



ERROR ANALYSIS ON STUDENTS' WRITING

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Abstract: *The study investigated the frequency and the types of sentence errors committed by the respondents from the College of Business, Entrepreneurship Accountancy in writing sentences. The participants were the 30 students under the Accounting Technology program who were chosen randomly. The research method used was qualitative-quantitative and frequency count. The data was obtained from the sentences written by the respondents after listening and watching the audio-visual prompt titled "Rabbit and Turtle Story (the amazing version). The study revealed that the most common errors committed by students in the mechanical category is the wrong use of punctuation; wrong use of verb tense for grammatical category and the use of sentence fragments in the structural category. Errors in structural category have a total of 63 which ranked first, grammatical category ranked second with 43 errors and mechanical category ranked third with 31 errors.*

Keywords: *Sentence Errors, error analysis, qualitative-quantitative, audio-visual prompt, Mechanical Category*

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INTRODUCTION

English is the language of people not only in the United States but in the whole world. It is a language that unifies people of all nations, a thread that binds countries in the world.

In the early times, English is considered a foreign language which is believed to be very difficult to acquire and understand specially if it is not learned during the formative years of the child. But now, English is used as the second language of the Filipinos. It is no longer an alien tongue, it is now often heard, it is already familiar.

In all agencies and industries in the country, English is embraced as the medium of communication. It is a language used to advance corporate goals and to increase efficiency and productivity among employees. All can make valuable contributions in the company when individuals have the ability to use the language orally or in written form.

The Philippine educational system has been using English as a medium of instruction from elementary to tertiary level. It is used as a tool for learning and a medium of communication. In fact, English is very important to the Filipino students especially with the new wave in the educational system, the ASEAN INTEGRATION. Where there is a free flow of industry and commerce, graduates from other countries are now free to seek jobs in the Philippines. For this reason, it is but very important for the Filipino graduates to be equipped with the necessary competencies needed for them to be able to contest with other graduates. One of these competencies is English Proficiency, both in written and spoken discourse. Along with the development of this competency is the mastery of the four language skills- listening, speaking, reading and writing in order for the students to communicate clearly and effectively.

Among the four language skills, writing is deemed to be the hardest skill to be developed but very much needed to communicate ones thoughts. Rozimela(2010,p.83) contends that a good mastery of English writing skills is deemed pivotal and helpful due to the nature of written form in mastering English Language. Similarly, Leki (2009, p. 5) that having adequate writing skills helps our readers comprehend our ideas very easily. From this point, it can be perceived that writing skills are very useful to help students communicate their ideas. However, students in the secondary level are still very weak in developing their writing skills.



To address this problem, Cagayan State University included in the curriculum of all courses Grammar and Composition 1 and 2 which are offered consecutively in two semesters. These subjects further enhance students' knowledge in grammar, mechanics and structure. Their familiarity and awareness in these categories can facilitate students in producing good piece of writing, may it be in sentences and paragraphs.

However, despite of offering these subjects, students still made errors in their writing. Some errors are related to sentence problems such as wrong forms of verbs, fragmented sentences, run-on sentences and comma splice. Thus, sentence errors are still a serious problem when students are asked to write. Fatemi(2008 p.2) stated that some previous studies have demonstrated that low ability in grammar can inhibit students from writing effectively.

What the writer found is congruent with the findings of studies done by Lin(2002, as cited in Chen 2006, p. 79) Lin analyzed 26 essays written by College Students in Taiwan. The result shows that the most common errors were in sentence structures, followed by wrong forms of verbs , fragmented sentences and wrong choice of words. Similarly, Hsin in his study (2003, as cited in Chen 2006, p. 78.) also found some run-on sentences in Taiwanese students' writing. These findings, correlated with Oshima and Houge's statements(2001, p. 179). They stated that the four sentence problems that students often make are fragmented sentences , run-on or comma splice sentences, choppy sentences and stringy sentences. To summarize, sentence errors are still a serious problem for students when they are asked to write.

Hence, the present study was undertaken to find out the main types of errors in students' sentence writing. It is expected that by knowing the errors made by students, teachers may address those errors in order to help the students avoid problems in creating sentences and thereby produce good piece of writing.

