ERROR ANALYSIS SYNTACTIC ERRORS BY THE STUDENTS OF PRIVATE AND PUBLIC COLLEGES IN WRITING ENGLISH PARAGRAPH AT INTERMEDIATE LEVEL, KOHAT, (KP).

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Abstract

Error Analysis is one of the appropriate means to provıde students with a better way of writing. It is a significant field of exploration in nations such as Pakistan. The objective of this study was an attempt to decipher the Syntactic Errors by the Students of Private and Public Colleges in Writing English Paragraph at Intermediate Level Kohat (KPK). Therefore, the aim has been to identify the errors in syntax submitted by the understudies of the public and private sector in writing English paragraphs and to check whether there is any sort of difference in the errors committed by the students of the public vs private sector. The researchers used the primary source for data collection—Four Colleges (two private and two public) and applied a mix-method design. First, the students were tested by asking to write a paragraph on a given topic, and then teachers were interviewed on the basis of their findings. For data collection, the written paragraphs of 100 students were collected (25 from each College) through a random sampling technique. From this sample of 100 students, 40 paragraphs were selected for in-depth analysis—20 of those students whose educational background till matric was from the public sector and 20 of those from the private sector—through Purposive Sampling techniques and were checked through an online Grammarly checker. The findings show that most intermediate-level understudies who were learners of EFL made syntactical errors. Additionally, the review uncovers that the understudies face intricacy with various linguistic errors as far as utilizing punctuation, article, spelling, action words, conjunctions, capitalization, articles, pronouns, prepositions, adjectives, adverbs, and inappropriate sentences because of a lack of knowledge, non-seriousness, overgeneralization, and less concentration of learners. Also finding reveals that there exists a great difference between the error committed by public sector students and private sector students and the reason behind it are: Medium of instruction, Traditional method, Promotion of rote learning vs creativity --- government sector Paper is from book exercise vs complete unseen paper by the private sector and qualified vs non-qualified staff. This paper proposes and suggests changes in the present strategy of teaching, testing techniques, and strategy. At last, there are likewise ideas for the designing of the curriculum.

Introduction

English is considered one of the leading languages of international discourse. It is a language that is used as a communication channel by many in many parts of the world. Nearly one billion people around the globe know English, as estimated by David Crystal (2006). It's obviously true that the English language has turned into a language of information all through the globe. It has become the language of technology. Thus it is the most widely learned Second Language. Learning a language is a mind-boggling task for both L1 students and for the people who are learning it as a non-local language. Like some other human learning, language learning involves committing errors and mistakes. Richard (1974) claims that "it involves the normal perception that even the cleverest, spurred and bright students truly do make errors while learning under the most ideal circumstances. Along these language learning has no exception and committing errors is unavoidable in any learning (James, 1998). So EFL students are liable to commit errors regardless of an extensive stretch of English study (Lasaten, 2014; Wee, Sim and Jusoff, 2009, p. 016). An error is the utilization of a linguistic entity or word, in such a way that it appears to be flawed (Richard et al.,2002). It is a precise deviation when a student has not mastered something and reliably misses the point (Norrish 1987).

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While the analysis of Error (part of applied semantics) is a technique used to report the errors that show up in student language. Richards et.al (1985:96) states: "Error analysis is the study of errors made by the second and foreign language learners." It manages the examination of the discourse of second language students (Corder 1974). Learning some other language or learning the English language without a doubt requires the four abilities to be mastered; listening, speaking, reading, and writing (Ngangbam, 2016). Among this multitude of abilities, writing is considered the most complex.Writing is a source of human communication that addresses language and feeling with images and signs (Wikipedia, 2019). Al-Ghobra, (2019) states writing is an effective tool for language development and for critical thinking in all areas.

