



ERROR ANALYSIS OF STUDENTS IN LEARNING TENSES IN ENGLISH GRAMMAR AS A SECOND LANGUAGE AT STANDARD VIII

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ABSTRACT

This study illuminates challenges of students at standard VIII in learning English grammar. English Language is need of the hour to improve the knowledge and understanding related to science, technology and cultural modifications in international level. Learning English language becomes difficult 'due to Mother tongue influence on sentence pattern and failure to understand English grammar. Students of standard VIII faced many learning impediments for using appropriate functional English in written as well as spoken English. Correct usage of Grammar can achieve the goal of the learners. **Objective of the study:** 1.To find out the problems and challenges of the students in learning Tenses in English Grammar. **Methodology:** Survey method was adopted in the study. **Sample:** One hundred students of standard VIII were selected for the study from standard VIII, Chaitaniya school, Chinnavedampatti, Coimbatore district. **Tool:** Researcher's self-made Achievement test was used as a tool for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the test-retest method. Descriptive analysis was considered as statistical technique for the study. **Finding:** Problems and Errors committed by the students were found out by the study. It can be extended to other schools also.

KEYWORDS : Challenges-Learning impediments-English grammar.

INTRODUCTION

Grammar is the study of a language, spoken or written. It constitutes the language and it could be called a descriptive knowledge. The study of grammar, while indispensable, is secondary in the study of any language, beginning with learner's own. It is also to teach the learners how to express themselves. Besides, even to express the ideas correctly, the study of grammar does not suffice in itself; it is an auxiliary and nothing more. Grammar is very important to connect the technical study of the language to the expression of thought.

Grammar is very important to learn the language better, which involves structure, parts of speech, tenses etc., now a days or at present the traditional method such as lecture method with inductive and deductive approach is and several other methods are being followed. But these methods are incomplete in themselves. As a result the learners are facing lot of problems in learning English grammar, it is natural that the students lose interest towards learning English grammar, and they are unaware about the usage of grammatical aspects of English learning. Hence they face lots of difficulties when they come to composition level which needs the combination of grammatical aspects, so we can say that the learning of language is nothing but learning of grammar. Grammar is a body of empirical rule which explains and regulate the structure of the sentence. Kittson in his book language teaching says "The notion that the grammatical mistakes made by a learner are all due to the lack of grammatical knowledge". Hence the investigator tried to find out the problems faced by the students towards learning Tenses in English grammar at standard VIII.

Need and Significance of The Study

English is an international language and window of the world. Acquiring English language skill is need of the hour. Many students face the problems in acquiring knowledge in English tenses due to difficulty in learning types of tenses with verbs in English. Learning impediments in Tense forms reduces the scoring marks in English. Tense is the basic to written communication and it increases the difficulty to achieve the expected scores in prose, poetry, essay writing and other grammatical items in English subject. Elevating the higher achievement can acquire through improving is need of the hour. Hence the Investigator tried to identify the problems faced by the students at standard VIII in tense forms of English language.

Review of Literature

Apolonio, Joshua A.(2021), employed a descriptive-correlational approach to assessing the students' needs, grammatical challenges, and teachers' preferred teaching strategies. Correlational analysis was utilized to treat data concerning the teachers' preferences regarding needs analysis and teaching strategies. An independent sample T-test was used to identify the difference in the teachers' responses on determining the respondents' perception about the needs assessment used for Junior and Senior High school students and the relationships between the perceived grammatical skills of English teachers. Findings revealed that the teachers' grammar needs analysis on speaking skill was classified as the most critical assessment, while the least essential was the viewing skill. English teachers agreed that the usual English grammar challenge is when they expect the teachers to present grammar points explicitly. However, they disagree that they do not find grammatical terminologies useful. Reading was the regularly used teaching approach in grammar, whereas the less-used was the speaking strategy. Moreover, a significant difference occurred between the grammar skills and needs analysis used when grouped according to grade levels. Senior high school teachers had greater assessments on teaching grammar through vocabulary, speaking, and writing. Furthermore, senior high school teachers considered grammar needs on speaking and writing as more important. There was no significant relationship between teaching strategies, and grammar needs to the students' English grammatical challenges. Therefore, a strategy enhancement program for both the Junior and Senior high school levels has been proposed.