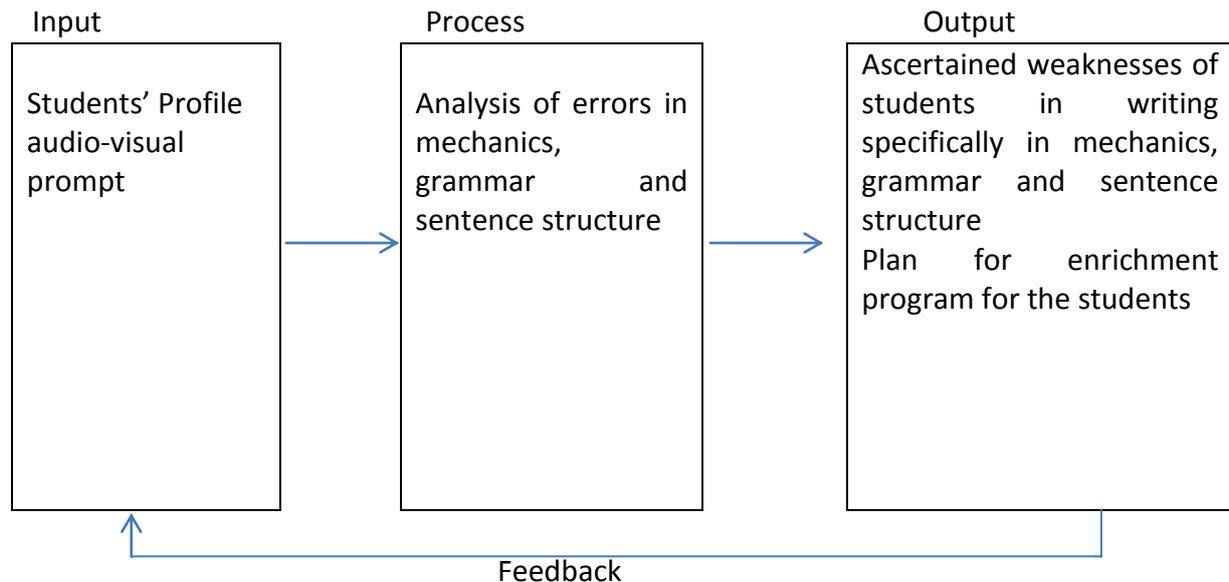
CONCEPTUAL/THEORETICAL FRAMEWORK

English as a subject in the curriculum of all courses should emphasize the development of the competencies and skills in listening, reading, speaking and writing. Listening competency includes auditory discrimination and comprehension. Speaking includes the students' ability in pronunciation and grammatical structure. Reading includes vocabulary development, recognition and comprehension and writing competency includes students' ability to use



grammar correctly in writing sentences and eventually compositions. Without proper knowledge of grammar rules, learners might not be able to create grammatically correct sentences. So, before a student be able to compose a well-written paragraph, he must be able to write correct sentences first. Therefore, the foundation of good composition writing is a well-written sentence.

The paradigm below illustrates the conceptual framework.



PARADIGM OF THE STUDY

As shown in the paradigm, the inputs are the profile of the students specifically their gender and the audio-visual prompt that was used to let the students watch and listen to as basis for writing. The sentences written by the respondents shall be assessed in order to identify the errors in mechanics, grammar and sentence structure. In that way, errors of students in the aforementioned categories be ascertained so that appropriate measure be instituted to correct the errors and to attain quality in sentence writing of students.

STATEMENT OF THE PROBLEM

This study ascertained to find out the sentence errors committed by the Second Year BSENT students in the College of Business, Entrepreneurship and Accountancy of the Cagayan State University, Andrews Campus.

Specifically, the study aimed to answer the following questions:

1. What is the profile of respondents with respect to gender?
2. What types of sentence errors do students mostly make in writing sentences as regards to:



2.1 mechanics

2.2 grammar

2.3 sentence structure

3. Is there a significant difference in the errors committed by the respondents when grouped according to gender?

HYPOTHESIS

The study is anchored on the hypothesis that:

1. There is no significant difference in the errors committed by the respondents when grouped according to gender.

SIGNIFICANCE OF THE STUDY

The researcher embarked on this study in the hope that said study may be in significance and use to the following:

School Administrators. The administration could plan adequately the kind of English curriculum to be adopted to improve the language problem of the students.