In Pakistan, the standard national education system is inspired by the English Educational System. English is taught both as a compulsory and as an optional subject at schools and colleges. Students have to pass the compulsory course at school, colleges, for the award of a certificate or degree. Thus Error-free English writing is considered a key to success in academic and practical life. English is the third or fourth language for most students or learners which further complicates the situation for them. Further, the education system of Pakistan has two distinct streamlines. In Pakistan, government colleges and schools suggest the syllabus proposed by the National Book Foundation or Punjab Textbook Board while the non-public schools and colleges manage the syllabus of A' Level and O' Level proposed by Oxford University Press. The medium of guidance is both Urdu and English. Urdu is viewed as a public/national language here. Students need to learn both Urdu and English at the same time. In addition to it, people learn local languages as their First languages. Subsequently, Pakistani EFL understudies submit various errors while writing in a foreign language. Hence, the focus of the present research study scrutinizes the syntactic error committed by intermediate-level students in paragraph composition.

Rationale for the Study:

Firstly, a lot of studies have been conducted on error analysis in Pakistan like by Ali et al. (2020), Mehmood (2019), Sultana (2018), Ahmed et al. (2017), Abbasi (2017), Nawaz et al. (2017), Jamil et al. (2016), and many more but, to the best of the investigator's information, there is no such research in the context at hand----conducted in Pakistan, especially in Kohat, KPK. Also, the researcher being an instructor of the English language at the college level has noticed that most of the pupils who come from private schools (especially from FIC, APACS, and CITY School) have better-written skills than those who come from public schools. Why is this difference occurring? This persuaded the researcher to research this area as it seems quite a new and interesting area to be investigated.

Furthermore, Dr. Ngangbam (2016) in his paper on Syntactic Errors recommended conducting further research concentrating on contrasting understudies who completed from non-public schools and normal state-funded schools. Against this backdrop, the current research tends to decipher the "Syntactic Errors by the Students of Private and Public Colleges in Writing English Paragraph at Intermediate Level Kohat (KPK)."

Significance of the Study:

The subject matter of the current study is highly significant. It tends to give information related to the syntactical errors submitted by the students of the intermediate level. In addition to that, this study has great implications at the Policy-making level—at

curriculum development, teaching methodologies, teaching strategies, etc., and even at the execution level of these policies.

Research Questions:

1. What are the Syntactical errors submitted by the students of Intermediate Level in English paragraph composition?

2. Is there any difference in the syntactical errors committed by the students of public and private colleges at the Intermediate Level in their English paragraph composition?

Research Objectives:

1. To figure out the syntactic errors submitted by the students of intermediate level in English paragraph composition.
2. To analyze the difference in the syntactic errors committed by the students of private and public colleges at intermediate level in their English paragraph composition and to investigate the reasons behind it.

Literature Review:

Ulijn and Strother (1995) express that, writing is for the most part viewed as one of the active or productive abilities of language usage. According to Bauer (2007), as in Gayo & Widodo (2018), to write effectively in English, several aspects of the language should be thought about, specifically its pragmatism, syntax, morphology, and semantics. Paul (2003: 96) in Hapsari (2011: 2) expresses that composing is by and large the most troublesome of the four abilities. The trouble is seen in creating and arranging thoughts which are fulfilled by the mastery of the aspects of writing like language structure, jargon, semantics, spelling, word choice, punctuation, etc. Writing requires a decent comprehension of Grammar and word choice (Kamlasi and Nokas, 2017). The standards of syntax assist with governing the way in which composing happens and guarantee that it tends to be effectively comprehended by the readers (Muhsin, 2015). It implies that composing is hard expertise for foreign students in light of the fact that the students don't just focus on imparting and forming the thought into appreciated composition yet additionally should focus on the writing rules. As a result, they commit an error.

Syntax:

Syntax comes under linguistics that concentrates on the constructions and development of sentences. It clarifies how words and expressions are organized to shape coherent sentences. It is the investigation of the standards and processes by which sentences are developed in specific languages. Henceforth syntactic errors are a violation of the syntactic rules of the language or linguistic structure.

