

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – ANH

Sinh viên : Bùi Thị Minh Ngọc

Giảng viên hướng dẫn: Th.S Nguyễn Thị Thu Hương

HẢI PHÒNG 07– 2020

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

**A STUDY ON COMMON GRMMATICAL ERRORS IN
ESSAYS WRITTEN BY THIRD YEAR ENGLISH
MAJOR AT HAI PHONG TECHNOLOGY
MANAGEMENT UNIVERSITY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH - ANH**

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: **A study on common grammatical errors in essays written
by third year english major at Hai Phong Technology Management
University**

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Nguyễn Thị Thu Hương

Học hàm, học vị : Thạc sỹ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: A study on common grammatical errors in essays written by third year English major at Hai Phong Technology Management University

Đề tài tốt nghiệp được giao ngày 30 tháng 03 năm 2020

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Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Hải Phòng, ngày 01 tháng 07 năm 2020

HIỆU TRƯỞNG

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

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Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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1. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ họ tên)

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Hai Phong, June 20th 2020
Student

Bui Thi Minh Ngoc

CHAPTER I: INTRODUCTION

1.1. Rationale

Nowadays, English is used in a majority of countries in the world, as it is chosen to be one of the most important languages for international communication. It has become a compulsory subject in almost schools, colleges and universities. However, it is not easy to study English well. English major students at Hai Phong Management and Technology University are in this situation. They find it difficult to learn English with all skills especially writing skill.

A majority of HPU third year students said that they lacked suitable strategies for composing and had no set of procedures for essay writing. They might sometimes write good papers which did not follow the instructor's assignment. Sometimes, they wrote poorly organized papers and failed to select a topic. The most important difficult was that they made a lot of grammatical errors in their writings. From that situation, the researcher chose the topic "common grammatical errors in essays written by third year English majors at Hai Phong Management and Technology University" for the graduation paper. With the findings of the research, I hope that I can help students overcome their problems in order to have better writings.

1.2. Aims of the study

This research is carried out to investigate the essays written by the 3rd year students of foreign language department at Hai Phong Management and Technology University

The aims of this study are set out as follows:

- ✓ To examine the written essays by the third year English major students, focusing on the grammatical errors in their writing.
- ✓ To suggest solutions to help students minimize their problems.

1.3. Research Questions

The study is carried out in order to find the answers to two research questions:

1. What are common grammatical errors in guided essays and student – developed essays written by third – year English students?

2. What are the differences between the frequency of common grammatical errors in guided essays and student-developed essays?

3. What are suggested solutions to help students avoid their grammatical errors?

1.4. Scope of the study

The study focuses on finding out the most common grammatical errors made by the third-year English major students when they write compositions and it is limited only to eleven categories of the grammatical errors.

1.5. Method of study

In seeking answers to the research questions, survey questionnaire, class observation, interview are chosen to obtain relevant information of the study. That is all remarks, considerations, and conclusions are made largely based on the analysis of the statistic data collected though the questionnaire survey. Class observation and interview are carried out as the supplementary to the survey questionnaire. Moreover, forty four essays written by the third year English majors are collected for analyzing their grammatical errors.

1.6. Significance of the study

The study is significant for the following reasons:

- ✓ The result of the study will be benefit for English teachers to implement suitable strategies in teaching writing essays.
- ✓ It will help students avoid some grammatical errors in essay writing and improve their language ability.

1.7. Design of study

My graduation includes four parts as following:

Chapter I: Introduction is the introduction of my study including rationale, aims of the study, research question, scope of the study, methods of study, significance of the study and design of the study.

Chapter II: Literature review supplies the readers with the theoretical background including the theory of academic writing skill, essay writing, and errors in writing.

Chapter III: This chapter presents the methodology used in the study. It describes subjects, instruments to carry out the research, the way to collect and analyze data.

Chapter IV: The chapter provides analysis of data collected, shows findings and gives recommendations

Chapter V: Conclusion offers the summary of the findings and discussion and gives some suggestions for further studies.

CHAPTER II: LITERATURE REVIEW

2.1. Theoretical backgrounds of writing

2.1.1. The definition of writing skill

There are several opinions about the definition of writing that have been given by the educators.

“Writing is a learned skill” (Ur, 1988). Writing is a skill which can be learned by anyone by practice intensively because writing is not an automatic skill.

Writing can be seen as an “act of forming graphic symbols that is letters or the combination of letters (Byrne, 1988). Simply, writing is like “making marks on the flat surface of some kinds.”

In fact, writing, however, is a far more complicated process than the production of graphic symbols. It is “a process of transformation the material discovered by research inspiration, accident, trial and error, or whatever into a message with a definite meaning...writing is a process of deliberate decision” (Lannon, 1989:9)

At a high level, writing is defined as a complex process which involves a number of separate skills “from the basics of handwriting and spelling to the subtler nuances of tone and organization”. Therefore, the essence of writing is choice and writing is also considered the means to communicate in a way that is “profound, or funny, or provocative, or highly persuasive” (Veit, Gould & Clifford, 2001).

From another view of writing, Murray (1978:29) and Perl (1979: 43) defined writing as “a creative discovery procedure characterized by the dynamic interplay of content and language: the use of language to explore beyond the known content”.

2.1.2. Writing process

Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer’s block is reduced.

According to Alice and Patricia (2006), the writing process includes five stages:

- ✓ *Brainstorming*: Before writing, information is gathered. Then, a writer brainstorm ideas and vocabulary related to the topic.
- ✓ *Creating an outline*: the writer choose the ideas used in his or her essay, cluster ideas into logical parts. This may be in the form of a chart, a web, or a list of main ideas. An outline and a plan for the paper are made.
- ✓ *Write a first draft*: This stage is to expand an outline into a draft by rewriting your notes into full sentences. At this stage, the writer does not worry about the mistakes.
- ✓ *Editing*: All knowledge of grammar and mechanics are applied and mistakes are corrected.
- ✓ *Writing a final draft and submitting work*: A draft is reviewed so that it looks neat and has all the features of a finished college paper.

According to Lien, T.T.N (2010) , there are four main stages in the writing process: getting started, prewriting, planning, writing and revising drafts and revising the final copy to hand in.

