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ANALYSIS OF GRAMATICAL ERRORS OF ADJECTIVES AND ADVERBS BY STUDENTS IN THEIR CREATIVE WRITING AT SECONDARY LEVEL IN DISTRICT KHANEWAL.

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ABSTRACT- The objective of this research paper is to analyze grammatical errors of adjectives and adverbs by the students in their creative writing of English language at secondary school level. For this purpose, we developed a questionnaire and collected data from 200 students through a purposive sampling method. The method of test was adopted as an analytical technique. A topic was given to the students and they were asked to write an essay on it within 30 minutes. The data was shown in table and Figure. The results show that the students committed 37.06 % omission errors, 21.72 % addition errors, 28.43% substitution errors and 12.77% mis-ordering errors. We conclude that the students mostly commit these errors due to lack of knowledge and proper coaching of teachers.

Key words: Adjectives, Adverbs, creative writing, grammatical errors,

Type of study: Original research paper

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1. INTRODUCTION:
1.1. Background of Study:

Language is the chief element in the whole sphere of life. We used language not only to memo but also implement our needs to create guideline and preserve our lifestyle. We must have great command over native tongue to learn foreign language. Until the late 1950s, behavioral researchers were of the view that toddlers are born without any linguistic temperament. As a result of further research, it becomes clear that acquiring language is only based on stimulus-response mechanism.

The important point against this theory of child language acquisition is that if child could only learn a language by producing sound they were only able to use words and sentences that they have heard before. However, the beginners use real words and structure to create new words. The research shows that infant have innate aptitude in learning language. The research Chomsky describes that each man has a disposition to develop language by seeing how language is used children finally learn to use it themselves. Language acquisition is a subconscious process during with they are totally unaware of grammatical rules. This is similar to the way they acquire their first language. Language learning on the other hand, is not communication. In language learning students have a conscious knowledge and can talk about that knowledge.

Corder (1974) has argues that there are many factors that effects that learner's learning process especially learners of the second language. The vital component is the interference in mother tongue. Beginner of the second language would like to adopt the spell of the borrow word rather than the spell of the genuine English. English is overflowing composite dialect.

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Hence, some features are inherently very heavy for beginners. Another factor is that teacher of the second language is not a fine version of language which evaluate to the way he speaks. There are some methods to solve the problem. The one is that teacher must be the best role model and he must have the competency to solve those issues which cause the error in the creative writing of the students. Teacher should also advice to the students to listen good English. Teacher should encourage students to speak English with their fellows in colleges and other places.

1.2 Main Research Problem:

This study is design to analyze grammatical errors of adjectives and adverb made by students in their creative writing at secondary level in District Khanewal-

1.3 Objectives of study:

The objectives of this research paper are stated as follows:

1. To locate the adjective and adverb errors in the creative writing of students at secondary school level.

2. To describe the adjective and adverb errors in the creative writing of students.

3. To find out all the factors that cause errors in the creative writing of students at secondary level.

4. To find out the way to improve the writing power of the students in their creative writing.

1.4 Research Questions:

The main research questions of this study are stated as under:-

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1-What are the regular errors made by students in their creative writing?

2-Why do the students commit adjective and adverb errors in their creative writing?

3-What are the remedial steps to remove these errors of adjective and adverb?

1.5. Scope of study:

The result of the study may help the curriculum designers and policy makers. The study may be significant for the teachers to understand the problem of student in learning grammar and using the easy and proper method of teaching they can easily to motivate the secondary level students. This study may be helpful for the students of secondary level to give the solution of their problem in grammar.

2. LITERATURE REVIEW:

Modern linguistics researchers give comparison of two different views about language learning. They added that we are cognizant that the learners of native tongue or L1 learners cannot fluently utter the L1 from the very beginning they gradually got mastery in their language. As we compare it to other view is that they look ahead to proxy of SL learners. They become master in the use of language. "Both correct and incorrect are believed to be an indication of their competence at a particular stage". (Corder, 1967 & 1973: Richards 1992)

Dua Mei Ciutat (2010) found that most of the students feel difficulty in forming a comparative and superlative forms. There were 76.11% students who still had difficulty in making comparative forms & 65% students who had difficulty in making superlative forms. The results show that there were

16.66% students who had mastered in making comparative degree and 33.77% students had masters informing superlative degree.

Ying (1987) has investigated 120 students of EFL Learners from Taiwan on the basis of three criteria: Overgeneralization, simplification and Language transfer. He had detected total, 1,250 errors in 120 compositions. 78.9% errors were community due to the transfer of language and 7.5% were due to the simplification.

Huany (2006) has examined an analysis of 39 Taiwanese English on writing. Including grammar categories of error, mechanics, style and usage. The errors of students were found grammar (9%) style (16%) and mechanics (20%).

Awan and Nawaz (2015) stated that the students commit different types of errors due to lack of command on English language and proper coaching. The students face difficulties in comprehension of English grammar and its composition. However, these errors were found less among those students who undergone rigorous process of learning English language.

Awan and Shafi (2016) argue that teacher use different teaching method such as direct method and translation methods and difference in teaching methods create difference in the performance of students because they have to take a long time to get command over English language. The students do not feel difficulty in expressing their ideas in native language but they feel difficulty in translating their ideas into foreign language. This is the main reason of students' poor performance in English language at different levels.

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Khan and Batool (2021) contended that different pattern between the students "Mother Tongue" and the target language often cause difficulties

(36.8%), the students get difficulties in grammar arrangement (52, 6%), and the students got difficulties in translating Indonesia Language into English (10, 5%). The sample of the study was (587) students from Govt. School, students are involved both male & female in this study students were randomly selected for this task.

Vasquez, (2007) said that composing is a troublesome wonder even to write in a first language. The multifaceted nature is lies not just in the formation of thoughts; rather in coherent writings is a troublesome assignment. "Blunders" are normal. In this way, EA can be considered as a central device in language educating so as to compose educator's perspective and pursuers his/her technique for fixing and satisfying the students' errors

3. THEORETICAL FRAMEWORK:

3.1 What is an Adverb?

An adverb is defined as **"**A word that adds or modifies meaning to a verb, an adjective or to another adverb is called adverb. Adverbs tell us something about the action in a sentence by modifying a verb. They tell us how, when, where etc something happens or is done. Adverbs can also modify Adjective: For example, very good, awfully hungry, "Her performance is very good."
Adverbs can modify other Adverbs: For example,Very soon, awfully quickly, "He is returning very soon."

Adverbs can modify prepositional phrase: For example, "You are entirely wrong." Adverb can also modify a complete sentence: For example, "Maya has just left.", "I have nearly finished my work."

3.2 What is Adjective?

Normally compound descriptors are shaped with Past Participle, for instance, "Light lit table, horse-drawn truck", "Independently employed man". Steel drawn trucks are not any more utilized in cutting edge urban communities. Following descriptors are produced using things however, they all earmark of being made out of Participles. Cross-peered toward, coldblooded, receptive, sharp, slow-footed. Ordinal numbers can likewise be utilized as compound descriptors. For model, A top notch film, a recycled vehicle, Third-floor level, twentieth-century novel. "Well" and "Gravely" "Sick", "ineffectively" are utilized as Past Participle compound descriptive words. For instance, well-constructed, polite, Impolite, seriously treated, badly instructed, severely harmed. For instance, she is a badly instructed young lady.

3.2.1 Gradable Adjectives:

A modifier is gradable when its degrees can be made and words like "very, as well, enough, less" can be utilized with it. For instance, she is an excellent young lady. Word "great" has degrees like "better, best" consequently; it is a gradable descriptive word and "very" is utilized with it. Non-Gradable Adjectives: At the point when we can't utilize the words like "very, as well, less, enough" with any descriptor nor can make its degrees, it

is called non-gradable modifiers. For instance, Day by day, dead, novel, restorative and so forth.

"Very" is utilized before the positive level of modifier. For instance, she is an excellent young lady. "MUCH" is utilized before similar level of descriptor. For Example, he is a lot taller than I.

Compound Adjectives may likewise be framed from Present participle. For instance, A forbearing man, A tedious activity,

3.2.2 Attributive Adjective:

At the point when a modifier precedes thing, we state that the descriptive word is attributive or is utilized attributively. For instance, A difficult day, a substantial bicycle, a quite dress.

3.2.3 Predicative Adjective:

At the point when a descriptive word comes legitimately after Be (is, am, are, was, were) or Seem, it called Predicative descriptor.

For instance, the pass to old, Sajjad appears to be irate.

Following descriptors are just utilized predicatively and we don't utilize "very" with them when they start with "a". For instance, above water, apprehensive, land, the same, alive, alone, embarrassed, snoozing, wakeful, the kids are apprehensive. (The scared youngsters)

3.3 Contrastive Analysis (CA)

3.1 Overgeneralization:

Overgeneralization is one of the major cause of intra-lingual error in learners second language acquisition process. If simply refers to the applying of a certain rule in language learning process where different rules needed to be apply. "The use of previously available strategies in a new situation". (Richards 1974, P-174) Overgeneralization errors were also defined by Ellis (1994, P-59) in the following words:

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"Arise when the learner creates a deviant structure on the basis of other structures in the target language"

3.2 Simplification:

"I studied English for two year."

In this above sentence the omission of the plural marked before the noun year could be termed simplification. These sentences in which information not last but some words omitted.

3.3 Communication Based:

In intralingual errors communication based are there errors in which learner incorrectly labels the object. Perhaps knowingly but successfully.

Induced Errors: "She cried as if a baby cries" (Stenson,1974)

The teacher had given like in place of "as if" without given any explanation of how the grammar has to be different. There errors are called induced errors.

3.4   Contrastive Analysis VS Error Analyses

Contrastive Analysis is a pedagogical orientation while error analysis is a scientific orientation. They are

1. Language Transfer

2. Strategies for second language learning.

1) Language Transfer:

Odlin (1989) defines transfer as

"The influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (Odlin, 1989, P-9). Based on this definition there are

two types of transfer negative transfer and positive transfer. (Odlin 1989, P-168) further argues that the influence of the learners' native language are greatly used in second language learning specially the difference between these two languages are few.

He defines negative transfer as:

"Cross linguistic influences resulting in errors, overproduction, underproduction, mis comprehension and other effects that constitute a divergence between the behaviour of native and non-native speakers of a language. Negative transfer is the use of the pattern of the native language which leads to an error in the target language."

2. Strategies for Second Language Learning:

Selinker 1992) said that the learner used one form of a language in all cases strategies of second language communication. The learner in their attempt to communicative with naives, the 1L system rules are used to the strategies during communication in which learner omit some grammatical items and produced ill-formed sentences.

2.1 Overgeneralization:

The extension of use of grammatical rules of linguistic items beyond their accepted uses, by a learner in both first and second language learning is a common process.

2.2. Strategies of interlanguage development:

There are many ways to define the success of linguistic development and a lot of variety of learners in their acquisition. According to Brown (2007: 266-268), there are four stages of 1L development:

(i) The first stage is a stage of random error's in which the learners do not know that there are some systematic, orders to a particular class of item;

(ii) The second stage is emergent' the learner become consistent in linguistic production;

(iii). The third stage is a systematic stage, in which the learners are able to show more consistency when their errors are pointed out, they will correct their errors instantly, of course, they are more close to the target language;

(iv). The fourth stage is the stabilization stage' which is featured by the learner's total Language system. The learners might be in second stage of the subjective need, but they are in the fourth stage of past tense system.

4. RESEARCH METHODOLOGY:

4.1 Research Design:

This is exploratory research in which quantitative and qualitative methods are used. We used primary data in this study which was collected through a structure questionnaire. The population of this study are 4000 students studying at Government secondary schools in District Khanewal. The purposive sampling technique was used while taking the sample of study. The size of a sample was 200 students who are studying in the above schools. The data was collected during one and half a month, i.e., August 15,2017 and September 30,2017. The method of testing was used as an instrument of research. The researcher gives the topic "Sports and games" to the students and asked them to write freely on it within 30 minutes.

4.2 Analytical techniques:

Ellis and Barkhuizen (2005) give the procedure of error analysis which is based on five basic steps. These steps are listed below:

► Collection of sample of learner language.

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► Identification of errors.

► Description of errors.

► Explanation of errors.

► Errors evaluation.

5 DATA ANALYSIS:

The data of the students from serial 1 to 10 is shown as S1, and from 11 to 20 is shown as S2 in Table 1:

Table 1   Frequency of errors committed by students in use of Adjectives and Adverbs.:

SR NO	ADJECTIVE	ADVERB	FREQUENCY	%AGE
1	20	3	23	6.23%
2	20	10	30	8.13%
3	20	4	24	6.50%
4	16	7	23	6.29%
5	16	0	16	4.33%
6	21	8	29	7.85%
7	8	5	14	3.79%
8	14	3	17	4.60%
9	17	3	20	4.42%
10	14	0	14	3.79%
11	4	4	8	2.16%
12	40	3	43	11.65%
13	16	4	20	4.42%
14	11	0	11	2.98%
15	10	10	20	4.42%
16	25	5	20	4.42%
17	13	0	13	3.52%
18	13	2	13	3.52%
19	10	1	11	2.98%
20	4	1	5	1.35%
TOTAL	313	73	369	100%

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Figure 1: Frequency of errors in the use of Adjectives and Adverb
by students
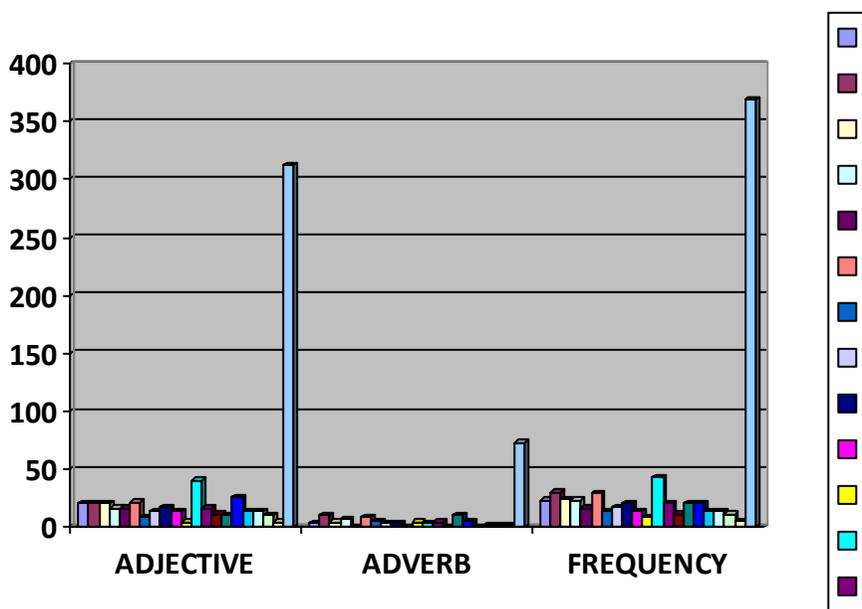
The above table and graph shows the whole detail of this research study. Students committing mostly mistakes in the use of adjectives as compare to adverb. Students have the slightly knowledge about adjectives and they try to used them in their sentences but it is a sad fact that students do not have the idea of the use of adverb in their sentences. They have committing a very low amount of errors in adverb because they avoid using it. Students have committing 313 times errors in the use of adverb while on the other hand in the usage of adverb, the same students have committing only 73 times. The conclusion is that students did not have the proper knowledge about

grammar. They just cram the rules of the English language and not try to understand them

6 CONCLUSIOSN:

The objective of this research was to make analysis of grammatical error of adjectives and adverb in the creative writing of the secondary level students in District Khanewal in the academic year of 2016/2017. We analyzed the data based on the Corder theory of Error, , which deals with omission, addition, substitution, mis-ordering of the sentence.

Our results indicate that the students committed "Omission errors" 116 times o 37.06 percent during the test. It is a high frequency in the creative writing/easy writing. The omission is a process of omit some words in the sentence which is necessary to use in the sentences and without its presence the meaning of the whole sentence change. The example found in the data is "a sound mind in body'' and other example is that "the lesson learnt in playground is theoretical and the lesson in the classroom is practical"

During test, the students committed "addition errors" 68 times or 21.72 percent out of total number of grammatical errors. The addition errors are occurred when students added unnecessary word in the sentence or the word which were not appearing in a well-formed utterance in their writing. These errors mostly occurred in both the task of second language learning or in L2 acquisition. Most of the students of the English language learners committed these errors in the use of adjectives. They also used double adjectives in a single sentence. Similarly, the students committed "Substitution errors" 89 times or 28.43% of total number of grammatical errors. The English language trainees used substitution as a highest frequency in their writing task. The substitution occurred when the students

are unable to correctly utter the sound of the word the students of the English language feel difficulty in the learning process. Especially writing is a difficult task for the second language learner. In the essay of "sports and games" most of the students makes a lot of errors in spelling the phoneme "e" in place of "I". The students also committed "Miss ordering of the sentence error" 40 times or 12.77% during creative writing.

Misordering of the sentence means that the students misarrange the sentences. They wrote those words before in the sentences which came in the end of the sentence. This type of errors is committed because of the insufficiency of the command over the rules of English grammar. When the students teach the foreign language in their mother language just as in case of Pakistan mostly teachers teach English to their students in their mother tongue. This is the main reason that the students first to think the meaning of sentence in their mother language then try to convert their thought in foreign language so these types of error are naturally occurred. The most important examples of such types of errors are: "a sound body in a sound mind'', and "The lesson learnt in class is practical or the lesson learnt in the playground is theoretical"

7 RECOMMENDATIONS:

On the basis of the above conclusion we would like to make the following recommendations: -.

● The teachers of the second language learners must have keen observation. They not only identify these errors but also help the students to remove these errors through different methods. Our results show that the students are avoid

to use the adverb and adjectives to write in their paragraphs. One reason is that the teachers are considered the adjectives and adverb as unnecessary thing to teach them because their own concepts are not clear. So the teachers must also develop their knowledge of adjectives and adverbs.

● Another point is that most of teachers over generalize the use of adverb. They teach the students that if "ly" came in the end of the word, it is known as adverb.

● The learners of the English language should take some initial steps to improve their mistakes. They must enhance their knowledge about English grammar and confronted their errors with the challenge to develop proficiency to eliminate or at least to reduce their mistakes.

● Specific lectures should be organized to pinpoint common grammatical errors.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was conducted in collaboration between two authors.

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Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.