Stephens, Orpheus Sebastian; Sanderson, Ian James(2021) investigate the effectiveness of teaching English grammar tense based on the concept of two English grammar tenses, past and present. The focus group is EFL/ESL learners of English. Prior research in the area of EFL/ESL teaching reveals that a number of teachers, linguists, and publishers of EFL/ESL texts claim that there can be anywhere from two to 16 tenses in English. However, in the sphere of traditional grammar teaching, a number of educators and linguists argue conversely that there are just two tenses, past and present, which work in conjunction with two other grammar concepts, aspect and mood. To investigate the effectiveness of teaching two tenses, third-year EFL/ESL undergraduate students from an international university in Thailand were

observed during a real-time course. Ahead of comprehensive instruction and practice, the participants were given a pretest to evaluate their pre-existing knowledge of tense, aspect, and mood. Initial data showed that a majority of the participants had knowledge of 12 tenses with the "future tense" being among them. Initial results also showed that aspect and mood were relatively unfamiliar to the majority of the participants. At the end of the course, the participants were given a posttest which was identical to the pretest. The difference in data between the pretest and posttest showed that the majority of the participants now had a firm grasp of the idea behind two grammar tenses and how aspect and mood can be looked at as separate entities from tense. The overall results indicate that teaching English grammar tense based on two tenses is a viable alternative that could lead students to have a clearer understanding of English grammar tense and how it is interconnected yet separate from both aspect and mood.

Nurhayati, Dwi Astuti Wahyu(2020)presents the students' need analysis in Practical English Grammar course. The data were collected through questionnaires and interview by individual or group assessment. It involves 34 Indonesian undergraduate students who were majoring in English, took, join Grammar class and conducted classroom interaction in English teaching and learning process in IAIN Tulungagung, East Java, Indonesia. The data were analyzed using descriptive qualitative approach. The finding revealed some students' perspectives on Practical English Grammar course (lack of learning media, ineffective teaching strategy, unresponsive class atmosphere, and Grammar as difficult course); some student-considered effective ways to learn Practical English grammar (YouTube, discussion, appropriate learning techniques, progress report, peer assessment, and game); and students' results on their need analysis in learning Practical English Grammar in form of independent option on: learning media, learning strategy, learning material, and creating own questions and its answers.

Thakur, Vijay Singh; Sulaiman, Moosa Ahmed Ali; Elahi, Ehsan(2021) enlightens the main purpose of teaching and learning of the Grammar of a language is concerned, it should tell the teachers and learners the principles and parameters of sentence construction in the given language, i.e. English Language in the context of the discussion in this paper. Incidentally, the grammatical device of tense becomes more important and relevant at the level of discourse and communication. However, a predominantly common approach to teaching and learning of the system of tense in English language has been to understand it in synonymous terms with the notion of three timelines of present, past and future, which poses situations of systemic difficulties and makes it confusing and misleading to comprehend and communicate sentences and utterances in terms of communicative clarity within the parametric confines of the linguistic system of the English Language. Focusing on this issue, this paper demonstrates the ways to unfold the dichotomies involved in the traditional ways of teaching and learning of the grammar of tense, times and aspects of verbal action in English Language and suggests an instructional framework to resolve the related pedagogical issues of concern.

OBJECTIVE

1. To identify the errors faced by the students in learning tense forms in English grammar

METHODOLOGY

Descriptive Survey method was adopted in the study.

Sample

One hundred Students of standard VIII from High school, Chythania school Neelambur, Coimbatore district were selected as samples for the study.