- ✓ *Getting started*: When a writer gets the assignment whether he selects a topic or is designed one, he has to depend on the purpose of the writing, on the audience, on the understanding of the topic, and the interest and or the concern about the topic to choose he topic for the paper.
- ✓ *Prewriting*: this is divided into two steps:
 - Prewriting step 1: Choosing and narrowing a topic: essay writers must narrow the subject to a particular aspect of that general subject.
 - Prewriting step 2: Collecting details (brainstorming by listing, by free writing, by clustering and by flow chart)
- ✓ *Planning or outlining*: When ideas are generated, enough information is collected for the essay, writers categorize and label the information and make a general plan or outline.
- ✓ *Writing and revising drafts*: After making an outline for an essay, writers can start write the first draft. This is how to proceed:
 - At the top of the paper, write down the audience and the purpose
 - Write down the thesis statement and underline it
 - Skip one or two lines of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow to add more details, information, examples, etc. in order to develop the points.

- Write paragraphs, one after another, following the outline as closely as possible.
- ✓ *Revising the final copy:* writers must change what they have written in order to improve it, check it over for content and organization including unity, coherence, and logic.

2.1.3. Problems in writing

According to Smith: “For some people writing often comes easily, others find it a continued struggle. Some people find writing a strain, other a release. Students very often find it hard to compose a piece of writing since they do not know the right words, they do not know the right grammar, or they are not good at composing or organizing. Sometimes, they cannot even think of anything to write. The results in dry, flat, mechanical prose full of grammatical errors and empty of life and contents.”

2.2. Theoretical backgrounds of academic essay writing

2.2.1. The definition of an academic essay

According to Salim (1999), academic writing is 'structured research' written by 'scholars' for other scholars (with all university writers being 'scholars' in this context). Academic writing addresses topic-based 'research questions' of interest to anyone who is seeking factually-based, objectively-presented information on a particular topic. The objective of academic writing is the presentation of 'new knowledge' via a review of what is currently known about a given topic as the foundation for the author's new views or perspectives.

Another opinion from Lien , T.T.N. (2010), academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing (personal, literal, journalistic, business, etc.,) in several ways. Its differences can be explained in part by its special audience, tone and purpose.

2.2.2. Classifications of academic essay

The types of essay will depend on what the writer wants to convey to his reader. A lot of educators believe that there are broadly four types of essays:

- ✓ *Expository essay:*

Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented

writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

✓ *Descriptive essay:*

Descriptive writing focuses on communicating the details of a character, event, or place. Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

✓ *Persuasive essay:*

Persuasive writing tries to bring other people around to your point of view. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications

✓ *Narrative essay:*

A narrative tells a story. There will usually be characters and dialogue. Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters, this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: "What happened then?"

In the book "Essay writing: a generic approach written by Lien (2010) classifies academic essay into the following main types:

✓ *Narration:* Narrative relates events that have happened. In other words, narratives tell a story and are a large part of everyday conversation. It tells a story by presenting events in an orderly, logical sequence. Writing a narrative essay is more likely to present sequence events for the purpose of supporting a thesis.

✓ *Description:* the writer wants to tell readers about the physical characteristics of a person, place or thing. Description relies on five senses – sight hearing, taste, touch and smell. A good description helps readers form a vivid impression of what to communicate.

✓ *Problem -solution essay*: In this kind of essay, writers confront problems and seek the solutions. Problem-solution essay usually contains: a background paragraph that demonstrates the problem, one or more paragraphs of evaluation of alternative solutions, a persuasive proposal of one more paragraph for one solution, and one or more paragraphs describing implementation of that solution.

✓ *Exemplification*: It uses one or more particular cases, or examples, to make a general point specific or an abstract concept concrete. Exemplification is used in every kind of writing situation to explain and clarify, to add interest, and to persuade.

✓ *Process*: A process essay explains how to do something or how something occurs. It presents a sequence of steps and shows how those steps lead to particular result.

✓ *Cause and effect*: It analyses why something happens. Cause-and-effect essay examine causes, describe effects, or do both.

✓ *Comparison and contrast*: Comparison shows how two or more things are similar, and contrast shows how they are different. In most writing situations, however, writers use the two related processes of comparison and contrast to consider both similarities and differences.

✓ *Definition*: the definition essay tells what a term means and how it is different from other terms in its class. There are two types of definitions: formal definitions and extended definitions.

✓ *Classification and division*: This essay is about division of people, objects, places, or ideas into various groups that share similar characteristics.

✓ *Argumentation*: it is a reasoned, logical way of asserting the soundness of a position, belief, or conclusion. Argumentation takes a stand-supported evidence and urges people to share the writer's perspective and insights.

✓ *Data interpretation essay*: it aims at analyzing data from charts, tables, graphs, etc.

2.2.3. Organization of an academic essay

An academic essay contains three parts: introduction, body paragraphs and a conclusion (Lien, 2010):

* *Introduction*

Introduction is the first paragraph in the essay. It is recommended that the introduction begins with an attention grabber or an example that hooks the reader in within the very first sentence. It should accomplish a few written sentences that lead the reader into the main point or argument of the essay, also known as a thesis statement. The thesis statement is often the very last sentence of an introduction. To conclude, the introduction has two parts: general statements and thesis statement.

The functions of the introduction are:

- To introduce the topic to the reader in an engaging way
- To orient the audience by giving a little background information about the topic
- To state the thesis of the essay for the reader

* *Body paragraphs:*

The body paragraphs of an essay include a group of sentences that relate to a specific topic or idea around the main point of the essay. It is important to write and organize two to three full body paragraphs to properly develop it. The function of the body paragraphs are to:

- Explain
- Define
- Clarify
- Illustrate the main idea of the essay, and to persuade the audience what the writer's ideas and opinions are worthwhile.

Each body paragraph of an essay begins with a topic sentence that contains controlling ideas, supporting sentences and a concluding sentence.

