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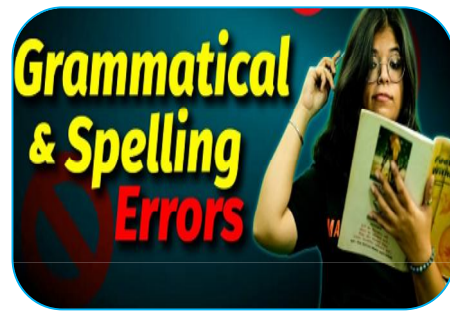


ENGLISH SPELLING ERRORS COMMITTED BY THE STUDENTS OF CLASS IX OF MARWARI HINDI HIGH SCHOOL AND SUGGESTIONS FOR ELIMINATION

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ABSTRACT :

Action Research is basically conducted at school campus in order to solve down the educational related problems such as, low scoring of student in subjects, poor comprehension in reading , writing , speaking, spelling mistakes while writing etc. among the students. Apart from this, student's behavioural problems are also supposed to be solved by Action Research. The topic chosen by the investigator is English Spelling Errors committed by the students of class IX of Marwari Hindi High School and Suggestions for Elimination. The study was conducted with the following objectives in view: i) To find out the kind of spelling errors commonly made by the students. ii) To analyse the spelling errors committed by the students of class IX. And iii) Possible suggestions to minimize students' spelling errors. For this particular research, the researcher has used diagnostic method and selected 20 students as sample. The findings revealed that omission errors , the errors of insertion and substitution , spelling errors of confusable words and pronunciation errors were the common errors committed by the students. On the basis of the findings, possible remedies are discussed.



KEY WORDS: Action Research, Spelling Errors, English as second language, Secondary level.

1. INTRODUCTION

Human beings are curious and inquisitive by nature. They are constantly in search of new knowledge to expand the horizon of knowledge and to use it for the betterment of their life on the earth. This curiosity and inquisitive nature of man leading to the never ending search for knowledge constantly present a host of questions and problems before them. Research is one of the different methods human beings use to find answers to questions and solve problems faced by them.

Action Research is a form of applied research which means to find out the solution of a problem by action means doing on the problem in letter and spirit. It is a kind of a research which is carried out in the practical field itself. It is an enquiry, investigation or test by searching the causes and solution of the problem by the researcher's point of view.

In other words, Action research is a systematic method of solving problem of practitioners, followed by attempts made to find solutions of the problems. It is flexible and conducted in formal context to bring improvement in the existing situation. The goal of Action Research is both diagnostic as well as remedial.

Action Research is basically conducted at school campus in order to solve down the educational related problems such as, low scoring of student in subjects, poor comprehension in reading , writing ,

speaking, spelling mistakes while writing etc. among the students. Apart from this, student's behavioural problems are also supposed to be solved by Action Research.

2. SIGNIFICANCE OR RATIONALE OF THE STUDY

Language is a creation of man's social needs. In India, English has been considered as a second language and instead of oral communication, written communication is given much more importance. Students are therefore expected that while writing, they should not commit any spelling errors. Making use of a correct spelling is important for effective communication as a mis spelled word is likely to carry a wrong meaning. If this issue is not addressed at the earliest, it can lead to poor writing skill and further deteriorate the standard of English. During internship period, the investigator was asked to take a few classes of English in Class IX. But he observed most of the students were unable to read or spell words correctly. While writing also they commit lots of spelling mistakes. Therefore, the investigator chose this particular topic for his study of action research. In this particular study, the investigator tries to reveal the kinds of common spelling errors that the students of Class IX of Marwari Hindi High school commit while writing and focus on the possible suggestions.

3. STATEMENT OF THE ACTION RESEARCH STUDY

The topic chosen by the investigator is — **“English Spelling Errors committed by the students of class IX of Marwari Hindi High School and Suggestions for Elimination.”**

4. OBJECTIVES OF THE STUDY

The study was conducted with the following objectives in view:

- i) To find out the kind of spelling errors commonly made by the students.
- ii) To analyse the spelling errors committed by the students of class IX.
- iii) Possible suggestions to minimize students' spelling errors.

6. ACTION HYPOTHESIS

If the teachers' initiative and their proper teaching strategies are frequently carried out, it can reduce the number of spelling errors in the class.

7. METHODOLOGY AND PROCEDURE OF THE STUDY

7.1 Method

A method is a programmed procedure that is defined as a part of class and included in any object of that class. For this particular research, the researcher has used diagnostic method. In Diagnostic method, the teacher diagnoses the problem accurately and finds the solution of the problem.

7.2 Sample

The action research is carried out in class IX of Marwari Hindi High School. The student-teacher selected 20 students as sample for the present study.

