**CHAPTER IV:**

**FINDINGS AND DISCUSSION**

**khoảng 3000 từ**

**4.1 Findings**

**Fin4**The technique of writing a great essay is more than just building words without making mistakes in language or description errors. But no matter how complex the structure, grammar is the first step. There are mainly three parts in learning English: pronunciation, vocabulary and grammar.Renowned linguist Wilkins David. A (1972) said "Without grammar very little can be conveyed. Because vocabulary are some isolated parts. If you only have vocabulary but no grammar, the vocabulary is like the yellow leaves out of the trunk, they are lifeless. "

After finding the errors in 50 writing tests of sophomore, the analysis begins to be underway. Through analyzing 50 writing tests, the results of the analysis showed that the second-year students of the Faculty of Foreign Language at the Industrial University of Ho Chi Minh City made 9 types of mistakes in writing: spelling, word types misuse, tense, article**, preposition,**plural form**, conjunction,** punctuationand **writing structure.**The distribution of those errors is shown in figure 4.1.

*Figure 4.1. Errors in* *writing tests of FFL sophomores at IUH*

In the error detection test of second-year students at the Industrial University of Ho Chi Minh City. The research team found some extra errors that some students encountered: First, there were 9 essays that students make errors about Prepositions (accounting for 18%). Second, conjunctions errors, the number of students making mistakes is also 9 students (total of 50 ) accounting for 18%. Finally, the structure of writing errors accounts for 20%. These errors, although not a common variable in this group object, but part of the error are also still existing.

After researching the topic:Common errors in writing made by sophomore English majors in the Faculty of Foreign Languages at the Industrial University of Ho Chi Minh city. The researchers found six main errors that students often struggle with within essay writing. The table below is a detailed breakdown of what the group study found:

**Errors related to Vocabulary**

|  |  |  |
| --- | --- | --- |
| Type of errors | Vocabulary | |
| Spelling | Word types misuse |
| Number of tests in total  (which has error) | 19 | 14 |
| Number of test in total  (%) | 38% | 28% |

Table 1. *Summary of Vocabulary errors in writing tests of FFL sophomores at IUH*

1. **Spelling**

* In total 50 students essays, with up to 19 students spelling errors (38%). Spelling is a concern for students when writing essays. Writing scores are determined by 25% of the vocabulary, including spelling accuracy. According to Richards & Schmidt( 2010), “*A way of pronouncing a word which is based on its spelling and which may differ from the way the word is generally pronounced* “ . Too many typos can also seriously reduce your score. Therefore, spelling is very important.

|  |  |  |  |
| --- | --- | --- | --- |
| **Noun** | **Verb** | **Meaning** | **Spelling errors** |
| Success | Succeed | Thành công | Sucess Succed Succeed (dùng như V2 của từ) |
| Necessity | Need | Cần thiết | Neccessity Necceesity |
| Explanation | Explain | Giải thích | Explaination |
| Maintenance | Maintain | Duy trì | Maintainance  Mainten |

Table 4.1.1 Some specific words students are often misspelled

Eg1 In this sentence, a student uses a misspelled word "Sucess" instead of “Success”.

*I tried to contact him, but without sucess.*

* Similar pronunciation: This is a group of words that have the same or similar pronunciation, but have a difference in spelling. Specifically, the following groups of words:The group of words with the ending sound is /əl/: This is a sound with many different spellings such as: -ple, -pal and -ble. Some specific examples:

Eg2 Correct word: *possible, principle, stable.*

Spelling errors**:** *possiple, princible, stabel.*

* Groups of nouns ending in -ance and -ence: this is considered the most common mistake.

Eg3 Correct word: *Existence, Maintenance, Importance*

Spelling errors*: Existance, Maintenance, Importence*

* A group of words that are similar in spelling, often confusing one word with another. Some common words of this group are as follows
* Eg4Pair of words that are easily misspelled
* Bel*ie*ve- Rec*ei*ve; Unti*l-*Ti*ll; A*ffect- *E*ffect; *Per*severe- *Pre*serve; *L*oyal- *L*oyal

1. **Word types misuse**

* According to the statistics in Table 4.1.1, the number of students making mistakes in word types misuse is 14 (accounting for 28%). Word forms are considered part of speech .The most common errors students make when writing sentences are words, especially words whose types have only slight differences in spelling.