Body paragraphs in an essay are developed by the essay organization methods therefore it can include:

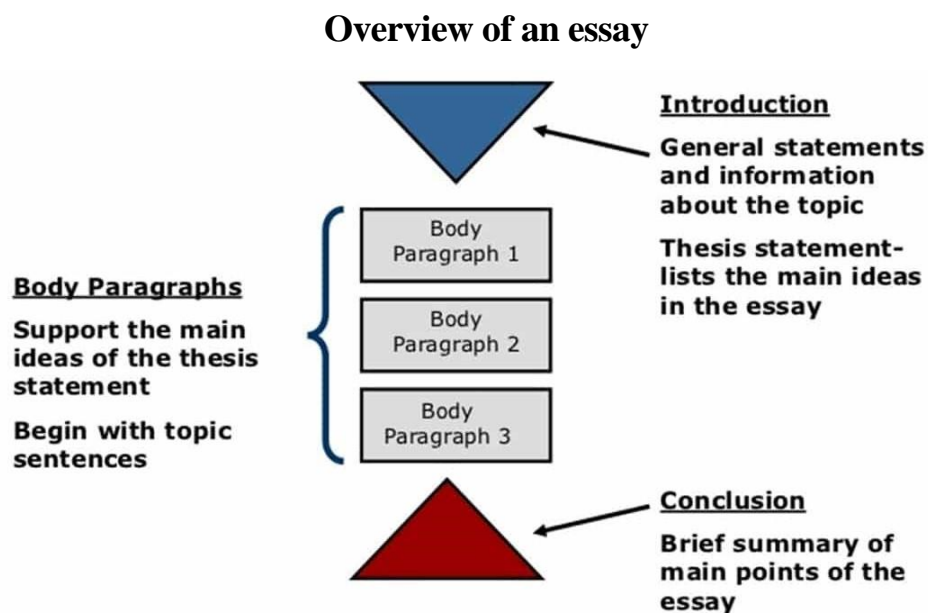
- Process
- Extended definition
- Classification
- Comparison and/ or contrast
- Cause or effect or both

* *Conclusion*

A conclusion is the paragraph that completes the essay by one or more of the following:

- By summarizing the main ideas in the essay
- By making recommendation(s) about ideas presented in the essay
- By offering a solution to the problem discussed in the essay
- By making a prediction about ideas or issues discussed in the essay

The format of an academic essay can be seen as follow:



2.2.4. Characteristics of an academic essay

Academic essays have certain key features or characteristics. These key features define the academic essay as a work that retains one central point or theme, all of which support the main argument behind the work. The academic essay, in other words, is supposed to inform the reader. There are several key features of academic essays. In order to successfully write an academic essay, students are encouraged to use them as guidelines to produce better work.

The key features of a good academic essay are:

✓ *Complexity*: Complexity is a structural trait. It determines how a student uses the words that make up their essay. Complex written language, as a result, uses longer words, phrases and generally appears more dense than less complex works.

✓ *Formality and precision*: Formality determines the tone of the essay. The academic essay avoids conversational words and expressions in order to retain its formal tone. Precision in an academic essay refers to the evidence used within the essay (the facts and figures).

✓ *Objectivity*: Academic essays are objective, meaning that they lack personalization. Since academic essays are written to inform, they lack personalized language (that uses verbs and adverbs) and instead utilize more nouns and adjectives.

✓ *Explicitness and accuracy*: Explicitness refers to the way words and phrases related to each other within the text of an essay. Therefore, a student needs to explicitly show the relationship between groups of ideas or text within the body of their work. Accuracy refers to the usage of words within an essay; within an academic essay, the words used there must retain their true meaning rather than an alternative meaning.

✓ *Hedging and responsibility*: Within an academic essay, a student writer must hedge or make clear the strengths of the claims they detail within their essay. In the essay itself, it is important for the writer to state their intention for arguing their point. Responsibility also relates to hedging, since writer needs to be responsible for representing their argument (including evidence and other justifications) within their essay.

2.2.5. Problems in academic essay writing

Hedge (1988: 5) points out that grammatical problems, mechanical problems , sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.

✓ *Grammatical problems*: learners have a number of problems in their attempts to write in the second language . “As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students” (Tyner, 1987). Similarly, Kharma (1987) in Melese (2007: 12) states that students have problems with subject verb agreements, pronoun references, and connectors.

✓ *Problems of sentence structure*: sentences reflect various syntactic structures (Reid, 1983). However, incapable learners use run-on, incorrect, and fragmented sentences. Kharma (1986) states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. According to Zamel (1983:22), cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for English language students.

✓ *Problems of word choice*: a good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish, 1983;Alamirew, 2005). According to Reid (1983) in Melese (2007: 13), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that usually students use 'big words' in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

✓ *Cognitive problems*: the cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.

- **Punctuation Problems**: according to Byrne (1988: 16), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic. Similarly, Carrol and Wilson (1995: 191) state "students' writing encounter punctuation problems as there are no universal rules of punctuation."

- **Capitalization Problems**: Capital letters are useful for sentence initials, the beginning of important words, in topics, headings, etc (Kroll, 1991). However, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students.

○ Spelling problem: due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gowere, 1995) .

• Content Problem: learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others (Clifford, 1987). Clifford (1987) suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others.

• Problem Organization: according to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. Raimes (1983) states that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details

2.3. Theoretical backgrounds of errors in writing

2.3.1. Definition of an error

As Lemon (1991) wrote in his book, an error is “a linguistic former combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers’ native counterparts”.

According to Yulianti (2007), an error is noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.

According to Corder (1971) and James (1998), errors are “systematic,” and they happen regularly and are not recognized by the learners.

2.3.2. Significance of errors

There has been a move toward making language education more communicative and less mechanistic over the last decades. The use of language for communication has been considered as priority in foreign language classroom. In his book, about the change at that time, Hendrickson (1983) insists that more important than error-free speech is the creation of an atmosphere in which the students want to talk.

Such change in language teaching has brought about a more positive attitude toward errors in second/ foreign language acquisition. The fact that second / foreign language learners make numerous errors in acquiring it is widely accepted. Likewise, foreign language teachers are also suggested to expect many errors in students' speech and writing and they should accept these errors as a natural phenomenon integral to the process of second/ foreign language learning.

