	1	1	
5	Do your students make different types of errors in writing composition			1	2
6	Does the school provide any teaching in service the area of teaching writing	1	1	1	

As shown in above table 5, 2(66.6%) teachers sometimes feel that there was evidence of a lack of basic writing skills in students. Similarly, 2(33.3%) teachers never felt that there was evidence of a lack of writing skills in students. Generally in this statement, the greatest teachers sometimes feel that there is the evidence of basic writing skills of students. In other ways, 2(66.6%) of teachers sometimes used supplementary materials to teach writing skills. The rest 1(33.3%) of teachers never used any supplementary materials during the teaching of writing skills. Therefore, most of the time teachers did not use supplementary materials during the teaching of writing skills.

In addition to this, teachers didn't provide opportunities for students to practice writing skills. As the data indicates 1(33.3%) of teachers responded that students sometimes and seldom practiced daily writing skills. In contrast, 1(33.3%) students always practiced writing daily. Totally students did not always practice English writing daily. This is due to the result of lack of providing any supplementary writing materials to create a situation for students to practice writing skills. The other problem with students on writing skills was lack of time to practice writing skills. As the data indicated in Table 5 above, 2(66.6%) of teachers responded that students always make errors during the teaching of writing skills due to lack of time to practice the writing skills. In contradiction, one teacher (33.3%) responded that lack of time never was the problem of students to practice writing skills. When teachers give activities to the students to write a composition, they may make errors in the writing. As the above table shows 2(66.6%) teachers responded that students always make errors during writing composition. The rest 1(33.3%) teachers said that students sometimes made errors during the writing of composition. So in the evidence of the teachers' response, students made errors when they wrote the composition.

To minimize the problem of writing skills, providing training in service in the area of writing is the one-way solution to this problem. The data indicated that 1(33.3%) of teachers responded that the school seldom and never provides any training on in-service areas of writing and the rest of the teachers responded was the school sometimes provides any training on in-service areas of writing. To conclude, the school did not provide any training in-service in the area of writing for all English teachers equally to reduce the problems of students in writing skills.

4.1.4. Analyses of teachers' open-ended questions

- **By what errors of grade nine students are highly affected in English writing?**

The teachers reported that students were affected by different errors in English writing. The errors that students were highly affected by are; the use of punctuation marks, capitalization, spelling, subject-verb agreement, and tenses. Among them, most of the time, students did not recognize to use of the correct punctuation marks and capitalization when they wrote any particular text. They didn't know where the sentence began and ended. In addition to this, they didn't use capital letters when it is necessary. Because of this, they didn't distinguish which parts of speech or words should take the capital letters and when, and for what purpose, next to this students missed some words and in contrary, they added unnecessary spellings in words, in case of, their ideas didn't fit with what they intended to write or sent a message.

Grammatical structures like subject-verb agreement, word order, and tense are also other problems for students to write English texts.

➤ **What ways do you suggest to reduce errors of students in English writing?**

To solve the problems mentioned above, English teachers can use some techniques to teach writing such as using different types of pictures, mind mapping, graphs, charts, etc. techniques. By applying one of the techniques, the teacher can encourage the students to practice day-to-day activities and assignments in writing English. In addition, teachers should concentrate on giving different writing titles to make students write paragraphs, essays life history, and help them by giving writing strategies and written supplementary materials.

4.2. Discussion

4.2.1. Types of errors made by students in the written paragraph

As it was indicated earlier the purpose of the study to analyze errors that students made in writing in English. The study was done by providing a questionnaire that was adapted from Hourani (2008) to the students of GilgelBeles secondary school. Moreover, students were provided the title (**autobiography**) to write their paragraph with the range of 100- 150 words approximately.

English teachers were also provided open and close-ended questions to reflect their ideas for the cause of students' difficulty in writing and to suggest solutions how to improve the difficulties.

Taking into account the data obtained from the responses of the students in the questionnaire, it has been found a considerable number of students 90. (33.83 %) reported that punctuation marks play a role in their weakness in writing skills. Inappropriate use of punctuation marks makes the ideas confusing to understand in the written text. When looking at the data collected from teachers' responses to the open-ended questions, it can be understood that teachers in schools still do not focus on marking students' errors in punctuation in writing. Teachers did not let the students practice writing of text to minimize the errors of students on punctuation marks. Most students in the writing paragraph missed different punctuation marks, especially capitalization, full stop, and commas were the most frequent errors of students' writing. This finding is related to Hirpa, T. (2019). According to Hirpa, T. (2019) assertion that most students have difficulties in the use of punctuation and capitalization. Moreover, many studies conducted in the field indicated that punctuation and capitalization errors are the most frequent among English learners (Muhamed, M Farheen, 2022). According to the research (Mertosono&Erniwati, 2023), we can determine that the most frequent errors were parts of speech whereas, the second most frequent errors were punctuation and capitalization. Similarly, Gedefew, K. (2019) stated that to find EA in paragraph writing in English made by first-year Debre Markos College of Teacher Education students. 260 students were selected to write a paragraph about their autobiography. The number of errors was 1730. From these, 604(34.9%) were morphological, 96(5.54%) mechanism such as punctuation and capitalization. The highest errors committed were verbs, nouns, articles, and determiners. The least errors are mechanical errors. This result showed a large gap when it contrasts with this study. In addition to this, the second most common error students committed in this study was lexical errors particularly the spelling of words. These errors consisted of 65 (24.43%) of the total errors. The students write verbs at the end of the sentence after the noun. This result of L1 interference and the result of lack of practicing writing paragraphs and monitoring the students' progress regarding writing in the English language. The subject-verb agreement was also the other problem of students in this study. 20 (7.52%) of the total errors have problems with subject-verb agreement. This was an overgeneralization of the rules of grammar. Students use plural verbs with singular nouns and sometimes they use plural nouns with singular verbs. Similarly, the research analyzed

by Ram. Nath. Neupal, (2003) the errors of students in Palpa and Rubandehi Schools, 202 errors, 40 were grammatical errors such as subject-verb-agreement.

Conjunctions and references (pronouns) are the other types of errors in students writing they both equally consist of 9(3.4%) of the total errors. The students' ideas in the written paragraph didn't have a logical relationship to each other. The references the students used were not clear and they didn't refer to the exact words or phrases that they have already written. They use inappropriate pronouns to give extra information about the first idea. To refer to inanimate things the students also used personal pronouns instead of it. Some of them were also, confused about using the correct object and subject pronoun correctly. This is the result of to lack of knowledge about grammatical rules. Auxiliary verbs, Articles, and passive voices were the least problems of students' paragraph writing. They covered the rest 6(2.2%), 5(1.9%) and 4(1.5%) of the total errors respectively.

The teachers' responsibility including obtained from error analysis is to understand the presence of errors in the evidence that learning is taking place. These errors are important to find appropriate pedagogical methods. Besides, it is vital to carefully plan a process of error correction. Avoid controlled drilling and instead use of other relevant techniques. Next based on research findings, it is evident that punctuation errors were the most common among other error types. The frequency and sources are different and these types were not analyzed. Students' first language and its different structure compared to L2, English played an essential role in the occurrence of errors, but other factors also influenced it. Gass and Selinker stated that the degree of transfer dependent on the closeness degree and Similarities in the structure of both L1 and L2 languages (2001, p, 24). They consider language transfer as available that constantly changes in the process of SLA (Grass & Selinker, 201, p.246). Besides learners' perceptions and practice can be considered essential sources for positive and negative language transfer. Keeping in view the error analysis conducted in this study, it may be concluded that GilgelBeles Secondary School students need to improve and develop their writing skills. Many factors such as lack of interest, inappropriate teaching styles, and lack of monitoring students, writing, and activities are responsible for this process.

4.2.2. Nature of the errors

This study is a descriptive methods which includes both quantitative and qualitative research analysis techniques. As the finding of the study shows, errors occurred due to many reasons students have problems with writing due to a lack of interest in improving their writing, lack of practice daily, lack of motivation, mother tongue interference, methods of teaching writing skills. Moreover, teachers did not try to correct students to reduce their errors in writing. They did not give extra writing activities to make students practice different writing texts. As a result, students did not analyze their errors each other to rewrite well what they wrote text.

4.2.3. Ways of reducing errors

Error analysis is a methods of the study of unacceptance form of the language. It is a method used to describe and explain the types and cause of errors produced by foreign or second language learners (Muqbel, 2018). Therefore, to reduce the errors of the students in writing paragraph, the teacher should use error analysis method to identify the type and causes of errors.

To make students practice the writing activities should be provide in free or guided writing to minimize the errors that they make. Teachers should give feedback by analyzing the students' writing skills. Moreover, the teacher use the best Methods of teaching writing and using supplementary materials to eliminate or reduce errors of students in English language writing.

5. Chapter Five: Summary, Conclusion and Recommendation

5.1. Summary

The purpose of this study was to classify and analyze the major errors of grade nine students in writing in the English language at GilgelBelesSecondary School.

The population of the study consisted of 216 students from all grades nine in four sections. The sample size of the participants was 40. A systematic sampling technique was implemented to select 10 students in each section. The numbers of students were greater than those of all other grade students. All English language teachers participate in a questionnaire. A comprehensive (available) sampling technique was used to select teachers since their number was manageable. The study employed a mixed design which includes both quantitative and qualitative research methods. The

researcher conducted this study by using the following tools for data collection: (a) two questionnaires, one for the students and the other for English language teachers. The students were given a sheet of paper to write a paragraph with the topics: their “autobiography”. The analysis method included both quantitative and qualitative approaches to interpreting the data. Both the questionnaires were analyzed in qualitatively whereas students'paragraphs and teachers'open-endedquestionswere analyzed qualitatively.

The major findings of the study were: Students have the most difficulties of mechanical of writing.This poor knowledge of mechanics made students have difficulty in writing composition in the English language. The teachers in the school are still stick to old methods of teaching. They did not focus on mechanics during students'writing activities. They skip the writing lesson in the actual classroom when they delivered the lesson. Moreover over the learners have forgotten the writing lesson or activities. Lack of writing activities led to weakness in writing skills as a result a lot of errors in students’ paragraphs occurred. Lack of grammar rules for students is also blamed for the cause of the errors in students writing. Almost all students do not have sufficient knowledge about English grammar rules; they do not get the opportunities to exercise writing skills in the English language. Lack of writing activities led to weakness of students in the writing skill.

Generally, as the result showed, the researcher realized that the students are poor at grammar: verb tenses, word order, subject-verb-agreement, conjunctions, pronouns, auxiliary verbs, articles, andpassive voices. The most difficult level of the students in writing skills was mechanics, word spelling, and sentences/lack of sense of paragraph.

5.2.Conclusion

The purpose of this study was to classify and analyze errors of grade nine students in writing in the English language. In general, as it was observed in students’ paragraphs,there were different types of errors: mechanics of writing in particular. These were punctuation, capitalization, and spelling of words.According to Hasain, M. &Farheen (2022) found in their research that a serious problem for students wasthe mechanics of writing English.Similarly in the study,itwas found that punctuation errors were the most common errors in students’ writing. Hasain, M. &Farheen (2022) found in their research that the most serious problem of the students was unable to use the correct punctuation marks. The errors made by students were unable to produce good compositions or

paragraphs. Concerning the common types of errors in students' writing, the findings of the study are related to the incomprehensibility of the use of punctuation marks which harms students' writing. Although the result of the study indicated the majority of the students still made a lot of punctuation errors, spelling and few grammatical errors were found.

Spelling difficulty was also the second most common problem of the students in writing paragraphs in the English language. The students sometimes missed some letters from the word or added unnecessary spellings when they produced an idea to write a paragraph or sentence. Sometimes they were confused with the statement Good created water... instead of God created water...

The other errors of students in English writing were grammatical errors. Under this, there were errors of subject-verb-agreement, verb tenses, the use of pronouns and conjunctions, passive voices, and auxiliaries. It is an undeniable fact that an understanding of a language's grammar is essential and as it is said vocabulary is the flesh of language and grammar is the skeleton (Quashan, 2006). However, the third most common problems of the students was lack of grammar rules. English grammatical rules were complicated and the students were tired of taking grammar lessons with routine memorization and drills which they found both boring and difficult to understand. This also leads the students to not able to communicate in English.

After analyzing the errors, it has been found that the students made different types of English language errors of writing due to many reasons such as lack of practice daily, lack of motivation, unable to use error correction of teachers, lack of writing activities, the escape of writing lesson, lack of supplementary materials and lack of opportunities (situations) to practice writing skills.

The way the students composed their paragraphs clearly shows that they were weak at English punctuation, spelling of words, and grammar. It is the responsibility of English language teachers to provide opportunities for students to practice writing skills. Errors in students' writing can be reduced if teaching writing techniques were adopted. It is clear that errors in writing require more attention. School teachers are not aware of these types of errors so they provide necessary monitoring to check the areas of errors of students writing. English teachers ignored error analysis which is an important tool to visualize the learners.

EA is an essential source of information for teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of teaching English writing. Lim (1976) stated that one of the main aims of EA is to help teachers assess more accurately what remedial work would be necessary for English as a foreign language students test. Therefore, to help the students avoid the most common errors, teachers need to establish what the error is and the possible source of errors and explain why they occur.

Unlike some other academic skills, the ability to write well is something that follows learners from lower grades throughout their lives. Learners' abilities imply that some of the participants' problems in English writing can be linked to the deep-rooted problems from lower grade levels. Because of this, English language learners need to be taught about English text awareness rather than transferring. This can be implemented by guiding students to look at English supplementary materials critically which in turn supports students' writing skills.

It can be concluded that teachers, students, and educators should collaborate on working further to strengthen and develop the students' writing skill. Appropriate teaching methods, and styles should contribute to improve the writing skills of the students.

5.3.Recommendation

The researcher recommends the following ideas to minimize students' difficulty in writing English language. Apart from the text book, Supplementary writing materials should be provided with free and guided writing exercises that would help improve students writing abilities. On the other hand, teachers should vary their teaching techniques to facilitate and enable their students to write competently.

Teachers should give the number of writing assignments that students would have to practice a lot of writing during their free time in writing lesson; hence they would be reading a lot of English materials and thinking in English. In addition, if teachers implement teamwork in class and get the students to work in groups on their projects, students will have the chance to practice with correction together to develop their writing skills.

English language teachers should be a good model of the target language. The learner should be encouraged to think in the target language rather than in their native language when writing.

Moreover, students should be encouraged to read more to familiarize themselves with the correct usage of the English language. Teacher-student feedback should be carried out more often when correcting students' compositions. The use of mechanics should be taught by using different ways of teaching writing.

Teaching writing is not only the job of the English department alone because writing is an essential tool for all departments. Thus, all department teachers should take responsibility for correcting their students' errors across their subject areas. All the teachers should remind students that they must make their best effort in expressing themselves on paper. Tell students that writing is a way of learning, not an end in itself.

The students should take responsibility for their learning of writing skills. That is they should commit to correcting their errors based on the feedback the teachers give to them. Moreover, they should develop independent learning because writing is a productive skill.

This study dealt with a limited number of linguistic aspects involved in writing due to the complications of the area. Therefore, there is an important deal of work to be implemented to make students effective in writing skills.

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Appendix A: Teachers’ questionnaire

You are kindly required to replay on the following questionnaire regarding your attitudes and views towards your students’ writing skills. Your responses are highly appreciated and will be exploited to improve the teaching of the writing skills at the state school in Ethiopia.

I. Tick the box below the most appropriate item

No	statement	never	seldom	sometimes	Always
1	Do you feel there is evidence of lack basic writing skill in your students?				
2	Do you use supplementary writing materials?				
3	Does your class write on daily basic?				
4	Does lack of time affect your concentration on the writing?				
5	Do your students make error of different types in your composition?				
6	Does the school provide any training on in-service the area of writing?				

II. Choose the most appropriate items in the given four alternatives

1. How often do your students make error in English writing?
A, always B, usually C, sometimes D, seldom
2. What are the most frequent errors of students in English writing?
A, subject- verb agreement B, tense C, punctuation marks D, spelling
3. What are the second most frequent errors of students in English writing?
A, the use of passive voice B, the use of punctuation marks C, spelling D, tense
4. What are the third most frequent errors of students in English writing?
A, position of adjectives B, vocabulary C, the use of punctuation marks D, the use of pronouns
5. Which punctuation marks error is most common in students' English writing?
A, comma B, colon C, question mark D, full stop E, semi-colon F, apostrophe
- 6, what is the second most frequent punctuation mark error in students' writing?
A, comma B, capitalization C, apostrophes D, question marks E, full stop F. question mark

Appendix B; Teachers 'open-ended question

1. What are the most frequent errors of students in English writinglesson?

 2. By what errors of grade 9th students are highly affected in their writing?

 3. What are the other errors that students make during English writing?-----

-

Appendix C: Teachers ‘interview

1. How can students reduce their errors of English writing?

2. What ways do suggest reducing students’ error in English writing?

Appendix D: Students questionnaire

You are kindly required to replay on the following questionnaire regarding your attitudes and views towards your writing skills. Your responses are highly appreciated and will be exploited to improve the learning of the writing skills at the state school in Ethiopia. Thank you for kindly devoting your time for filling this data.

- I. If you have one of the following problems of English writing, thick“✓” to choose yes/or no in front of the items

No	Problems of students’ English writing	Yes	No
1	Mother tongue interference		
2	Mechanics		
3	Grammar		
4	Punctuations		
5	Capitalization		
6	Spelling of words		
7	Vocabulary		
8	Subject-verb-agreement		
9	Tenses		

II. Choose what types of errors of English language writing face you when you are given to an assignment or paragraph writing

1. How often do your teachers correct your errors of writing?
A, always B, usually C, sometimes D, never
2. How often your classmates try to correct your errors of writing?
A, always B, usually C, sometimes D, never
3. How often do you try to correct your errors of writing?
A, sometimes B, usually C, sometimes D, seldom
4. How often do you recall using the correct grammar rules?
A, always B, usually C, sometimes D, never

Appendix E: Students' open ended questions

1. What types of writing activities does your teacher give you to teach writing skills?

2. Do you make errors when you write any text in English?

3. What types of errors do your teachers always comment you in your text writing activities?-

Appendix F: Students sample paragraph

Sample 1

First my introduce myself my Name is HbtemariamDagnaw I was born is pawi I was born in 1997 when I was seven Introlled in grade one G/Beles primary school my Father name is DagnawMelese my mot5her name is Meserwt I have one brather& I have three sister Primary school when I was grade one I used to reads any words b/c I dont have His parentswanted to make her some wanted to learn activity & he become her parents Althoshabtemariam was not come attentively he wanted to crodel or rands I the area than has Father DagnawAnatheringasmatherFamilyhabtemariam rapid his education then he come to Something

Sample 2

My name is GadiseMelaku. I was born in Debate woreda on 24th November in 19-99 E.C. I was born from my father called MelakuSeyom and My mother TTareakaEtacha. I started attending My school on September 2006 E.C when I was 6 .yearsoldeatDibatie elementary school. Then I came to GilgelBeles in 2008. Ana then.

I continue my education, at GilgelBeles elementary school joining grade 4 B I am still in GilgelBeles. I am grade 9th B student. My sisters Berathers.

Onecesisteres and two Berathers. I layikesabjects English, In Amarek.,camestry and Ict.

Sample 3

First of all I would like to introduce myself. My name is Gudeanshe Kassuhi. I was born in 1998 in Menthuangra. I started my primary school when I was grade one. I used to not read any words because I did not have a learning material. Gradually when I was grade 2 and above I could read and write my name and other words. I attended primary school from grade one to five in primary school and I came to Gilgel Beles primary school to complete the rest of my primary education. From six to eight. In 2014 E.C I took grade eight learning examination and promoted to grade nine. Next to this I enrolled in grade nine in Gilgel Beles secondary school. Now here I am attending my grade nine education in this school.

Sample 4

My name is Hayat Esmael

I was born in Debate woreda on 2nd November 2000 E.C. I was born from my father Etecha. I started attending my school on September 2004 E.C when I was 5 years old at Dibaite elementary school.

Then I came to Gilgel Beles in 2007. And then I continued my education at Gilgel Beles elementary school joining grade 9th. A student. My sister is two and my brother is one. I like subjects like English, Biology

Sample 5

My name is Gemechu Lemi. My mother's name is Asabedem Sow. I was born in 1998 on my birthday March 1 in B/Gumzemetekel zone, Debate woreda, Yampkebela in 2007 E.C. I was in grade 1 to 8 in Debate woreda school in 2015 E.C. In grade 9 G/Blas A school.

Sample 6

Water can be used for direct and indirect purposes. Direct purposes include bathing, drinking and cooking while examples of indirect purposes are the use of water in processing wood to make paper

and producing steel for automobiles. The bulk of the world's water use is for agriculture, industry and electricity e.t.c... just like there is no life without oxygen, there is no existence without

fore example: drinking, cooking food, washing, utensils water cleaning floor, brushing teeth, bathing washing clothes, flushing toilets and watering plants.

For feeding plants

For hydro-electricity generation

Clothes fruits and vegetables e,t,c.....

Human Being : animal and plant water material

Lines of water :

Human but all living on the earth

Hydrogen and one atom of oxygen

Water conservation is more important than food for us

use of water animal life: is water drinking swimming fish, crocodile, hippopotamus, t,c.....

Sample 7

use of water is The water substance Human Being animal and plant water material.

use of water Human Being. drinking close washing hair washing and body washing cooking working baking enjira and Food working swimming pure air and others t,c.....

use of water animal life is water drinking, swimming Fish, crocodile, Hippotates, others Live Home and Food working e,t,c...

use of water plant is the drinking. Food working and sun attack and others, e,t,c,...

The use of water is drinking brushing Example teeth

Sample 8

Water service irrigation water domestic and industrial water supply waste water treatment are heavily subsidized by most governments This done For all the right reasons (providing water. Food Jobs) but with perverse Consequences Users do not value water and so waste it to a large extent the subsidies do not end up with the Poor but are captured by the rich water conservation technologies do not spread There are too few investment Funds and revenues to maintain in water infrastructure and research and training system As a result the sector is conservative and stagnant not dynamic with stimulating flow of innovative thinking

Fresh water and terrestrialecosystemsare integral partsoF the water cycle Their protect requires careful management oF the entire ecosystem For Fresh water ecosystem. the impliesintegrateactivity and management oFallland and water useact it as

Fore example. Brushing teeth,bathing, cleaningclothes washing clothes,Flurshing toiles and watering plants