

FACTORS ASSOCIATED WITH ERRORS IN COMPOSITION WRITING
OF THE GRADE FIVE PUPILS OF AMADEO ELEMENTARY
SCHOOL AND HALANG BANAY-BANAY ELEMENTARY
SCHOOL AMADEO DISTRICT, SY 1990-1991

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ABSTRACT

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Title of Thesis : Factors Associated with Errors in Composition Writing of the Grade Five Pupils of Amadeo Elementary School and Halang Banaybanay Elementary School Amadeo District SY 1990-1991

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Summary:

This study was conducted to find out the factors associated with the errors in composition writing of the Grade Five pupils of Amadeo Elementary School and Halang-Banaybanay Elementary School both in Amadeo District for the school year 1990-1991.

Specifically, it aimed to answer the following questions:

1. What are the types of errors and the degree of seriousness of such errors in composition writing as committed by the Grade Five pupils of Amadeo Elementary School and Halang-Banaybanay Elementary School, School year 1990-1991?

2. Are there differences in the degree of

seriousness of errors committed when the respondents are grouped according to a) types of school, b) pre-school training, d) teacher's years of experience in teaching English, d) parent's educational attainment, and e) sex?

The findings of this study would be of help to the following: 1) teachers and pupils, so that it would give the teachers an insight of the common errors of the pupils in their written compositions, 2) administrators, so that they could set a program of in-service education activities to keep teachers abreast with the common errors in composition writing as revealed by the study so that remedial measures could be instituted in their respective classes.

Methodology:

This study utilized the descriptive survey method of research, aimed to describe the degree of seriousness of errors committed by the Grade Five pupils of Amadeo Elementary School and Halang-Banaybanay Elementary School and the factors associated to this degree of seriousness of errors.

Data Analyses:

1. The Frequency count, rank, and quartile measurements were used to determine types and degree of

seriousness of errors committed in composition by the respondents.

2. Kruskal-Wallis One-Way Analysis of Variance was used to determine the differences in the degree of seriousness of errors committed in composition writing when the respondents are grouped according to types of school, pre-school training, teacher's years of experience in teaching English, parent's educational attainment, and sex.

3. Median Test was used in combination with Kruskal Wallis One-Way Analysis of Variance in determining the difference in the degree of seriousness of errors committed in composition writing when the respondents were grouped according to types of school, pre-school training, teacher's years of experience in teaching English, parent's educational attainment, and sex.

Findings:

1. Expression of feelings/emotions in terms of contents and clear statement in terms of Organization were the errors committed by most respondents and were described to be highly serious errors in Structure.

2. Agreement and tenses in terms of Language were the errors committed by most respondents and were described to be highly Serious in Grammar.

3. Spelling/Division of Words and Capitalization were committed by most respondents and were described to be Highly Serious in Mechanics.

4. Types of School have no relation to the degree of seriousness of errors committed in Structure, Grammar and Mechanics.

5. Pre-School training has no relation to the degree of seriousness of errors committed in Structure, Grammar, and Mechanics.

6. Teacher's years of experience in teaching English have no relation to the degree of seriousness of errors committed in Structure, Grammar, and Mechanics.

7. Parent's Educational attainment have no relation to the degree of seriousness of errors committed relation to the degree of seriousness of errors committed in Structure, Grammar, and Mechanics.

8. Sex has no relation to the degree of seriousness of errors committed in Structure, Grammar, and Mechanics.

Recommendations

The following are strongly recommended:

1. Teachers of English should give more emphasis the teaching or correct structures in composition

writing.

2. Administration should include in the staff Development Program, Seminars in Composition Writing to the new English Teachers.

3. Teachers in English should give more attention to pupils whose parents had low educational attainment since they do not receive the needed corrective practice or tutoring from their parents.

4. All teachers from both the central and barrio school should be involved in and demonstrate lessons in pre-composition writing activity.

5. Further studies in the errors in composition writing which would include more barrio and central schools is recommended. Inclusion of intelligence quotient as a factor in such studies is also recommended.