According to Corder (1967), when studied systematically, students' errors in acquiring a second or a foreign language can give significant insights into how the language is actually learned. He also points that the errors are significant in three different ways. Firstly, students' errors in second or foreign language have immediate practical applications for foreign language teachers. A systematic analysis of students' errors will tell teachers how far toward the goal the students have progressed and what remained for them to learn. Errors also hint some feedback. They tell the teachers something about effectiveness of their writing materials and techniques. Errors also show the teachers what part of syllabus which they have been following have been inadequately learned or taught or need further attention. They enable teacher to adjust their teaching time to focus on one item more than the others. Secondly, errors give researchers evidence of how language is learnt or acquired, what strategies or procedures the learners are employing in their discovery of the target language. This certainly contributes much to designing a remedial syllabus or a program of teaching. Finally, making errors can be regarded as a device the learners use to learn. It is a good way for the learners to test their hypotheses about the nature of the language that they are learning.

In a word, errors themselves are really significant to both the language learners and language educators. Realizing the significance of learner's errors, studies in error analysis contribute to the growing knowledge of how students learn second language and how this knowledge can be applied to teaching foreign languages more effectively.

2.3.3. Types of errors

Errors can be classified differently according to various aspects. According to Iamsiu (2014), errors were classified according to their causes into two categories.

* *Interlingual errors*

Interlingual is the system in the brain that language learners attempt to use the structure or the system of the prior language that exists in order to acquire second language. These error results from the mother tongue interference.

** Intralingual and developmental errors*

These kinds of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself. Iamsiu states that there are four major types or causes of intralingual errors which consists of overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

- Overgeneralization errors: The learners create a deviant structure on the basis of other structures in the target language. For example, “He can sings”

- Ignorance of rule restrictions: The students apply rules to the contexts where they are not applicable. For example: The man who I saw him.

- Incomplete application of rules: The learners fail to use a fully developed structure. For example:

Teacher: Do you read much?

Student: Yes, I read much.

- False hypothesis: The students do not fully understand a distinction in the target language. For example, The form was may be interpreted as the member of past tense and is as a member of present tense. For example: He is speaks French or It was happened.

According to Zwahreh (2012), there are three main error types: Interlanguage errors or interference errors, intralingual errors, and developmental errors. Interlanguage errors refer to “errors which are caused by the interference of the learner’s mother tongue”. Intralingual errors refer to “errors which reflect the general characteristics of rule learning”. It can be subdivided into three types which are: over-generalization, ignorance of rule restrictions, and incomplete application of rules. Developmental errors refer to “errors which appear because the learners try to build up hypotheses about the English language from his or her limited experiences of it in the classroom or textbook”.

2.3.4. Causes of errors

In his study, Richards (1974) points out four main courses of errors as given below:

✓ *Overgeneralization:*

Overgeneralization is due to the failure to take exceptions into account because the students' exposure to the language is limited. Moreover, students have insufficient data from which they can derive more complex rules. Another reason for overgeneralization lies in the fact that after having found a rule which appears to work well, students are not inclined to go looking for exceptions which will only complicate matters. In other words, overgeneralization is the use of previously available strategies in new contexts. However, in some exceptional cases, the strategies will probably be misleading and inapplicable due to superficial similarities between the two languages.

✓ *Ignorance of rule restrictions:*

From the researcher's observation, students often apply rules to contexts where they do not apply. For example, some students made mistakes like "life experience is necessary for students after leaving from university". Problems arise not only in the use of preposition but also in verbs and other grammar items. For instance, inconsistency in verb tense can be found in "It is near a bus station. It took you five minutes to go there".

✓ *Incomplete application of rules:*

This refers to the occurrence of structures whose deviancy presents the degree of development of the rules required to produce acceptable utterances. Incomplete application of rules is mainly due to the use of questions in the classroom where students are encouraged to repeat the questions or part of it in the answer." Do you read much ", and "Yes, I read much" are good illustrations of the cause.

✓ *False concepts hypotheses:*

This cause results from faulty comprehension of distinctions in the target language or sometimes from poor gradation of teaching items. The form is, for instance, can be misunderstood as a marker of all present tenses. Thus, one student may say "He is speaks English". Vietnamese students learning English are no exception. The author of this study finds out that Vietnamese students often confuse between the uses of *too*, *so* and *very*. They often produce sentences like " *I am very lazy to do anything*" or " *He is too tired that he can not work*". Besides, many of students fail to distinguish verbs *come* and *go*. Instead of saying "Let's go home now" they would probably suggest "Let's come home now".

2.3.5 . Analysis of composition errors

There have been several studies about errors analysis of English compositions written by learners of English as a second language. Researchers like Raimes (1985, 1987), and Zamel (1982, 1983) have analyzed the written product to get a thorough understanding of writing ability to find out the problems students face in writing and common errors that ESL students often make. An analysis of learners' composition errors provides evidence of their competence in the foreign language. Language educators often gain valuable information concerning learners' difficulties in writing at different stages.

Ubol (1980) did an error analysis of English compositions by Thai students. In his analysis, Ubol divides the error classification scheme into twenty-four categories.

Given below is the error classification scheme for evaluating compositions.

1. Tenses
2. Determiners
3. Agreement
4. Infinitive and gerund constructions
5. Pronouns
6. Possessive and attributive structures
7. Word order
8. Incomplete structures
9. Negative constructions
10. Parallel structures
11. Prepositions
12. Verbs
13. Nouns
14. Conjunctions/ Connectors
15. Adjectives
16. Adverbs
17. Spelling errors
18. Punctuation
19. Capitalization
20. Run-on sentences
21. Spoken forms (contracted forms)
22. Style usage

23. Gap

24. Miscellaneous unclassified errors

The writing common errors are categorized as follow:

<p><i>Grammatical or structural errors</i></p>	<p>Tenses Determiners Agreement Prepositions Pronouns Possessive and Attribute Word order Incomplete structures Negative constructions Parallel structures Conjunctions</p>
<p><i>Lexical errors</i></p>	<p>Infinitive and gerunds Verbs Nouns Adjectives Adverbs</p>
<p><i>Errors of Mechanics of Writing and Style</i></p>	<p>Selling Punctuation Capitalization Spoken /contracted forms Style usage</p>

CHAPTER III: METHODOLOGY

3.1. Sample and sampling

The sample was drawn from twenty two third-year English major students enrolled in Foreign language department, Hai Phong Management Technology University. They were at the age of 21 to 26. The number of male and female students was not equal. The number of female students accounts for nearly 73% of the student population. A large number of them (82%) had learnt English for at least 5 years and 18% of students had studied English for 3 years.