Teachers. The teachers be able to give necessary solution to the problems of the students specially on sentence writing. That they to be able to plan enrichment activities to address the problems of students in writing sentences.

Students. The students would be aware of their errors so that they may take necessary steps to correct their errors themselves to improve their writing skills.

Researcher. This study helps the researcher to be become fully adept in her field of specialization especially in identifying, correcting and improving students' sentences.

Future Researchers. This study serves as a reference to those who will undertake studies in parallel with the current study.

SCOPE AND LIMITATION OF THE STUDY

The study focused on determining errors made in sentence writing by the 2A BSENT Students in the College of Business, Entrepreneurship and Accountancy for 1st Semester of the School Year 2015-2016.

The students were asked to listen and watch the audio- visual prompt once and they were given only 30 minutes to write sentences not paragraphs.

Specifically, it dealt on the mechanical, grammatical and structural errors committed by the respondents.



Definition of Terms

To provide the reader a clearer grasp of the contents of this study, the following words will be defined:

Sentence Errors: They are errors committed by students in sentence writing.

Mechanical Errors. They are errors committed by the students in spelling, punctuation and capitalization.

Grammatical Errors. They are mistakes committed by the students in subject-verb agreement, verb tense and use of prepositions.

Errors in Sentence Structure. It is the mistake in sentence construction which includes sentence fragments, run on sentence or comma splice, dangling modifiers, misplaced modifiers, wrong choice of words and faulty parallelism.

Error Analysis. It is an attempt to understand the nature of student's errors.

METHODOLOGY

This chapter presents the research methodology employed in this study. Specifically, it deals with the research design, selection and sampling of respondents, the research instruments used, the data gathering procedures and data analysis that were undertaken in this study.

Study Design

Since the study tried to analyze the errors made by students in sentence writing, descriptive approach is used using qualitative and quantitative data.

Participants

The study was conducted among thirty second year BSENT students enrolled in the College of Business, Entrepreneurship and Accountancy during the 1st semester of the academic year 2015-2016.

Table 1 Frequency Distribution of Respondents' Gender

| GENDER | FREQUENCY | PERCENTAGE |
|--------|-----------|------------|
| Male | 15 | 50% |
| Female | 15 | 50% |
| TOTAL | 30 | 100% |

Table 1 reveals that of the thirty respondents, 15 are male students and 15 are females. This gives a picture that there is an equal number of male and female students in the first section of the second year Entrepreneurship students.



Measures

To obtain the needed information for the study, a questionnaire for the students was used to gather the needed information on the personal profile of the 30 BS Entrepreneurship students as to gender. Video type presentation of the “Rabbit and the Turtle,” as a prompt is used to extract the written paragraphs from students.

Data Gathering Procedure

The following procedures were followed to gather the data needed for this study.

1. The respondents were asked to watch and listen to an audio-visual prompt entitled “The rabbit and the turtle.”
2. After listening, the respondents were directed to write as many sentences they can write based on what they have watched and listen to.
3. The sentences written by the respondents were corrected and analyzed.
4. The researcher identified and categorized the errors committed by the respondents as to mechanical, grammar and structural category.
5. The researcher had an inventory of errors in mechanics which includes spelling, punctuation and capitalization.
6. The researcher had an inventory of items under grammatical category which includes subject-verb agreement and consistency of verb tenses and use of prepositions.
7. The researcher had an inventory of errors under structural category which includes sentence fragment, comma splice or run-on sentences, dangling modifier, misplaced modifier, wrong choice of words and faulty parallelism.

Data Analysis

The following instruments were used to analyze the data gathered.

Frequency and Percentage Distribution. To answer questions number 1 and 2 frequency and percentage distribution are used. This were used to analyze the profile of the students in terms of gender and to determine the most frequent errors committed by the respondents.

Ranking. This is used to determine the most frequent errors committed by the respondents.

Error Analysis. This is used to analyze the errors made by the respondents in sentence writing.



Analysis of Variance (ANOVA). This is used to answer question number 3 in order to determine the significant difference in the errors committed by the respondents in sentence writing when grouped according to profile variables.