Eg1       1. I have difficult in learning English --> difficulty  
              2. I usually have a bathe in the morning --> bath

**Adjective form error:** Use the adjective form not the noun form in this context.

Eg2 **Incorrect:** *When I heard the news, I was very anger.*

**Correct:** *When I heard the news, I was very angry.*

* While both *alternate* and *alternative* mean a substitute or a different choice of something, the word alternate could also be used to indicate something that is in a constant state of change (e.g., “alternating current”).

Eg3

Incorrect**:***Alternate measures were developed to reliably calculate the losses.*

Correct:*Alternative measures were developed to reliably calculate the losses*

The word *principle* is a noun meaning a rule or law (e.g., “principle of conservation of mass”), whereas *principal* is an adjective meaning main or important or primary (e.g., “principal findings of the study”). These two are often mistakenly interchanged because of their similar sounds.

Eg4

Incorrect: *The principle components of the thermochemical state were used to derive the transport equations.*

Correct: *The principal components of the thermochemical state were used to derive the transport equations.*

* Sometimes, authors may add a prefix or suffix to a root word to form verbs, nouns, or adjectives that are either non-standard or non-existent.

Eg5

Incorrect: *The structural changes were determinated through microscopy studies.*

Correct: *The structural changes were determined through microscopy studies.*

* “Boring” is the wrong form of the verb “to bore” for this context. An easy way to remember the difference between “boring” and “bored” is anything that is “boring” is the cause of the boredom and anyone who is “bored” is affected by boredom. In this case you were affected by boredom.

Eg6

**Incorrect:** *I was boring , so I thought it would be fun to go on a trip and visit the island.*

**Correct:***I was bored, so I thought it would be fun to go on a trip and visit the island*

**Errors related to Grammar**

Table *2. Summary of Grammatical errors in learning writing of FFL sophomore at IUH*

|  |  |  |  |
| --- | --- | --- | --- |
| Type of errors | Grammar | | |
| Tenses | Articles | Plural form |
| Number of tests in total  (which has error) | 29 | 20 | 18 |
| Number of test in total  (%) | 58% | 40% | 36% |

* + 1. **Tenses**

According to the statistics from Table 2, the total number of students making mistakes in using the tense is 29 (50 students in total), accounting for 58%, the error rate is relatively high.The specific grammatical differences between English and Vietnamese, contribute to explaining the reasons for common grammatical errors and thus helping readers to be aware of and correct their English mistakes.English is divided into three tenses: present, past, and future.The present tense is divided into 4 tenses including present simple, present continuous, present perfect, and present perfect continuous.The past tense is divided into 4 tenses including the past simple, the past continuous, the past perfect, and the past perfect continuous.The future tense is divided into 4 tenses including future simple, future continuous, future perfect, and future perfect continuous.Vietnamese does not divide between present simple and present perfect. Therefore, when writing this sentence in English, many students will make the following mistakes

Eg1 *When describing having studied English for two years.*

***Vietnamese:*** *Tôi học tiếng Anh được 2 năm rồi.*

*English***🡪 Incorrect*:*** *I study English for 2 years.*

**Correct:** *I have studied English for 2 years.*

**According to** (Richards & Schmidt, 2010) “Tense is the relationship between the form of the verb and the time of the action or state it describes”

Eg2 When expressing graduation actions to be completed in the future

***Vietnamese:*** *Tôi sẽ tốt nghiệp (xong) đại học vào năm tôi 22 tuổi.*

***English🡪*  Incorrect*:****I will graduate from the university by the age of 22* .

**Correct:***I will have graduated from the university by the age of 22.*

Eg3 **Incorrect*:*** *I go to school with my friends yesterday*

**Correct:** *I went to school with my friends yesterday*. (past tense)

Eg4 Use would not will in a sentence describing past events.

**Incorrect:** *I stayed with her for a while to be sure that she will be okay.*

**Correct:**  *I stayed with her for a while to be sure that she would be okay.*

* + 1. **Articles**

In the statistics table 2, there are 20 students who use the wrong or not use the article (accounting for 40%).

In Vietnamese, we do not clearly distinguish definite nouns and indefinite nouns.

In English, the use of articles is very important to determine whether a noun is an indefinite noun (the listener does not know it) or a definite noun (the listener already knows the noun mentioned is a noun). (Richards & Schmidt, 2010) stated that “*A word which is used with a noun, and which shows whether the noun refers to something definite or something indefinite.For example, English has two articles: the definite article the, and the indefinite article a or an*”.Many students confuse in identifying articles in sentences or do not use articles.