The students' average writing marks of the fifth term was approximately 6.5. There were eight students getting seven and two students got eight. Ten students got six and two students got five. They were at the upper intermediate level of English.

3.2. Instruments

** Instruments 1: Writing tasks*

The compositions collected includes two types of essays (guided essays and essays developed by the students themselves)

- ✓ Twenty two student - developed essays of different NA21 students chosen randomly were of different types of essays.
- ✓ Twenty two guided essays were collected from the writing teachers. These essays were carefully instructed by lecturers before learners wrote them. All of the essays had detail outlines.

** Instrument 2: Survey questionnaire*

The survey questionnaire was another important instrument to get more information about the students themselves and their experience in English. The survey questionnaire comprises two sections:

- The personal information consisting students' gender, age, experience in learning English and average writing marks at university.
- The students' opinions on writing and grammatical errors in essay writing.

**Instrument 3: Observation and interviews*

The researcher observed and interviewed third-year English majors to get more reliable information for the study.

3.3. Data collection

The data was collected in May, 2020. Information regarding data collection was provided for the teacher where the samples were chosen. Agreement and discussion with the teacher involved were made earlier to ensure that the data collection was carried out smoothly.

First, Instrument 1 – the writing tasks were collected in the writing classes.

Second, Instrument 2 - the survey questionnaire was administered on one day at the beginning of May 2020.

Finally, Instrument 3 – observation and interviews. The researcher observed the class with steps in writing skill and interviewed some students to get the reliable information.

3.4. Data analysis

After the administration of the instruments, the data were collected and analyzed according to the purpose of the study to elicit answers for the proposed research questions. Each set of data consisted of the academic results of two essays, and the information from the answer to the given questions in the survey questionnaire. All the data were analyzed by the researcher of this study to avoid inconsistency and possible biases.

** Data obtained by instrument 1 – the writing tasks*

Forty four essays were collected randomly and the error analysis was based on eleven grammatical errors. All errors were highlighted and underlined. They were counted and classified into types according to grammar rules violated. The errors, which occurred frequently, were classified as common errors.

** Data obtained by instrument 2 – Survey questionnaire*

Each survey questionnaire was analyzed by the researcher of the study to avoid any mistake. The frequency of the responses given by students was in the form of tables and percentage.

** Data obtained by instrument 3 – Observation and interviews*

The researcher of the study observed the 3rd year students carefully. Besides, frequent exchange with the writing teachers about the students' performance was made. Finally, the researcher also randomly interviewed numerous 3rd year students to know about the steps, their opinion on writing and writing errors in English.

CHAPTER IV

DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

4.1. Data analysis and findings

4.1.1. Demographic information

The subjects consisted of 22 third year students, among whom 6 were male students, 16 were female students. Their ages ranged from 21 to 26 years. The majority of the students were aged 21 (14 students). There were 3 students at the age of 22 years, 2 students at the age of 23 years, 1 student at the age of 24 years, 1 student at the age of 25 years and 1 student at the age of 26 years.

The subjects' English learning experience ranged from 3 to 14 years as they started learning English at different ages depending on the syllabus of the schools they studied at. About 18% (4 students) had been studying English for less than 4 years, 9% (2 students) had from 5 to 7 years of learning English, and nearly 73% (16 students) had more than 7 years of learning English. Despite the fact that, all of them were third-year students, their experience of learning English still varied. Table 1 below presented the subjects' experience in learning English.

Table 1: The subject's experience in learning English

Year of learning	Less than 4 years	5 to 7 years	More than 7 years	Total
Number of students	4	2	16	22
Percentage	18%	9%	73%	100%

The questionnaire also elicited the subjects' own perception of their writing abilities, the importance of writing and their difficulties they faced in writing essays.

All of the students knew the importance of writing. 12 students found this skill very important and 10 found it important. However, from their perspectives, writing skill was not easy to learn. 8 students (36%) claimed that it was very difficult to write essays. 12 students (55%) argued that it was difficult. Only 2 (9%) students stated that writing was not very difficult.

In terms of writing abilities, none of students claimed to be excellent or good at writing. More than half of the sample 12 students (55%) perceived themselves as average writers. 10 students (45%) perceived themselves to be quite good at writing. The average score of writing 5 of the students is 6.45.

The students' perception of their ability in writing was confirmed by the marks awarded. The range of the marks varied from 5 to 8 marks. Only two students scored 8 marks. 8 students were allotted 7 marks. More than half of the sample (12 students) scored between 5 to 6 marks.

There were a number of activities organized in class to help students enjoy writing essay classes to reduce the boredom and difficulty of writing. Choosing a topic, generating ideas, summarizing were three activities selected by the maximum number of students. 18 students (82%) claimed that they followed some activities: planning and organizing the essay, writing the first draft, writing the first draft, revising the essay, final editing. 14 students (64%) thought of discussing the topic of writing in class.

Nearly 82% of the students said that the teacher had interesting and flexible methods in writing skill. There were 72% of them preferred to work individually and in pairs. The rest (28%) liked to work in groups. In terms of criterion for evaluating a writing task, learners showed their different opinions. There were 10 students choosing accuracy (correct grammar and usage, spelling and pronunciation), 10 students choosing content (specifics, overall clarity, and interest) and only two students choosing organization (thesis statement, development paragraphs, concluding paragraph, logical sequence, unity).

15 students "often" made grammatical errors in their essay writings, 5 students "always" and only have 2 students "seldom" made those. Because of great frequency of errors in essays, many students (91%) would like their teacher to give various pre- writing activities related to grammar. 18 students (82%) claimed that teachers should guide the writing and some students (36%) provide a lot of homework of grammar before writing lessons.

In terms of error correction, 50 % of the students hoped that all their errors were corrected by teachers, 36% of the students liked peer-correction with the teacher's help. There were 2 students, representing 9% of the sample, thought that errors should be corrected by students themselves with the teacher's help. However, only student (5%) said that errors should be marked for self-correction and the teacher gave feedback.