7.3 Tools of Data Collection

A large number of data collection tools and techniques are available for conducting action research. Action research uses a holistic approach to solve problem using more than one method of data collecting tools.

In this research work, a self developed question paper was used as a tool to check the types and nature of spelling errors made by the students.

7.4 Procedure of Data Collection

The researcher first approaches to the headmaster of the school to seek permission to carry out his research work on the students of class IX. Then he spoke to the students the purpose of the test that he wanted to conduct. Then he distributed the question paper among the students. According to the

data obtained in the pre-test the researcher gave some remedial measures and after two weeks in the post-test again distributed the same question paper to the same group of students. He gave the same time as that in pre-test to collect the answer sheets and found some more results.

All the answer scripts were examined for only the spelling errors made by the students of Class IX of Marwari Hindi High School and other aspects of the language were ignored for the research purpose. After having marked the misspelled words of the students, they were recorded and paired with their correct version of the spelling.

8. FEEDBACK OR OPERATIONAL OF THE STUDY

Feedback is a process in which information about the past or the present influences the same phenomenon in the present or future. Feedback means to get response or immediate result of one activity or performance. It is very important to deal with some problems related to students. Feedback helps the teacher to change or modify his process of research and also to change or modify the teaching techniques if needed to get some better results. To get proper feedback from the students the investigator followed the following means of ways-

- Pre-test
- Post-test

8.1 Pre-test

A measurement of the learning received during the class as a result of comparing what the students knew before is a pre-test. Pre-test must be administered when a student has some relevant knowledge on the topic. Pre-test is done to compare with the starting point of a post-test.

For the pre -test, a question paper was developed by the investigator where fill in the blanks and translation into English were included.

On the basis of the pre -test, the researcher found out five types of spellings committed by the students and presented those in table in percentage wise :

Table 1: Spelling errors in percentage

Types of Error	Percentage
Omission	58.9%
Insertion And Substitution	28.7%
Confusable	8%
Transposition	4.4%
Total	100%

8.1.1 Findings and Analysis on the basis of Pre-Test

The spelling errors found in Table 1 illustrate that all of the 20 students committed different types of spelling error in their writing. Omission type of error scores the highest percentage , the errors of insertion and substitution take the second position in percentage wise, the spelling errors of confusable words occupy the third place and pronunciation errors occur with a percentage of 4.4%. The errors along with the correct spellings and the causes of such errors were analyzed as follows:

Omission errors:

Students omit some letters from words because they do not know the actual spelling of the words. They can remember the words and write as they pronounce. For eg.:

Swiming – instead of *swimming*

Th –instead of *the*

Misterios/ mistirious /mistraies/misters/ mistirias–instead of *mysterious*

Stonger –instead of *stronger*

Happly – instead of *happily*

Plzz – instead of *please*
Behivere /behavior/bihavior– instead of *behavior*
Sop-instead of *shop*
Dere –instead of *there*

The findings of the study show that the students tend to write what they pronounce, so they delete any letter/s that is not pronounced. This type of errors can be attributed to the poor phonological awareness skills and this makes it difficult for the students to develop understanding of the relationships between sounds and letters. The mother tongue interference is one of the main cause for omission spelling errors.

Insertion and substitution errors:

Insertion errors refer to the occurrence of errors as a result of the addition of redundant letters in a word. Substitution errors mean replacing one or more letters with one or more incorrect letters. For eg.:

<i>Wonderfull</i> –instead of <i>wonderful</i>	<i>piknic /picnik</i> -instead of <i>picnic</i>
<i>Childrens</i> –instead of <i>children</i>	<i>tample=</i> instead of <i>temple</i>
<i>Attracktive</i> –instead of <i>attractive</i>	<i>beautyful</i> -instead of <i>beautiful</i>
<i>Behaiviour</i> –instead of <i>behavior</i>	<i>rever</i> -instead of <i>river</i>
<i>Mutch</i> –instead of <i>much</i>	<i>hare/ hear</i> -instead of <i>here</i>
<i>Goods</i> –instead of <i>good</i>	<i>vary-</i> instead of <i>very</i>
<i>Shope</i> – instead of <i>shop</i>	<i>paregraph</i> -instead of <i>paragraph</i>
	<i>Mohon</i> -instead of <i>mohan</i>
	<i>Tajmahel</i> -instead of <i>tajmahal</i>
	<i>Then</i> -instead of <i>than</i>
	<i>Happyli</i> -instead of <i>happily</i>

The cause of the insertion errors is attributed to the poor knowledge of spelling conventions. The result of the analysis shows that there is a strong relationship between the articulation and the spelling of words. The substitution errors occurred due to mispronunciation, lack of awareness and regular spelling patterns.