Tool

Researcher's self-made Achievement test was used as a tool for the study. Validity of the tool was established by the opinion of the Experts. Reliability of the tool was established by the test-retest method and 0.79 was found out as coefficient correlation of the Achievement test.

Construction of tool

The investigator's self-made Achievement test was used to error findings in learning Tense forms of English grammar through objective types of question which carried one mark for each question and contained 25 marks.

Data Collection

The purpose of the study was explained to the Headmaster of the selected Chaitania school, Coimbatore. Selected one hundred Students from Chaitania School in Coimbatore district were also met by the investigator. Valuable suggestions of the English teachers and Headmaster were recorded by the researcher. The researcher was permitted to collect the data from the students. With the good rapport of the class teachers, a friendly relationship was established with the students. The researcher explained to the students, the purpose for which the study was made. Researcher also assured the respondents that the information given by them would be kept under confidence and the data collected would be used only for the purpose of research. One tool was taken by the researcher and showed the tool to Headmaster and Teachers. After getting consent from Managements and Headmaster, the tool was distributed to the selected students and they were asked answer the questions.

Error Analysis

As from the Achievement test in English grammar administered to students of standard VIII in Chaitanya School. The followings were learning hurdles in Simple present tense, Simple past tense and Simple future tens and agreement of verbs in English.

Present Tense

Out of one hundred students, maximum of students committed the mistakes in Person + verb + es + s or o.

Table-1 Incorrect and Correct Answers of Students in Simple Present tense

Items	Incorrect Answers	No of students	Correct Answers	No of students
1	I drank a cup of coffee daily	60	I drink a cup of coffee daily	40
2	He sing a song regularly at 7.00 am	67	He sings a song regularly at 7.00 am	33
3	Father read many news paper everyday	72	Father reads many news paper everyday	28
4	People buys vegetables regularly	67	People buy vegetables regularly	33
5	They is happy now	45	They are happy now	55
6	Milk was white	76	Milk is white	24
7	I are a teacher	60	I am a teacher	40
8	It your pen	45	It is your pen	55
9	He enter in to his class	72	He enters in to his class	38
10	She go to Delhi today	56	She goes to Delhi tody	44
11	Students arranges a function	87	Students arrange a function	13

12	Rain comes	100	It may rain	0
13	She cut vegetables at morning	71	She cuts vegetables at morning	29
14	This pen was made in India	62	This pen is made in India	38
15	We has to walk five kilometres everyday	40	We have to walk five kilometres everyday	60

The above table shows the correct and incorrect answers of the students in simple present-tense of English subject. Maximum Students committed the mistakes in using simple present tense with agreements of the verbs. Some students answered properly.

Items number 12, 11, 6,3, 9 and 13 had more errors in answers in the answer papers collected from the selected students related to Simple present tense But other items had errors in the answer script. Committed errors of the students may be rectified through remedial coaching to the students.

Past tense

Out of one hundred students, maximum of students committed the mistake in the past tense:- Person + verb + ed or t and was/ were

Table-2 Incorrect and Correct Answers of Students in Simple Past tense

Items	Incorrect Answers	No of students	Correct Answers	No of students
1	I reads a story yesterday	67	I read a story yesterday	33
2	Mother are worked hard	58	Mother worked hard	42
3	Ramu build a house last year	85	Ramu built a house last year	15
4	My sister write a letter to me last month.	58	My sister wrote a letter to me last month	42
5	Students playd in the ground yesterday	69	Students played in the ground yesterday	31
6	Krishna did not went to school last week	81	Krishna did not go to school last week	19
7	I spoked English fluently in the last meeting.	73	I spoke English fluently in the last meeting.	27
8	She understand algebra clearly yesterday	77	She understood algebra clearly yesterday	23
9	We leaved the house last week	72	We left the house last week	28
10	Students spend more time for reading in past	62	Students spent more time for reading in past	38
11	Manoj draw this picture at 10 pm on December 2020.	69	Manoj drew this picture at 10 pm on December 2020	31
12	Postman rung the calling bell to deliver the post last Friday	70	Postman rang the calling bell to deliver the post last Friday	30

13	My friend waked yesterday morning at 10 o'clock	89	My friend woke yesterday morning at 10 o'clock	11
14	I win the race last month	87	I won the race last month	13
15	Radha lead the party and got success in the election.	90	Radha led the party and got success in the election	10

The above table shows the correct and incorrect answers of the students in simple past-tense of English subject. Maximum Students committed mistakes in using simple past tense with agreements of the verbs. .Some students answered properly. Items number 15,14,13,6,3 and 8 had more errors in answers in the answer papers collected from the selected students related to Simple past tense. But other items had errors in the answer script. Committed errors of the students may be rectified through remedial coaching to the students.

Future tense

Out of one hundred students, maximum of students committed the mistake in the simple future tense: - Person + will + verb or shall and going to

Table-3 Incorrect and Correct Answers of Students in Simple Future tense

Items	Incorrect Answers	No of students	Correct Answers	No of students
1	The bus shall not wait for us	56	The bus will not wait for us	44
2	Paul is call you tomorrow	68	Paul will call you tomorrow	32
3	Who are going to meet the Minister tomorrow?	75	Who is going to meet the Minister tomorrow?	25
4	I go to market later	70	I will go to market later	30
5	Shall you go to school the next week?	65	Will you go to school the next week?	35
6	Can we meet coming sunday in a Mall?	81	Shall we meet coming sunday in a Mall?	19
7	I will sure ,I will have good time.	82	I am sure ,I will have good time.	18
8	My brother come back soon	77	My brother will come back soon.	23
9	I will know it but you will know it	82	I know it but you will know it	18
10	She does the home work	84	She will do the home work	16
11	Oliver is publish a book today evening	80	Oliver will publish a book today evening	20

12	Principal do not arrive next week	74	Principal will arrive next week	26
13	They are not work for free	89	They will not work for free	11
14	He shall not say goodbye	67	He will not say goodbye	33
15	Do you score marks in the next week?	72	Will you score marks in the next week?	28

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The above table shows the correct and incorrect answers of the students in simple future-tense of English subject. Maximum Students committed mistakes in using simple future-tense with agreements of the verbs. Some students answered properly. Items number 13,10,7,9,6, and 11 had more errors in answers in the answer papers collected from the selected students related to Simple future tense But other items had errors in the answer script. Committed errors of the students may be rectified through remedial coaching to the students.

Findings

1. Students of standard VIII from Chaitaniya school had errors in learning simple present tense in using the verbs with simple present:- drink, read, buy, is, am, are, enters, arranges, cut, made and wake.. 65 percentage of students committed errors in simple present tense and 35 percentage of students answered properly.
2. Students committed errors in the simple past tense also. The following words were errors in using in the past tense given in the answer script of achievement test :- read, work, build, play, speak,play, speak,leave, draw, ring, wake, win and lead. 72 percentage of students committed errors in simple past tense and 28 percentage of students answered properly.
3. Students faced the problems and some errors were identified in using the verbs with future tense. Shall, call, is going, go, meet, have, come, know, does, publish, do not, are not, shall not, and do were errors committed by the students in answer for simple future tense. 69 percentage of students committed errors in simple future tense and 31 percentage of students answered properly

Recommendations

1. Necessary remedial courses may be given to students to eliminate the errors committed by the students of standard in Simple present tense, Simple Past tense and Simple Future tense.
2. Orientation training on tenses may be arranged to provide new methods of teaching English grammar.
3. Special efforts should be taken to learn English tenses.
4. Exercise oriented teaching methods may be implemented in the classroom.
5. Active learning and Gamification based methods can be incorporated to reduce the learning hurdles in Simple present tense, Simple Past tense and Simple Future tense.

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