RESULTS

- The study shows that there is a significant difference between the errors committed by respondents when grouped according to gender. It further means that gender affects the number of errors committed by the respondents.
- Errors on sentence structure were the most errors committed by 2A Entrepreneurship students. Errors on sentence structure were the following: Fragments, faulty parallelism, wrong word choice, run-on sentences, angling modifier, misplaced modifier and comma splice.
- Along the area of Grammatical category, the students committed the following errors: wrong tense of verbs, wrong subject-verb agreement and wrong use of prepositions.
- In the area of mechanical category, the students committed the following errors: spelling, punctuation, capitalization.
- To synthesize, the errors committed by 2A Entrepreneurship students by areas are ranked, thus,
- Errors in structural category have a total of 63 which ranked first.
- Errors in grammatical category have a total of 43 which ranked second and errors in mechanical category have a total of 31.

DISCUSSION

This chapter presents the results and discussion of data on the errors in sentence writing made by the second year BS Entrepreneurship students in the College of Business, Entrepreneurship and Accountancy, Cagayan State University.

Table 2 Frequency and Rank Distribution of Errors Committed in the Mechanical Category

| Errors | Frequency | Percentage | Rank |
|----------------|-----------|------------|------|
| Punctuation | 26 | 83.9% | 1 |
| Spelling | 3 | 9.7% | 2 |
| Capitalization | 2 | 6.5% | 3 |



The table shows the frequency and rank of the errors committed under the mechanical category. The number of errors in the use of punctuation has a total number of 26 or 83.9%. It is followed by the incorrect spelling with a frequency error of 3 or 9.7% which rank second. Lastly, capitalization had 2 or 6.5% errors which ranked third.

The use of proper punctuation marks ranked first. This indicates that students are generally weak in the proper use of punctuation marks as shown in frequency tabulation. Students do not know when to use comma and period. Considering that these students are already second year college, it is expected that they are familiar with the different uses of punctuation marks but as the result presents, they still don't. As counted by the researcher, the use of comma and period seemed neglected.

Sample errors

| <i>Wrong</i> | <i>Right</i> |
|---|--|
| In the story the turtle and the rabbit decided to have a race | In the story, the turtle and the rabbit decided to have a race. |
| In the end the turtle and the rabbit became friends. | In the end, the turtle and the rabbit became friends. |
| Its good to be slow and steady but its better to be fast and consistent. | It's good to be slow and steady but it's better to be fast and consistent. |
| This time they work as a team. | This time, they work as a team. |
| After crossing the river the rabbit carried the turtle. | After crossing the river, the rabbit carried the turtle. |
| When the rabbit realized that he became overconfident in the first race he challenged the turtle for a second race. | When the rabbit realized that he became overconfident in the first, race he challenged the turtle for a second race. |

Analysis of Errors

As shown in the table, students' errors in spelling ranked second. Spelling is very important in any form of writing because misspelled words may mislead the readers.

Sample errors

| <i>Wrong</i> | <i>Right</i> |
|---|--|
| The rabbit realized that he loose the race. | The rabbit realized that he lose the race. |
| He seat and then fell asleep. | He sat and then fell asleep. |
| The rabbit didn't accept his defaet. | The rabbit didn't accept his defeat. |

Analysis of Errors

Words with single o are doubled, addition of letter to the correct spelling words and the ea/ae was interchanged as being revealed in the table. Students wrote the wrong spelling of these simple words despite repeated exercise given to them in writing.



Another error in the mechanical category is capitalization which ranked third. Some students started the beginning of the sentence with a small letter.

Sample Errors

| | |
|--|---|
| <i>Wrong</i> | <i>Right</i> |
| this time, they work as a team the story doesn't end there. | This time, they work as a team. The story doesn't end there. |

Analysis of Errors

Letter t at the beginning of their sentences is not capitalized. Every letter of any word in the beginning of a sentence should be capitalized.

Table 3 Frequency and Rank Distribution of Errors Committed by the Respondents in the Grammatical Category

| Errors | Frequency | Percentage | Rank |
|-------------------------------|-----------|------------|------|
| Tense of verb | 34 | 79.07% | 1 |
| Use of preposition | 6 | 13.96% | 2 |
| Agreement of subject and verb | 3 | 6.97% | 3 |

Table 3 presents the grammatical errors committed by the respondents in sentence writing. Among the three identified errors in grammar, wrong tense of verb ranked first with 34 or 79.07% flaws, use of wrong preposition ranked second with 6 or 13.96% errors followed by the wrong agreement of subject and verb with 3 or 6.97% errors.