Confusable errors:

Students are confused at the writing of words regarding the correct place of vowel letters and sounds and homophones. For eg.:

Hear/ hare-instead of *here*
rever-instead of *river*
vary-instead of *very*
happyli-instead of *happily*
firend-instead of *friend*

The causes of such errors are overgeneralization, confusion between Hindi pronunciation and English pronunciation and a lack of knowledge of grammar or parts of speech.

Transposition errors:

Transposition errors refer to the errors that are committed as a result of mis-ordering the letters. For eg.:

Heer-instead of *here*
Freind-instead of *friend*

Bihaveour-instead of *behaviour*

Mahon-instead of *mohan*

The occurrence of these errors is due to the lack of competence and the right intuition of the correct pattern or rule and limited exposure to spoken and written English.

8.2 Remedial measures

After analyzing the types of spelling errors, some remedial measures or instructional implications were followed by the investigator with the target to reduce students' errors in spellings. Generally it is very hard to motivate the students to practice spelling skills if it is not an engaging activity. The following activities were carried out by the investigator with the students to help them build spelling skills:

- ❖ Memory recall and spelling aloud: With the help of flashcards that have one word per card, students were asked to pick a card, read the word aloud and to say each of the letters in the word, then write the word on their notebook. An extra copy of spellings was also asked to bring with them.
- ❖ Sound it out: The students were asked to listen to a proper word spoken loudly by the investigator. Then he had him or her to repeat it back for several times and to write immediately the word. The focus was basically to phonetic patterns in words.
- ❖ Puzzle words: The investigator mixed up several letters and asked the students to collect the letters in correct order and spell the word.
- ❖ Trace, write and remember: All the spelling errors that the students committed in the pre-test were divided in convenient way by the investigator. Then he wrote in three columns – in the first column, the words; in the second column, asked the students to trace at least five words and in the last column, to write the words from memory. He tried to encourage for word identification and spelling memory.
- ❖ Staircase spelling/ ladder spelling: The investigator started on the black board to write a letter and encouraged the students to provide next letters and to continue until the word was completed. He repeatedly tried to focus on complex words and words with two or more than two syllables.
- ❖ Fill in the missing letters: The investigator regularly gave the students to fill in the blanks with correct letters to complete the words. He used to give hints where necessary to encourage them.
- ❖ Increase reading time: The investigator engaged the students in more and more reading practice so that while reading aloud they could be corrected where needed and focus on the pronunciation.

8.3 Post- test

After giving the remedial measures, the investigator again conducted a test on the same group of students after one month and now the results were shown as follows. The same question paper was used by the investigator to test the students' spelling improvement. Table 2 focuses on the percentage of their spelling reduction.

Table 2: Reduction of spelling errors in percentage

Types of Error	Percentage
Omission	13.7%
Insertion And Substitution	11%
Confusable	3%
Transposition	1%

8.3.1 Analysis and interpretation of data collected in both the pre-test and the post-test

The researcher found differences in the responses given by the students in both the pre-test and the post-test. The differences have generally reflected the improvements made with the students through the conduct of pre-test and post-test. The overall motive of the investigator was to improve the performance of the students inside the classroom and further to reduce the problem of spelling errors

from them. The various responses made by the students in the pre-test and the post-test through the spelling test provided to them can be interpreted as below-

In the pre-test it was found that omission errors were in maximum percentage (58.9%). After providing the remedial measures when again a post-test was conducted, the data found in the later changed. According to the data obtained in the post-test the percentage of omission error decreased to 13.7% from 58.9%. Likewise, the other types of spelling errors were also found reduced: Insertion and substitution error from 28.7% to 11% , confusable error from 8% to 3% and transposition error from 4.4% to 1%. In the post -test, the students were found less confused in writing the spellings.

9. CONCLUSION

This particular action research was carried out by the investigator to find out the spelling errors of Class IX students of Marwari Hindi High School, the types of spelling errors that they committed and to focus on the implementation after particular remedial measures taken out. Here it is found that, there are modifications in the behaviour and actions of the students after given the remedial measures by the investigator as initially, the selected students were reluctant to participate in the activities done in the class. According to the results obtained after the post-test study the problems which were identified by collecting data through the tool have been reduced to some extent. The investigator acknowledged that in the pre-test there were so many spelling errors from the students. But immediately after the pre-test the investigator, when gave some remedial measures to the problems faced by the students, a decrease in the problems were observed, which indicates that the remedial measures given by the investigator were quite appropriate to find the solutions of the pertaining problems. There was an increased level of confidence in the students' performance evidenced by their readiness to speak and the spontaneity of their responses. As a whole after the study it is seen that the problem of students' spelling errors of class IX of Marwari Hindi High School has been reduced to some extent. The study also says that the use of such remedial measures and regular assessment of the students will definitely help to reduce this problem of incorrect spelling completely. In this case, students need to be received more listening practice and they should be more exposed to English, specially English pronunciation skills.

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