Subjects (45%) preferred their teacher to revise grammar in class and many of the sample (68%) liked to be provided with more grammatical exercises at home to reduce common errors in their next writings.

4.1.2. Grammatical errors in essays

Table 2: Types of errors made in the guided essays and the student-developed essays

Types of grammatical errors	Guided essays (GE)		Student - developed essays (SDE)	
	Number of students making errors	Percentage %	Number of students making errors	Percentage %
1. Verb tenses	17	77%	20	91%
2.Determiners	16	73%	18	81%
3.Agreement	12	55%	15	68%
4.Prepositions	15	68%	17	77%
5.Pronouns	10	45%	12	55%
6.Possessive and attributive	3	14%	5	23%
7.Word Order	9	41%	15	68%
8. Incomplete structures	12	55%	16	73%
9. Negative constructions	6	27%	9	41%
10.Parallel structures	9	41%	13	59%
11.Conjunction	4	18%	7	32%

✓ Verb tenses

The highest error rates in the study occurs within the error category of verbs tenses, with 17 students (77%) in GE and 20 students (91%) in SDE. This finding shows that the use of English verbs is a major learning difficulty for all HPU third-

year students. The misusages of verb tenses are commonly in the simple past tense, future simple tense, past perfect tense and present simple tense.

*Simple past tense:

- *Some people said that they smoke every day. (smoked)*

In this example, the student confused between the use of simple past tense and simple present tense. There was a kind of language interference.

- *Many people didn't smoked. (smoke)*

The student overgeneralized the use of negative past tense, instead of adding the infinitive form after didn't.

In the following sentences below, the students failed to put the verbs in the past form.

- *On 23rd April, it means the last day we studied together, was hold a farewell party. (meant)*

- *I have an unforgettable experience and it happened when I was inelementary school. (had)*

*Future simple tense:

- *You will loosing your life. (lose)*

In this example, the student tried to express futurity by using "will" but he formed the tense in a wrong way, instead of using infinitive after "will", he added the -ing.

- *They will be tidy their rooms quickly and save time to do another activities. (will tidy)*

*Past perfect tense:

- *After they knew the importance of part-time job in getting more their experience , they decided to have one.(had known)*

- *We told a lot of stories before he came. (had told)*

*Present simple tense:

- *Doing household tasks help children more independent (helps)*

- *All family members doing household together. (do)*

- *It is help to prepare for their lives in the future. (helps)*

✓ **Determiners**

The second type of grammatical errors made by third-year students is determiners including articles, quantifiers, and demonstratives. In GE, 16 students (73%) have had those errors in their essays and in SDE, the rate is higher, with 18 students (81%).

*Articles:

The wrong use of article is another frequent problem in students' writings. Thus, to be able to use an article properly, the students had to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all.

Some errors as follows:

Redundant use of the article 'the' and the absence of indefinite article "a":

- *The smoking is bad habit. (zero article)*

The student in the example added “the” before the gerund where it was not necessary.

Misuse of the article "a, an" before words with vowel or consonant sounds:

- *A hard working person will be an good example for children to learn.(a)*

In the example above, the student added “an” instead of “a” before a word that began with a consonant.

Omission of article:

One of major problems is lack of money. (one of the major problems)

*Quantifiers

Examples of quantifier errors:

- *The most students are eager to learn because they like their teacher. (most students)*

- *All of members in family need to share problems with each other.(all of the members)*

- *Each jobs is useful for a person to get more experience.(each job)*

* Demonstratives

For example:

- For that reasons, they decided to go have gap year. (those)
- If you follow this tips, you can enrich your experience much in real life.(these).
- To sum up, there are two main ways to achieve success. This ways are not difficult to do. (these)

✓ Agreement

One of the common grammatical errors made by the sample is agreement. In both kinds of the essays, the rates are high (55% in GE and 68% in SDE). Their problems are mainly :

*Subject – verb agreement

Plural subject does not agree with singular verb

- The people thinks those smoke cigarettes are adult. (think)
- Although many people knows about smoking dangerous. (know)

Singular subject does not agree with plural verb:

- It encourage smokers to smoke. (encourages)
- The cigarette company have the major roles (has)
- The more dangerous results is famine and diseases. (are)
- We ought to stand in line because there was many patients in there (were)
- We were very confused because the walls were glass and the houses was dark.
(were)

*Noun-pronoun agreement

- The problem is the most difficult for students to succeed in his learning process. (their)
- Most of the successful students know the tips and use it in write their essays.
(them)

✓ Prepositions

With high rates (68% - 15 learners in GE and 77% - 17 learners in SDE), preposition is considered as one of the common grammatical errors seen in students' essays.

For instance:

- Diseases can be caused of smoking. (by)
- Many people die from smoking. (of)
- It was very crowded by tourists of many countries. (from)
- On last Saturday, after I followed an English course, my mother asked me to take her to the bank by motorcycle. (no preposition)

✓ **Pronouns**

As can be seen from the table 2, pronoun accounts for 45% (10 students) in GE and 55% (12 students) in SDE. Therefore, it is only the common grammatical error in SDE.

For examples:

- It is undeniable that we should give up smoking because of it's serious harm on our health. (its)
- The problems are really terrible so everyone must aware of it. (them)

✓ **Possessive and Attributive**

Possessive and attributive is clearly not common grammatical errors in both GE and SDE. Only 3 students (14%) and 5 students (23%) faced with this problems in writing.

*Possessive

Here are some examples:

- If you want to have a good health, you should follow some tips written in you handbook. (your)
- They can deal with there problems easily. (their)

*Attributive

- I saw an alone woman. (She was alone that evening).
- The step give at the end was the most important one. (given)
- The idea at the beginning of the meeting is main. (The main idea is at the beginning of the meeting.)

✓ **Word Order**

Word order is the sixth highest error occurrence (41% - 9 students) in GE while it is the fifth highest one (68% - 15 students) in SDE. According to the statistics, word order is a type of common errors in SDE while it is not popular in the other.

Some examples:

- *Smoking is a habit bad. (a bad habit)*
- *How we can stop smoking? (can we)*

The first example shows that the student used his mother tongue in producing the sentence since in Vietnamese the adjective follows the noun while in English the adjective precedes the noun. Thus, error in word order occurs. In the second example, the student's overgeneralization in forming the right question in English makes him to commit the error.