Errors:

Pit Corder states "Errors are the results of some failure of performance-- a systematic deviation made by understudies who have not yet mastered the principles/rules of the second language". As per mentalists, errors are the real proof of the learning system. They state that errors ought not exclusively to be endured yet additionally be welcomed to encourage the students to face challenges.

Error Analysis:

The error analysis is a method to marked, classify and decipher or evaluate the errors made by somebody in speech or in writing as a hard copy. It is conducted to get data on normal hardships faced by somebody in speech or in writing as a hard copy in English sentences (Brown.1980), Richards (1985), Crystal (1987).

Types of Errors:

Corder (1971) orders "Errors" into two kinds, for example, those errors that are made by students when they are drained or rushed are called **performance errors**. **while capability or competence errors**, then again, are more serious than performance errors since competence errors reflect lacking learning. Then, at that point, James (1998: 304), classifies the errors in linguistics portrayal as follows: articles, reported speech, adjectives, singular/plural, noun, tenses, concord, possessive case, pronouns, word order, word decision, and spelling). Other researchers (cf. Burt and Kiparsky 1974) distinguish between Local and Global errors.

Local Error: Local errors don't break/hinder communication and understanding of the meaning of an expression. It influences just the apart, clause, or expression/phrase, of a sentence. It influences a single component in a sentence and it doesn't prevent communication and the meaning of an expression. (for example A scissors).

Global Error: Global errors, then again, 'are more serious than local errors in light of the fact that global errors influence the translation of the entire sentence. Global errors, for instance, include wrong word order in a sentence. (for example Indeed, it's an extraordinary hungry around).

Significance of Errors:

Numerous researchers in the field of EA have focused on the significance of errors of the second language. James (1998) firmly upholds Corder (1967), who showed that errors are beneficial in three ways. First is, to the educator, in that they show how far towards the objective the student has reached. Second, they give to the specialist proof of how a language is acquired, what techniques the student is utilizing in his learning of a language. Thirdly, they unquestionable to the student himself since we can view the occurrence of errors as a device the student utilizes to learn" (p. 161).

Hamada (2008) contends that the students' errors are no longer believed sins that should be kept away from no matter what. Conversely, they are viewed as indicators that a learning cycle is continuing; thusly, they should be analysed in detail. Subsequently, error analysis is valuable in second language learning since it uncovers to us.

• Instructing techniques/Strategies

• Syllabus/Curriculum planning

• Course book authors of what the issues areas are.

Sercombe (2000) demanded that EA is of three purposes: Firstly, it tends to be utilized in discovering the degree of language competency the student came to. Also, it tends to be utilized in acquiring information about normal difficulties in language learning, and thirdly, it very well may be utilized in discovering how individuals gain proficiency with a language.

Sources of Errors:

A lot of writing/work has been published on the sources/causes for error in L2 and FL composing. Johanne (2002) contends that whether an error, mistake or derailment,' inappropriate communication can happen for various reasons: students might decipher from L1 or they will generally overgeneralize the guidelines or rules while learning new discourse structures. In addition, they may lack knowledge of new linguistic structures and the association of thoughts.

Further, the two significant reasons for the error, formulate by the error analysis approach, are the Intralingual error which is the error submitted by the students when they misuse some Target Language rules, taking into account that the error causes exist in the target language itself and the Interlingual error which is an error made by the Native language impedance.

Models for Error Analysis

Corder (1967 and 1974) recognized a model for the analysis of the errors which included three phases:

1.   Collection of the data: Recognition of peculiarity.

2.   Description: Accounting for peculiar vernacular/dialect.

3.   Explanation (a definitive object of error analysis).

While Sridhar, (1980:222) taken into consideration the accompanying stages for the analysis of errors:

1. Data collection (either from a 'free' composition by understudies on an offered subject or from assessment responses).

2. Errors Identification

3. Classification of errors into its types (for example errors on the basis of agreement, articles, verb form, and so on);

4. Statement of the general rate of occurrence of the types of the errors.

5. Figuring out the areas of trouble in the target language.

6. Therapy (illustrations, remedial drills, and so forth.)

The researcher used Sridhar, (1980:222) model in this study.