Wrong use of verb tense has the highest number of errors in grammar. This implies that students are poor in the construction of grammar tense.

Sample Errors

| | |
|---|--|
| <i>Wrong</i> | <i>Right</i> |
| The rabbit win in the competition. When the race started, the rabbit take a rest under the tree. The turtle ask for another race. The rabbit ran fast until he reach the river. The rabbit challenge the turtle for another race. The rabbit carry the turtle and reach the finish line. | The rabbit won in the competition. When the race started, the rabbit took a rest under the tree. The turtle asked for another race. The rabbit ran fast until he reached the river. The rabbit challenged the turtle for another race. The rabbit carried the turtle and reached the finish line. |



Analysis of Error

The wrong use of preposition rank second as reflected in the table where six errors are committed. Students do not know the correct preposition to use in the sentence. This only implies that they have inadequate knowledge on prepositions.

Sample Errors

| <i>Wrong</i> | <i>Right</i> |
|---|---|
| The turtle won at the first race. | The turtle won the first race. |
| At the second race the rabbit won the competition. | In the second race, the rabbit won the competition. |
| The rabbit and the turtle made arguments about who is faster on both of them. | The rabbit and the turtle made arguments about who is faster between them. |
| At the end the turtle bits the rabbit. | In the end the turtle bit the rabbit. |
| The rabbit thought on how to cross the river. | The rabbit thought how cross the river. |
| Knowing that the rabbit was far ahead, the rabbit decided to rest below a tree and slept. | Knowing that the rabbit was far ahead, the rabbit decided to rest under a tree and slept. |

Analysis of Errors

The third rank in the grammatical error is the wrong use of subject-verb agreement. It shows that students are confused on the number of pronouns. Consequently, they do not know what form of verb to use.

Sample Errors

| <i>Wrong</i> | <i>Right</i> |
|---|--|
| Both of them wants to know who is faster. | Both of them want to know who is faster. |
| Identify your core competency and choose the playfield that suit you. | Identify your core competency and choose the playfield that suits you. |
| Fast and reliable beat the slow and steady. | Fast and reliable beats the slow and steady. |

Analysis of Errors

Table 4 Frequency and Rank Distribution of Errors Committed by the Respondents in the Structural Category

| Errors | Frequency | Percentage | Rank |
|--------------------|-----------|------------|------|
| Fragments | 33 | 52.38% | 1 |
| Faulty parallelism | 10 | 15.87% | 2 |
| Wrong word choice | 6 | 9.53% | 3 |
| Run-on sentences | 5 | 7.94% | 4 |
| Dangling modifier | 4 | 6.35% | 5 |
| Misplaced modifier | 3 | 4.76% | 6 |
| Comma splice | 2 | 3.17% | 7 |



The table reveals the structural errors made by the students in writing sentences. The highest number of errors is the use of fragments with 33 or 52.38% mistakes, faulty parallelism of 10 or 15.87% errors, followed by wrong word choice with 6 or 9.53% errors. Run-on sentences come next with 5 or 7.94% errors, dangling modifier of 4 or 6.35% errors, misplaced modifier with 3 or 4.76% errors and lastly, comma splice with 2 or 3.17% flaws. The use of fragments ranked first as portrayed by the table. Students are unaware of the components that make the sentence correct.

Sample Errors

| <i>Wrong</i> | <i>Right</i> |
|---|--|
| Better to be fast and consistent. | It is better to be fast and consistent. |
| Accept the fact that he lost the game. | The rabbit should accept the fact that he lost the game. |
| And they began the game. | The rabbit and the turtle began the game. |
| Then reached the finish line. | The turtle and the rabbit then reached the finish line. |
| Battle of the race. | The rabbit and the turtle decided to race. |
| Wise thinking on how to win the battle. | The turtle thought wisely how to win the battle. |
| Battle to know who is fastest to run. | They decided to have a battle to know who runs fast. |
| The continuation goes. | They continued the race. |
| Better to be fast and reliable. | It is better to be fast and reliable. |

Error Analysis

A sentence is defined as group of words conveying a complete thought. So, it must have complete parts, a subject and a predicate. A sentence must not start with prepositions or conjunctions. A group of words with does convey a complete thought is fragment. Battle of the race, and they began the game are examples of fragments written by students. To check such, add subject or a predicate to complete.