- *Parents also are so proud of their children. (are also)*

✓ **Incomplete Structures**

In both GE and SDE, the number of grammatical errors "incomplete structures" found are high. 55% of the sample (12 English majors) in the first kind of essay and 73% of the sample (16 English majors) in the second kind claimed that they had made a lot of sentences having incomplete structures.

For examples:

- *After I planned my summer holiday. I decided to do some shopping first.*

"After I planned my summer holiday" is an example of a dependent-word fragment because this group of words cannot stand alone.

- *I plan on working overtime. To get this job finished. Otherwise, my boss may be angry with me.*

"To get this job finished" is a fragment and can be corrected by adding it to the preceding sentences.

- *I love to cook and eat Chinese food. Especially spaghetti and lasagna. I make everything from scratch.*

"Especially spaghetti and lasagna" is a certain fragment as neither subject nor object can be found in this group of words. This error can be corrected by attaching the fragment to complete thought that precedes it.

✓ **Negative constructions**

Although negative constructions is not common grammatical errors in both kinds of essays, the number of the errors in two essays are quite different. In GE, there are 6 students (7%) and in SDE, there are 9 students (41%).

Here are some examples of this kind of error:

- *The boys don't invited no one to their party. (invited)*
- *I not have a bike so I decide to go on foot.(don't have)*
- *Finally, we no went to anywhere. (didn't go)*

✓ **Parallel structures**

The table 2 shows that parallel structure is the common grammatical error in SDE while it is not the common one in the other kind of essay. 41% of the sample in GE made it and 59% of the sample in SDE had it.

Some examples of errors in parallel structures:

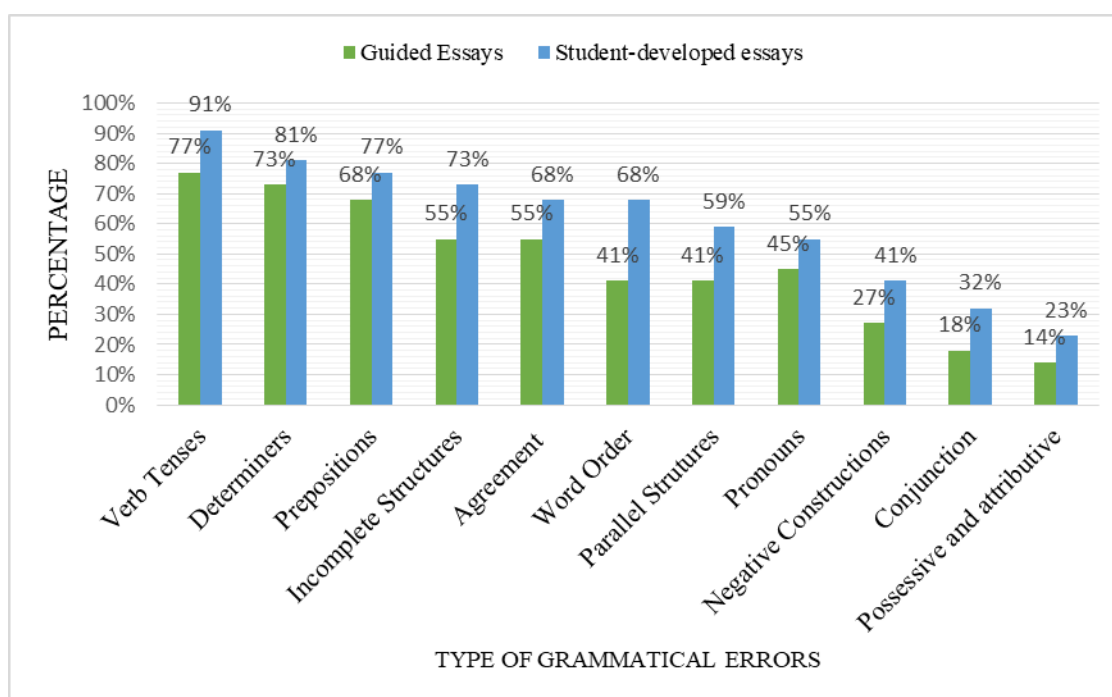
- *Attaining a college degree is neither cheap nor will it be easy. (easy)*
- *I plan to walk the dog, write a letter and going to bed. (go)*
- *I found cleaning supplies in the closet, under the sink, but not the garage (in the garage)*
- *There are three main reasons for having a part-time job including earning money, getting experience and build relationship with people.(building)*

✓ **Conjunction**

Conjunction is the last error that accounts for the lowest rates. (only 18% in GE And 32 % in SDE). The errors are as follows:

- *Besides that, most of them live in one place or never moved to another city. (Besides).*
- *And then, family can have more time to talk, watch TV and enjoy happy moments together. (Then)*
- *My mother often takes me to the park, so every time we go there I feel very happy. (and)*
- *Because he was very hungry so he went to the kitchen to find food to eat.(,)*

Graph 1: The grammatical errors committed by the third-year students in writing the two essays



As can be seen from the graph 1, HPU third- year English majors have made all eleven grammatical errors in their essays and the number of the errors is different in most of the types of errors. The largest number of errors is made in the area of verb tenses (77% of the errors in GE, 91% in SDE). While, possessive and attribute accounts for the lowest number of the errors (14% in GE and 23% in SDE). The number of other errors decreases gradually from determiners (73% in GE, 81% in SDE) to conjunction (14% in GE, 23% in SDE).

According to the chart, the number of errors found in SDE is higher than in GE in all kinds. Additionally, the common grammatical errors committed by the students in GE and SDE are not similar. In GE, the common grammatical errors are of verb tenses, determiners, prepositions, incomplete structures and agreement. While, in SDE, the common ones are of 8 types including verb tenses, determiners, prepositions, incomplete structures, agreement, word order, parallel structures and pronouns. Therefore, it is undeniable that the essays with guidance of the teacher have fewer errors and it is very important for students to be guided before writing to minimize their grammatical errors in their essays.