Research Method:

The nature of the current study methodology is exploratory in nature and the term 'exploratory' is utilized here in a generic perspective; for finding the errors. Both qualitative (semi-structured interview for teachers) and quantitative (ask students to write a paragraph on a given topic) methods have been utilized to address the questions.

Research Sites and Sample:

Research sites includes four colleges --- two private (APSACS Kohat, FIC Kohat), and two public colleges (GPGC Kohat, FG Degree College for Woman Kohat Cantt) of Kohat city in Khyber Pakhtunkhwa, Pakistan. A sample of 100 written paragraphs was collected from these 4 colleges Intermediate level (HSSC part 1) students through random sampling technique and then for in-depth analysis sample of 40 written paragraphs were collected through purposive sampling technique. They were learning English as a compulsory subject. 25 students were selected from each college. Furthermore, 4 teachers---one from each college was selected for interviews through purposive sampling technique regarding the finding that emerged from question 1 of the study.

Data Collection and Analysis Procedure:

Explanatory sequential design is used in which qualitative data is followed by quantitative data. The quantitative data was analysed through Microsoft Excel 2016 to get percentages and frequencies of the errors identify using Sridhar model of error analysis as shown in table 1 below. While qualitative data was analysed through content analysis. All of the ethical considerations were taken into account when collecting data and data were collected in conducive environment.

Results:

The data suggested the various kind, recurrence, and percentage of errors find out in the public and private sector students of HSSC part 1 students written paragraphs of Kohat city as mentioned below in the table 1.

Table: ''1'' 0VERALL SYNTACTIC ERRORS TYPES, FREQUENCY AND PERCENTAGE		
ERROR TYPE	FREQUENCY	PERCENTAGE
SPELLING	188	19.38
CAPITALIZATION	133	13.71

PUNCTUATION	110	11.34
ARTICLE	105	10.82
PREPOSITION	87	8.97
SUB-VERB AGREEMENT	64	6.6
INAPPROPRIATE SENTENCES	62	6.39
SINGULAR-PLURAL	52	5.36
VERB	49	5.05
CONJUNCTION	35	3.61
PRONOUN	31	3.2
MISS-WRITTEN	20	2.06
TENSE	15	1.55
ADJECTIVE	11	1.13
ADVERB	8	0.82
TOTAL	970	100

A clear analysis of the errors presented in Table 1 showed that the learners committed faultier structures due to wrong word order. It is evident from the table that spelling errors (188) formed the most troublesome area, followed by Capitalization error (133), punctuation errors (110), article errors (105), preposition errors (87), sub-verb agreement (64), inappropriate sentences (62), pluralization errors (52), verb errors (49), conjunctions (35), pronouns (31), miss-written (20), tense (15), Adjective (11), and adverb (8). Thus, the results of the study indicate that it is supporting the previous studies.

Table 1A: Types of Syntactic Errors with Frequency and Percentage					
ERROR TYPE	FREQUENCY		PERCENTAGE		
	Public Sector	Private Sector	Public Sector	Private Sector	Collective
Spelling	172	16	20.87	10.96	19.38
Capitalization	124	9	15.05	6.16	13.71
Punctuation	85	25	10.32	17.12	11.34
Preposition	69	18	8.37	12.33	8.97
Article/Determiner	60	45	7.28	30.82	10.82
Verb	45	4	5.46	2.74	5.05
Sub-Verb Aggreement	54	10	6.55	6.85	6.60
Singular-Plural	46	6	5.58	4.11	5.36
Conjunction	33	2	4.00	1.37	3.61
Pronoun	24	7	2.91	4.79	3.20
Tense	15	0	1.82	0.00	1.55
Miss-Written	17	3	2.06	2.05	2.06
Adverb	7	1	0.85	0.68	0.82
Adjective	11	0	1.33	0.00	1.13
Inappropriate Sentences	62	0	7.52	0.00	6.39
Total:-	824	146			
Total of Private Sector and Public Sector	970				

Chart Title
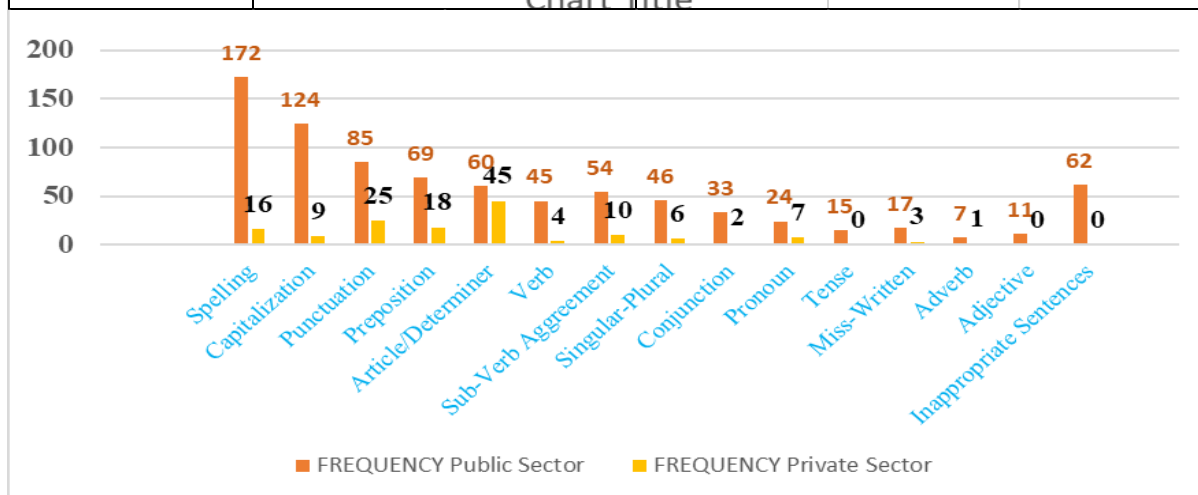
behind this difference and the following themes emerged after content analysis of their interviews.

Traditional method

One of the major reasons that emerged from analysis of the interview was that method of teaching used in both sectors is different. The direct teaching method is used by private-

sector teachers. The direct or immediate technique of pedagogy, which is often called the natural strategy/method, is frequently utilized in teaching foreign languages, abstains from utilizing the students' local language and enforcing to use just the target language. The private sector teachers rarely do code-switching at a middle and higher level while at the primary level they use code-switching on different occasions but slowly and gradually move towards complete English in their English Class so learner become adopt to it while traditional Grammar translation method is used by public sector throughout their schooling and this indirectly hinders their writing skills.

As one of the private school teachers said,

> *''We are not supposed to deliver a lecture in a language other than English especially in English Class and also in other subjects except Urdu and Islamiyat and for its implication in real sense Principal of the respective section and principal of institute do sudden visits of the classes and sometimes we even itself do not get an idea that principal is in the class and evaluating us''.*

However, in comparison to it, public sectors teacher said,

> *''We use traditional grammar-translation method to teach them in English Class. And most of the teachers in our Government teacher deliver lectures even in local languages that are Pashto and Hindko despite the implication of the policy to use English by the PTI government in 2014 and this is due to no such visits checks and enforce its implication in a real sense''.*

Medium of Instruction:

The medium of instruction used in the private sector is English except in Urdu and in Islamiyat class while in the public sector, it is Urdu or local language of the region and this also emerges as one of the major causes behind the lack in writing skills of public sector students as the listening in English contribute a lot in better-written skills of students. English teacher of private sector state,

English is used as a medium of instruction in our schools and colleges and good and strict administration makes its implication possible in a real sense.

However public sector teachers state,

''Although the government of KP has altered the medium of giving instruction in 2014 from Urdu to English in the public schools still the instructors rarely use Urdu and use local languages as a medium of instructions''.

Promote rote learning vs promote creativity

Another theme that emerges from teachers' interview analysis is that public sector school's policy promote rote learning while the focus in the private sector is on enhancing creativity of learners. They practice student's comprehension passages and grammar relate worksheets in class from primary and made paper completely unseen that is nothing that is practiced or already tackled in class comes in paper while in the public sector they teach them only the prescribed book and made them memorize the exercise and their paper are completely from a book or what is taught in class.

One of the private sector teacher's remarks;

Our focus is to make students creative and for that our paper format is such that we make clear their concept related to the topic taught and form completely unseen paper related to the mentioned syllabus so that they can write it on their own as we make them practice comprehension passages in class, how to write a paragraph, letter, etc. and set the paper unseen.

Regarding time management, they states

English *is given more importance in our sector so instead of having a single class for covering both literature and linguistic aspect it is split into two subject and classes that English Language class plus English Literature Class. So we English teachers have maximum time to cover the cource along with practice especially at primary level.*

However public sector staff remarks

our focus is on making students memorize the exercises of the chapter as our paper pattern is based on book exercises that are given at the end of the chapter. Even we give topics related to questions that constitute their paper creative portion like essays, letters, paragraph writing, applications, etc. so they memorize it and get good grades.

Further, they remark

We are allotted only one class which is of 45 minutes and in this given time we have to cover both areas of English--- linguistics (Grammar) aspect as well as literature. Thus our main focus is on just to cover the course and do not get time to work on their creative side.

Thus they are just focusing on the course outline and time limit. The students are just going forward without having the concepts of courses they studied. They must be taught for the sake of training them not for passing the particular degrees.

Unqualified staff:

Another factor mentioned by the public sector teacher regarding the weakness of public students in writing skills is the unavailability of unqualified staff as per government rule 60 age is the age of retirement and they have teachers that are appointed on the basis of their matriculation or intermediate or just bachelor degree and they have no idea regarding the new strategies and methodology that can be proved effective in teaching English in EFL classroom.

In my view, one of the factors behind this difference is the lack of qualified staff in our sector. Still, we have teachers at the primary, secondary level that is recruited on their intermediate level degree or bachelor level degree.

DISCUSSION:

The results of the first question of the study revealed weaknesses in writing of intermediate-level level students of Kohat City in general. Results presented above regarding the first question shows that the most occurring errors were identified in the learners' writing samples were associated with the spelling of 19.38% and it is followed by capitalization, punctuation, article, preposition, sub-verb agreement, inappropriate sentences, pluralization, verb errors, conjunction, pronoun, miss-written words, tense error, Adjective, and adverbs with least percentage of 0.82%. They also write totally ungrammatical sentences. The mistakes of spelling are more than any other in the entire research. The students tried to write

the spellings of the words according to their pronunciation and sense. For example, empowered (empowered), depands (depends), illetrate (illiterate). The results of the examination of the primary question are in concurrence with the research findings of Gedion et al. (2016) with respect to syntactic errors produced similar outcomes to the current study in regards to the errors of utilizing verbs, spelling, and punctuation as the most successive errors made by EFL students. Essentially, the research study of Parvaiz and Khan (2010) stated that errors in utilizing action words, punctuation, and articles were the most occurring errors submitted by EFL students while the errors connected with adverbs were not many (1%). Additionally, the outcomes are in accordance with a portion of the research works done by Khatter 2019 and MEHMOOD 2019.

Also, Although the pupils had 45-50 minutes to compose about 150 words paragraphs on the given topic, some of them barely produced up to 40-60 words. Besides, up to 5 Samples from the public area were practically indistinguishable; which showed that a few understudies might have relied upon cheating to compose their sections. Accordingly, these results give an obvious sign to the shortcomings of the understudies' levels recorded in writing in overall and in grammar/syntax specifically.

The vitally potential reasons for these errors mirror students' lack of knowledge concerning the target language- - the greater part of the errors were impacted by intralingual obstruction: overgeneralization, obliviousness of the standard rules, improper utilization of FL rules, lack of remembrance of spelling of words. Findings in this regard are in accordance with James (1998)'s, Corder (1975), Dagneaux, et al., (1998), Hendrickson (1978), and Richards and Sampson, (1994) research who have clarified/explained some of the sources of language errors. Because of these issues, understudies' effective writing in English is hampered.

The finding of the second question shows that there is a great difference between the errors committed by the pupils of the private sector vs the public sector as indicated by the table shown above. The frequency of errors committed by public sector students is quite higher than private ones—824 vs 146. it indicates the English writing problems of students of the Government sector in comparison to private sectors. It reveals the fact that public sector students are facing numerous grammatical and structural problems while writing in the English language. While the students who were from a background of private sector--- APSACS KOHAT, FIC Kohat, and CITY school Kohat-- had command of the English language in writing when compared with the public sector. The factors or reasons that emerged behind this occurrence of difference are;

The public sector teachers use the old traditional method of teaching while the direct teaching method is used by the private sector that is they use only the target language which is English in class. Also, the medium of instruction is English in the private sector while public sector teacher uses Urdu and local languages as a medium of instruction. In addition to it the focus of public sector teachers is to make things memorize by students while the private sector focuses on polishing student creativity so the paper pattern is set such that it is not from the topic tackled in class rather it includes unseen topic so they write in English by own while the paper pattern of the public sector is set such that it is completely from book exercises and even the creativity portion is also tackled in class---Unfortunately, students were demanded to write those topics that were taught in the previous class. Most importantly, the examination in English should have comprised of the questions that deals with fostering the creative and critical thinking and developing the writing sub/skills

Further teachers are just focusing on the course outline and time limit. The students are just going forward without having the concepts of courses they studied. They must be taught for the sake of training them not for passing the particular degrees. Further the availability of qualified and up to date staff in the private sector vs unqualified staff in the public sector is another factor that hinders students' competency in English overall.

Thus, the background, city, village, and rural/urban status are not affecting the use of the English language in writing because the curriculum and schooling matter a lot. The effective and competent teacher matters more than any other.

Recommendation:

Teachers should carefully pay attention to the errors of the learners and should rectify them. The errors of the students should be the instructor's main focus and should be the source of instructing and learning process.

Further, there is a high need for modification in the policymaking level of public sector institutes. Curriculum, Paper pattern, teaching methodologies, etc. should be modified according to the current need and it should be implemented in its true sense. They should hire qualified staff and should work on the administration level for effective implementation of the policies.

CONCLUSION

The research demonstrates that the main kinds of errors mirrored in ESL learners' writings deals with the spelling, capitalization, punctuation, article, preposition, sub-verb agreement, inappropriate sentences, pluralization, and verb errors, conjunction, pronoun, miss-written words, tense error, adjective, and adverbs. The origin of errors comprised of F1 rules' incomplete application; preposition systems, difficulty of English article; lacking ability to memorize words' spelling, ignorance of punctuation and grammatical rules; and ignorance of rule restrictions. Due to these issues, the pupils' effective writing in English language is impacted.

Further the research concludes that there is a great difference between the errors committed by students of the private-sector vs public sector students. Private sector students have better writing skills as compared to public ones. It reveals the fact that public sector students are facing numerous grammatical and structural problems while composing anything in the English language. The findings reveal that in primary, secondary, and higher secondary school teachers of public sector are not seriously and sincerely working on their students for producing correct English language. Due to the gap between the instructors' conventional instructional methodology and the pupils' demand, students cannot get the chance to fluently and freely express themselves while writing anything. In the study context, the strategies of instructing and its methods might have been not sufficient. However, the students who were from a background of private sector had command of the English language during writing. There were the least errors of those students due to the updated curriculum, policies, teaching method and strategies, and motivational/qualified teachers.

In conclusion, the errors of the learners are significant because they suggest that how much more the students still need to learn and up to what extent the learner is improving in FL acquisition and learning.

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