As revealed by the table, faulty parallelism ranked second under the structural category. Ideas were not presented in the same grammatical structure which leads to a wrong sentence construction.



Sample Errors

| <i>Wrong</i> | <i>Right</i> |
|--|--|
| It is better to be fast than to reliable. | It is better to be fast than to be reliable. |
| Better to be fast then to reliable. | It is better to be fast than to be reliable. |
| The rabbit and turtle worked as a team. | The rabbit and the turtle worked as a team. |
| While the rabbit was sleeping the turtle ran. | While the rabbit was sleeping the turtle kept on running. |
| Being slow and steady is good but fast and consistent is better. | Being slow and steady is good but being fast and consistent is better. |

Error Analysis

Students were not conscious about how they presented parts of a sentence in balance or in parallel structure. It is better to be fast than to reliable should be, It is better to be fast than to be reliable. Parts of the sentence in series should be parallel. Students seemed that they did not yet master presenting ideas with the same grammatical structure. This only means that proper attention be given to them so they can minimized the flaws in parallelism.

The third rank under the structural category is the wrong choice of words with six errors. Good writing is all about good word choice and proper ordering of these words in order to attain accuracy.

Sample Errors

| <i>Wrong</i> | <i>Right</i> |
|--|---|
| The turtle and the rabbit combine each other and both of them won the competition. | The turtle and the rabbit work together and won the competition. |
| Don't be fame if you reach something. | Don't be boastful when you become successful. |
| The rabbit loss the battle because of over confident. | The rabbit lose the battle before of over confidence. |
| The rabbit swim on the riverbank and won the race. | The rabbit swam on the river and won the race. |
| The rabbit realize that if your competent is slow you will not won the game. | The rabbit realized that if you're incompetent you will not win the game. |

Analysis of Errors

Wrong choice of words indicates inaccurate word choice involving words that are commonly misused. It may also refer to use of words that are misused because the writer does not



understand the meaning of the words. The respondents used combine together instead of work together, fame instead of boastful, loss instead of lose, riverbank instead of river.

This only means that students are not adept with the real meanings of words. Therefore, there is a need for the students to help them widen their vocabulary like giving them new words and their uses every day.

Run-on sentence is ranked fourth under the structural category with five errors. A run-on sentence occurs when two or more sentences are brought together with no punctuation between the sentences.

Sample Errors

| Wrong | Right |
|---|--|
| The rabbit realized that he lost the race he was over confident and relaxed and challenged the turtle o another race. | The rabbit realized that he lost the race. He was over confident and relaxed and challenged the turtle o another race. |
| The turtle won the race he's slow. | The turtle won the race. He's slow. |
| No man is an island everyone needs to mingle with others. | No man is an island. Everyone needs to mingle with others. |
| Slow and steady always wins the race fast and consistent beats the slow and steady. | Slow and steady always wins the race. Fast and consistent beats the slow and steady. |

Analysis of Errors

Students wrote two complete sentences together without using any punctuation marks. This made their sentences erroneous committing the error on run-on sentence like, The rabbit realized that he lost the race he was over confident and relaxed so he challenged the turtle to another race instead of, The rabbit realized that he lost the race. He was overconfident and relaxed so he challenged the turtle to another race. This indicates that students have difficulty in identifying complete sentences and at the same time have little knowledge on the use of punctuation marks. Student should always be reminded on correct construction of sentences to avoid if not lessen errors made by students.

Dangling modifier ranked 5th under structural category with five errors. A modifier is dangling because the word or phrase that is supposed to be modified does not appear in the sentence.



Sample Errors

| Right | Wrong |
|---|--|
| Having an argument, the race was settled. | Having an argument, the rabbit and the turtle settled it with a race. |
| During the race, sat under the tree. | During the race, the rabbit sat under the tree. |
| Surprisingly, when woke up he was disappointed because the turtle won the race. | Surprisingly, when the rabbit woke up he was disappointed because the turtle won the race. |

Analysis of Errors

In the sentences written by students, they fail to add the word that is to be modified in the sentences which made their sentences erroneous because of the presence of a dangling modifier. In the sentence, Having an argument, the race was settled. In this sentence, having an argument as a modifier seemed to modify race which is wrong. It does not describe any word in the sentence, so to check add the nouns rabbit and the turtle that had an argument. To avoid students committing the same mistake, it must be reiterated to them that when they use modifiers, they have to make sure that the word it modifies should be present in the sentence.

The six ranked under the structural category is the use of a misplaced modifier. Here, the modifier seemed to describe a wrong word in the sentence because the modifier is placed away from the word it modifies.

Sample Errors

| Right | Wrong |
|---|---|
| When the race started, under the tree the rabbit took a rest because the turtle was too far from him. | When the race started, the rabbit took a rest under the tree because the turtle was too far from him. |
| The rabbit decided to sat under the tree seeing the turtle left far behind. | Seeing the turtle left far behind, the rabbit decided to sat under the tree. |
| With a race, they settled to solve the problem. | They settled to solve the problem with a race. |

Analysis of Errors

Students wrote sentences with modifiers written away from the word it describes. In the sentence, When the race started, under the tree the rabbit took a rest because the turtle was too far from him. In this sentence, the modifier when the race started seemed to



modify under the tree which is not, it is supposed to modify the word rabbit in the sentence. In this case, the modifier was placed away from the word it modifies. To check sentences with misplaced modifiers, just place the modifier near the word or phrase it modifies.

The errors on comma splice ranked 7th under the structural category. This error occurs when a comma separates two complete sentences.

Sample Errors

| <i>Right</i> | <i>Wrong</i> |
|---|---|
| The rabbit was sleeping, the turtle kept on running. | The rabbit was sleeping. The turtle kept on running. |
| The rabbit decided to sleep, the rabbit did not notice the time. | The rabbit decided to sleep. The rabbit did not notice the time. |
| The rabbit realized that he became over confident in the first race, he challenged the turtle for a second race and he won because he was motivated by what happened in the race. | The rabbit realized that he became over confident in the first race. He challenged the turtle for a second race and he won because he was motivated by what happened in the race. |

Analysis of Errors

Students wrote sentences which commit the error comma splice. They combine two sentences together in a sentence using a comma. Some of the sentences written by the students are, The rabbit decided to sleep, the rabbit did not notice the time. To check this sentence with a comma splice, use a period instead of a comma, use a semi-colon instead of comma or add a conjunction such as(or, but, and, if) immediately after the comma.

Table 5 Test of Difference in the Errors Committed by the Respondents when group according to Gender

| Group | Mean | SD | Mean Difference | t-ratio |
|--------|------|-------|-----------------|---------|
| Male | 5.33 | 3.904 | 1.4 | 1.230 |
| Female | 3.93 | 2.052 | | |

Tt=.229

Df=28

LS=0.05

The table shows the difference in the errors committed by the respondents when grouped according to gender. The obtained mean error of male was 5.33 with SD of 3.904 while the female group obtained an average mean of 3.93 with SD of 2.052. The two groups have a mean difference of 1.4.



When scores were subjected to statistical treatment, the t-test was used to determine if there exist a significant difference between the two groups. The computed t-ratio of 1.230 is greater than the tabular value of .229 at 5% level of significance. This implies that a significant difference exists between the errors committed of the male and female respondents.

Therefore, the hypothesis stated above is rejected. The result shows that there is a significant difference between the errors committed by respondents when grouped according to gender.

The data further means that gender affects the number of errors committed by the respondents.

CONCLUSIONS

In the above findings, the following conclusions were drawn:

- Students are very weak in sentence construction. Their errors can also be due to their inadequate knowledge in English Language.
- That the students lack knowledge in the application of the principles governing the consistency in the use of verb tenses and the rules in subject-verb agreement.
- Most of the students have an inadequate knowledge or practice on the correct use of punctuation marks specifically comma.

RECCOMENDATIONS

To improve students' knowledge in sentence writing, the following recommendations are given:

- English professors should emphasize lessons in improving the mechanics, grammar and sentence structure.
- English professors should teach all the macro skills needed by the students; reading, speaking, listening and writing.
- English professors should have a thorough discussion on the different rules of subject-verb agreement.
- Professors in English should train students to always answer in complete sentence whenever they are asked to answer.
- English group should conduct activities that enhance students communicative skills like; essay writing contest, extemporaneous speaking and the like.



- English professors should patiently conduct remedial or enrichment classes to students who have serious problems in writing.

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