*Eg1* *Tôi vừa xem xong bộ phim How I Met Your Mother và tôi không thích****cái kết****của nó.*

**Incorrect:** *I have just finished the series How I Met Your Mother and I don’t like****an****ending.*

**Correct:** *I have just finished the series How I Met Your Mother and I don’t like****the****ending.*

* The rules for articles in English are actually quite complicated. For example, we won't use articles when the noun is in the plural:*I love cars. I like to eat apples.* However, students often make this mistake. Russel (1993) states that “In English there are two articles-the definite ‘the, and the indefinite ‘a’ before consonant or ‘an’ for vowel.”

Eg2   I love a car hay I like **a** apple.

* Same English sentence, but Vietnamese people do not use articles, native speakers use articles.

Eg3 **Incorect:**  Yesterday, I rode bus**.**

Correct: *Yesterday, I rode***the***bus.*

Eg4

Incorrect: *I am watching* ***a*** *film Ten Miles of Peach Blossom. I like the main actor of this film.*

Correct: *I am watching* ***the*** *film Ten Miles of Peach Blossom. I like the main actor of this film.*

* Don’t use an article with uncountable nouns like“skin”.

Eg5  **Incorrect:** *I have a  brown skin*.

**Correct :** *I have brown skin.*

* + 1. **Plural form**

According to the report of data obtained from table 2, there are 36% of students make mistakes in the plural form. Common mistakes that students make in the plural form are illustrated with the examples below.

Don’t use indefinite articles with plural words.

Eg1  **Incorrect:** *My sister has a children* ***.***

**Correct:** *My sister has a child.*

Some nouns don’t change at all when they’re pluralized.

Eg2 *sheep – sheep*

*series – series*

*species – species*

*deer –deer*

According to (Ho,2003)“*Vietnamese nouns are not inflected or do not change to a plural form. In order words, they do not in themselves contain any notion of number of amount or it is invariant form”,* Vietnamese are used “*nhung”*, “*cac*” before the nouns to indicate noun plural such as”*nhung chiec xe*” for “*cars*”. Whereas, in the opinion of (Erickson, 2001)”*English language uses inflectional forms to mark tense, aspect, number, etc., therefore English requires the use of plural marker –s or –es”(Eg house and houses)*

Eg3 *We saw a beautiful deer at the zoo.*There is one deer.

*The deer are running from the cheetahs.*There are several deer.

Some nouns have a plural form but are used with singular verbs.

Eg5 Incorrect: *Billiards are played all over the world.*

Correct: *Billiards is played all over the world.*

Eg6 Incorrect: *Linguistics are the study of language.*

Correct: *Linguistics is the study of language.*

Plural Nouns Used with Plural Verbs

Eg7 Incorrect: *My trousers is too tight*.

Correct: *My trousers are too tight.*

Eg8 Incorrect: *Her jeans is black.*

Correct: *Her jeans are black.*

A singular noun ending in s, x, sh, ch, o, z becomes plural by adding -es.

Eg9 Incorrect: Could you [peel](https://dictionary.cambridge.org/vi/dictionary/english/peel) the potato**s** for me, [please](https://dictionary.cambridge.org/vi/dictionary/english/please)?

Correct: Could you [peel](https://dictionary.cambridge.org/vi/dictionary/english/peel) the potato**es** for me, [please](https://dictionary.cambridge.org/vi/dictionary/english/please)?

A singular noun ending in a consonant y changes to the plural by adding -ies.

Eg10 Incorrect: *I*[*keep*](https://dictionary.cambridge.org/vi/dictionary/english/keep)*pennyes and other*[*small*](https://dictionary.cambridge.org/vi/dictionary/english/small)[*coins*](https://dictionary.cambridge.org/vi/dictionary/english/coin)*in a*[*jar*](https://dictionary.cambridge.org/vi/dictionary/english/jar)*.*

Correct:  *I*[*keep*](https://dictionary.cambridge.org/vi/dictionary/english/keep)*pennies and other*[*small*](https://dictionary.cambridge.org/vi/dictionary/english/small)[*coins*](https://dictionary.cambridge.org/vi/dictionary/english/coin)*in a*[*jar*](https://dictionary.cambridge.org/vi/dictionary/english/jar)*.*

**Errors related to Punctuation**

***4.1.6 Punctuation***

Table *3. Summary of other kind of errors in learning writing of FFL sophomores at IUH*

|  |  |
| --- | --- |
| Type of errors | *Punctuation* |
| Number of tests in total  (which has error) | *22* |
| Number of test in total  (%) | *44%* |

Although the punctuation is very small, most students forget to use it in the wrong place, making the essay confusing for readers.In English, between simple sentences (independent clauses) there must be period, or semi-colon, or coordinator or subordinator.If a sentence has two or more independent clauses written together without using punctuation to separate it, the sentence is said to be a “run-on sentence”.

Eg1 *Incorrect: He walked all the way home****,*** *he shut the door.*

*Correct: He walked all the way home****.*** *He shut the door .*

*Correct:* ***After****he walked all the way home****,****he shut the door.*

**Stringy sentences: long and hard to understand sentences**

Eg2 She eats some candies, and then she eats some ice-creams, and she eats too much, so she has an upset stomach, so she cannot go to school .

Using a semicolon instead of a comma: The conjunctive adverb “however” shows a connection between the two independent clauses; do not use a comma to connect two independent clauses without a coordinating conjunction (and, but, or, nor, etc.).

Eg3

**Incorrect:** The specimens were treated properly***,***however, they were not stored properly.

**Correct:** The specimens were treated properly***;***however, they were not stored properly.

**4.1.7 Suggesion( đưa thêm cả giáo viên và học sinh)**

After researching to find 6 basic errors when writing essays of sophomores, the research team has proposed some specific solutions for each error.

* + - 1. **Improve spelling errors:**

One of the most popular ways is to learn by heart. This way of learning is like when you were a child you need to memorize words, you write them over and over until you remember the correct spelling. This method is highly effective but they take a lot of your time. You should memorize words according to specific topics to avoid wasting time.

Use spell check software on your computer when writing. Currently, Google Drive has a spell checker which is very convenient when you write a doc and will suggest corrections as soon as you misspelled a word. Remember, you need to take note of the words you spelled wrong to correct them in your memory.

As you practice writing on paper, underline the words you have doubts about their spelling and check with a dictionary to correct these mistakes.

Read more. Reading will help you increase your familiarity with the words and improve not only your vocabulary but your spelling as well.

* + - 1. **Avoid using the wrong type of word**

To write well, using the right words, learners need to learn vocabulary according to the word family. To have a rich vocabulary, you need to read as much as possible! Note that every time you learn a new word, you should learn all the related words, including prefixes or suffixes that make up antonyms.

You need to determine what type of word to use in the given context: noun, verb, adjective, or adverb?

|  |  |  |  |
| --- | --- | --- | --- |
| **Noun** | **Verb** | **Adjective** | **Adverb** |
| **Function:**  Names a person, place, or thing. | **Function:**  Expresses an action, doing something. | **Function**:  Describes or modifies a noun. | **Function**:  Modifies a verb, adjective, or other adverb. |

* + - 1. **Articles**

To avoid making mistakes about the article, when writing students need to keep in mind some of the following characteristics about how to use it. Ask yourself and answer two questions when writing an article:

* Question 1: Has the object been specified or is it still general?
* Question 2: Is it a countable or uncountable noun?
  + - 1. **Plural form**

Many students often confuse, not knowing when to use singular or plural in a sentence. To limit these errors in the article, learners need to remember some rules about singular and plural nouns in English, for instance, most singular nouns form the plural by adding **-s(**Eg boat🡪boats; house🡪houses).A singular noun ending in s, x, z, ch, sh becomes plural by adding **-es** (Eg bus🡪buses; pitch🡪 pitches).There are several irregular nouns(Eg woman🡪women; tooth 🡪 teeth).Some nouns have the same form in the singular and in the plural(Eg sheep🡪 sheep; fish🡪 fish)

**4.1.7.5 Tenses**

Below are all the steps to write a good essay, students can apply each step so as not to misuse English tenses.

*Step 1* *Brainstorm ideas*: Prepare blank sheets of paper to write down all your ideas on the topic. Then, categorize and group these ideas, each group can include 3 best ideas.

*Step 2 Focus*: After listing your ideas on paper, take a few minutes to think about which ideas are most important or relevant to the topic you are about to write about. You don't too worry about the language or description errors.

*Step 3 View sample articles*:Try to refer to the content of articles with similar topics to help you increase your awareness of the genre and understand more about the English conventions used for each type of article specific writing.In addition, these samples also help you acquire some valuable vocabulary and help you identify language features and general rules for each type of writing so that you can apply well own.

*Step4: Organize your ideas:* You need to determine how many paragraphs your article will include and what the main point of each paragraph will be. You can sketch out your ideas on paper.

*Step5: Practice writing skills*

*Step6: Evaluation*

Stop for a moment and evaluate what you like and dislike about the content and ideas in your first draft to learn from and do better when writing the second article.

*Step7: Review*

When you have completed your final draft, you should review the article and check the details for grammar and spelling. Then, have your teacher or someone with English proficient correct you with your limitations so that you can learn and improve from your mistakes.

**Punctuation**

Learners should choose punctuation appropriate for the context and audience.You keep the following rules in mind when choosing to use a comma (,), colon (:), semicolon (;).

***Comma (,)*To list short items or phrases, to separate long independent clauses when conjunctions join them, after an introductory phrase, to separate a phrase in parentheses or breaks.**

***Colon (:)***To introduce an item or series of items, to separate independent clauses when the second clause/sentence illustrates, explains, paraphrases, or expands on the first item, to follow a greeting in a letter business or a more formal letter.

***Semicolon (;)*Join two or more ideas (sections) in a sentence when their ideas are placed in the same place or line up, connect two independent topics connected by a linking word state or a transitional phrase, to represent items in a list or string if there are commas in the items or if the items are long and complex, to connect the exclusive object to be connected by union combination (if the best entries are dotted with commas) or if they are long.**

Based on the research results, the researcher will propose some solutions for English *students* as follows: Firstly, learners should grasp as many learning strategies as possible and apply them accurately and creatively into new contexts to produce good and acceptable sentences. In addition, learners need to have a self-disciplined attitude in learning, spend most of their free time reading English books and newspapers to enrich their language knowledge. Finally, they should get into the habit of thinking, writing everything in English, and avoiding literal translation from L1 to minimize the negative influence of their mother tongue.

Teachers should come up with more effective strategies for their students. First, teachers should have oral discussions with their students in written English, this should take the form of problem-solving activities.

Teachers should identify and document student errors, as serious or as frequent as in the fields of “Tenses”, “Plural form”,” Articles”, “Punctuation”, “Word types misuse”,” Spelling” to prevent the formation of bad habits. Besides, teachers can also improve students' writing ability by allowing learners to practice with specific activities that can make later writing easier and more accurate.

* 1. Discussion

## AN ANALYSIS OF THE WRITTEN GRAMMATICAL ERRORS PRODUCED BY FRESHMENT STUDENTS IN ENGLISH WRITING) Hamza (2012),

LI Fengjie, REN Jia, ZHAO Hongyi (2016). (Grammatical Mistakes in College English Writing: Problem Analysis, Reasons and Solutions)

An Analysis of Grammatical Errors by Vietnamese Learners of English Nguyen Minh Nhut (2020),

*Cong Dan, Vuong Minh Duc, and Phu Thi Hong Chau (2014))* AN INVESTIGATION INTO COMMON MISTAKES IN PARAGRAPH WRITINGOF THE FIRST-YEAR ENGLISH-MAJORED STUDENTS

made by Indonesian students their writing -

word choice, Verb group, article,

|  |  |  |  |
| --- | --- | --- | --- |
| Hamza verb group 15.8% word choice 23.2 %  articles 13.8%  prepositional 12.31%  plural markers 10.1%.  spelling 8%  Subject-verb agreement, 3.6%,  pronoun agreement 2.1%  six major categories of errors  made by Indonesian students their writing -  word choice, Verb group, article,   * six major categories of errors: word choice, Verb group, article | LI Fengjie, REN Jia, ZHAO Hongyi (2016).  10 kinds, namely  1. Mistakes in  nouns;  2. Mistakes in verbs;  3. Mistakes in adjectives;  4.Mistakes in articles;  5. Mistakes in adverbs;  6. Mistakes in  prepositions;  7. Mistakes in conjunctions; 8. Sentence  fragments;  9. Subject-predicate disagreement;  10. Mistakes in  the part of speech. | Nguyen Minh Nhut  (2020),  Tense and aspect  Subject-Verb agreement  A, an, the  Noun modifier  Adjective  Adverb: Very  To be  🡪 four categories:  inflectional morphosyntax, word order, copula ‘to be’, and article. | *Cong Dan, Vuong Minh Duc, and Phu Thi Hong Chau (2014))*   1. Word Formation 23.99 2. 21.31 Word Choice 3. 8.43 Spelling 4. 7.19 Organization 5. 6.99 Verb   Tense   1. 6.93 Punctuation 2. 6.80 Missing Word 3. 5.36 Preposition 4. 4.84 Capitalization 5. 3.4 Article 6. Word Order 0.78 7. Subject/Verb Agreement 0.39   13.verb formation |

Tenses

Plural form

Articles, tenses

Punctuation

Word types misuse

spelling