Table 3: Frequency of errors in the guided essays and the student-developed essays

Types of grammatical errors	Guided essays (GE)			Student - developed essays (SDE)		
	Number of students making errors	Number of errors	Average error/ an essay	Number of students making errors	Number of errors	Average error/ an essay
1. Verb tenses	17	30	1.8	20	36	1.8
2.Determiners	16	17	1.1	18	21	1.2
3.Agreement	12	14	1.2	15	19	1.3
4.Prepositions	15	20	1.3	17	28	1.6
5.Pronouns	10	12	1.2	12	14	1.2
6.Possessive and attributive	3	4	1.3	5	8	1.6
7.Word Order	9	11	1.2	15	16	1.1
8. Incomplete structures	12	13	1.1	16	16	1.0
9. Negative constructions	6	7	1.2	9	10	1.1
10.Parallel structures	9	10	1.1	13	15	1.2
11.Conjunction	4	5	1.3	7	9	1.3
Total		143			192	

The table shows that the frequency of errors committed by students in GE is lower than that in SDE. In total, the number of errors in GE is 143 (nearly 6.5 errors per essay). Meanwhile, in SDE, the number is 192 (8.7 errors per essay). Verb tense is the most frequent error in both kinds of essays. (1.8 error per essay). Meanwhile, the lowest frequency of error comes with incomplete structures (1.1 error per essay in GE and 1 error per essay in SDE).

4.2. Suggested solutions

Based on the findings, some solutions are suggested for both students and teachers to help learners minimize their grammatical errors in essay writings.

4.2.1. Suggested solutions for students

There will be reduction of errors in the future writing if a student:

- ✓ Actively take part in various activities provided in both pre- writing step and post-writing step.
- ✓ Actively work in pairs and groups more to learn from each other and to remember grammar better
- ✓ Try to follow all steps in the writing process, especially make outline before writing
- ✓ Revise and edit the composition carefully before submitting it
- ✓ Practice more grammatical exercises at home, attend more to common grammatical errors such as verb tenses, determiners, prepositions, incomplete structures, agreement, word order, parallel structures and pronouns.

4.2.2. Suggested solutions for teachers

It is clear that the errors in grammar require more attention than the others. Therefore, teachers should be more aware of these types of common errors and help students to avoid them by:

- ✓ Increasing students' awareness of the importance of grammar in writing skill, which enhances instinct motivation of students in learning grammar.
- ✓ Having more interesting, flexible and suitable methods in teaching writing
- ✓ Varying writing activities in classroom for both pre-writing step and post-writing step.
- ✓ Dividing students into pairs or groups to learn writing essay better
- ✓ Guiding essay writing carefully
- ✓ Encouraging students to have peer-correction before checking and correct errors for them
- ✓ Giving more writing exercises related to grammar to the students

CHAPTER IV: CONCLUSION

5.1. Summary of major findings and discussion

The study has attempted to study the essays written by third year students to find out common grammatical errors made. Both guided essays and student-developed essays were collected to examine students' errors. After analyzing the data, it has been found that there are the two main findings:

Firstly, all of the students made a lot of different errors in their writings in both two kinds of essays. Additionally, the number of the errors is different. Verb tense is the most common error while the least common is possessive and attributive. In GE, the grammatical errors are verb tenses, determiners, prepositions, incomplete structures and agreement. In SDE, the errors are verb tenses, determiners, prepositions, incomplete structures, agreement, word order, parallel structures and pronouns.

Secondly, the frequency of grammatical errors committed by students in SDE is higher than that in GE. The frequency of errors differs in most of the categories. The most frequent error is found in verb tense and the least frequency is incomplete structures in both types of essays.

5.2. Suggestions for further studies

It is expected that the result of the study can give an informative input about grammatical error analysis or other topics related to errors. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that this result of study can inspire other researchers to conduct the research related to grammatical errors analysis to enrich the existing study.

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APPENDIX 1
SURVEY QUESTIONNAIRE
(for students)

This survey questionnaire is designed for the study on common grammatical errors in essays written by third year English majors at Hai Phong Management and Technology University. Your assistance in completing the following items is highly appreciated. All the information provided by you is of great use and solely for the study purpose.

Thank you very much for your cooperation.

Please put a tick (v) or number the boxes or write the answer where necessary.
You can use English and Vietnamese language.

I. Personal information:

* Your gender:

Male

Female

* Your age:.....

* How long have you been learning English:.....year(s)

* Your average mark in writing skill in the fifth semester:.....

II. Your opinion on writing in English

1. What do you think of the importance of writing?

Very important

Important

Not important

2. How difficult you find writing essays for academic purposes?

Very difficult

Difficult

Not very difficult

Not at all difficult

3. Which criterion do you think is the most important for evaluating a writing task?

- Accuracy (correct grammar and usage, spelling and pronunciation)
- Variety of sentence patterns and vocabulary
- Content (specifics, overall clarity, and interest)
- Organization (thesis statement, development paragraphs, concluding paragraph, logical sequence, unity)

4. Which of the following activities do you do in the writing classes?

(Tick (v) as many as it may apply)

- Choosing a topic
- Discussing the topic of writing in class
- Generating ideas
- Outlining before writing
- Planning and organizing the essay
- Developing only one main idea in a paragraph
- Using appropriate transitional devices
- Writing the first draft
- Revising the essay
- Final editing
- Summarizing

5. Do you think your teacher has interesting and flexible methods in writing skill?

- Yes
- No

6. Which do you like most in a writing lesson?

- Work individually
- Work in pairs (with your partner)
- Work in groups (of 4-5 students)

7. How often do you make grammatical mistakes in your essay writing?

- Always
- Often

- Seldom
- Never

8. What would you like your teacher to do to help you avoid grammatical mistakes before writing? (*Tick (v) as many as it may apply*)

- Give various pre- writing activities related to grammar
- Provide a lot of homework of grammar before writing lessons
- Guide your writing
- Other:

9. How would you like correct your grammatical errors?

- Self – correction with your teacher’s help
- Peer-correction with your teacher’s help
- Your errors are marked for your self-correction and your teacher gives feedback
- All your errors are corrected by teachers
- Other (please specify)

10. What would you like your teacher to do to help you reduce your common grammatical errors in later writings? (*Tick (v) as many as it may apply*)

- Revise grammar
- Provide more grammatical homework
- Other: