Local Errors in Written Descriptive Essays: A Comparative Study of 8th Grade Students of Sialkot, Pakistan

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ARTICLE INFO	ABSTRACT
	This study examined local errors that eighth graders at a Pasrur private school made in their descriptive essays. Also, the sorts of local errors committed by L2 learners are identified in this paper. For both native speakers and non-native speakers, writing is a difficult undertaking. It requires not only a basic knowledge of grammar but also strong writing skills. This begins to be taught from the beginning of the school year. Error analysis is the process of identifying, interpreting, and analyzing mistakes/mistakes that are considered incorrect in relation to the grammatical rules of a language, and this is usually done by people learning a second language. To this end**,** the researcher does a comparative study of local mistakes made by 8th-grade boys and girls. Descriptive writing presents great difficulties. This study was conducted using a mixed methodology. The topic was given to fifty pupils, whose essays were then assessed for mistakes based on the frequency with which they appeared in his sample of carefully chosen compositions. According to the findings, misspellings are more common than sentence structure and word choice. According to this study's findings, some of these mistakes are due to a lack of cross-linguistic proficiency. In other words, one source of these errors is the learner's native tongue. Furthermore, this study concludes that the main cause of these local errors is a lack of grammatical and linguistic knowledge of the target language, that is English.

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INTRODUCTION

Error analysis (EA) is the process of identifying, interpreting, and analyzing mistakes/errors that are considered incorrect in terms of the grammatical rules of a language, which is typically done by people learning a second language. Basically, the goal of error analysis is to determine "what the learner knows and does not know" and to inform the teachers that their hypothesis is most likely incorrect. It also gives them the appropriate information to clarify the rules in the target language (Corder, 1975).

Error analysis (EA) is a type of linguistic analysis that focuses on the mistakes that learners make by contrasting those mistakes with errors in the target language (TL) itself. According to Corder (1975), "the study of error is part of the process of language learning." EA is a crucial informational resource for both students and teachers. It informs professors of students' faults and aids in their correction.

Local errors do not affect the meaning of the text (Harris & Silva, 1993). Local errors are essentially those that only affect one word or phrase in a sentence. Most of the time, these mistakes don't affect how a sentence is written overall. When students commit local errors, the meaning remains clear in the sentence but the grammatical expression would be incorrect. Local Errors mostly involve auxiliary verbs, forms of verbs, noun inflexions (singular or plural), and the use of articles, prepositions, and verb inflexions (Kijpoonphol et al., 2021).

According to Raza et al., (2022) explained the local context of Pakistan; English is taught and studied from elementary school through the higher education. This study focuses on the study of student's committing local errors in their class task of writing a descriptive essay on topic "My Best Friend". At the level of grade 8, students become capable of making sentences on their own but with errors that are mostly local errors. This study majorly aims at identifying, analyzing, and interpreting those local errors committed by the students of grade 8 while writing a descriptive essay. It also involves a comparative study between the local errors committed by boys of grade 8 and the local errors committed by girls of grade 8.

Descriptive Essays are essays in which students are asked to describe some object, idea, person, place, situation, or item. This type of essay writing helps students enhance their creative writing ability. In this study, both boys and girls of grade 8 are asked to be writing a descriptive error, and the researcher identifies, analyze, and then

categorizes those errors. The researchers have also made a comparison between the local errors committed by girls and boys and so make this study a comparative study as well.

Rationale for the Study
The purpose of this study is to focus on Pakistani students, particularly those in Pasrur. There is no such research conducted on error analysis committed by the students of grade 8 in one of a small city of Pakistan i.e., Pasrur. As the researchers are the schoolteachers at the middle level, they have noticed that most of the students in 8 Grade committed local errors in descriptive essays. This observation made the researchers work on this area as it is an interesting and useful investigation to be done for such small-town areas in Pakistan.

Research Objectives
- To identify and analyse local errors committed by the students of grade 8 while writing a descriptive essay.
- To make a comparison between the local errors committed by boys and local errors committed by girls while writing a descriptive essay.

Research Questions
- What are the local errors committed by the students of grade 8 while writing a descriptive essay?
- What are the differences between the local errors committed by boys and local errors committed by girls while writing a descriptive essay?

SIGNIFICANCE OF THE STUDY
For both teachers and students, the current study is important. It gives information about the local errors committed by the students of Grade 8 in the descriptive essays.

The students: Hopefully, this research will help the students to spot errors in descriptive writing and provide awareness of local errors, so the students don't make other errors in future. This research study aims to provide teachers with relevant knowledge about regional errors that might be made when writing descriptive essays and how to fix them.

LITERATURE REVIEW
Language learners frequently make mistakes in their written work that they can self-correct. On the other hand, only advanced students can self-correct mistakes (Grami, 2010). Learners need support in minimizing errors as a result. "Errors taper off and are minimized progressively as the student obtains more experience and applies the relevant information" (Terzioğlu & Bensen Bostanci 2020). Hence, mistakes are seen as "failures in performance," as opposed to errors, which are seen as "failures in competence" (Brown, 2007).

Errors
Corder (1967) asserts that errors are the product of some performance failure—a deliberate deviation made by students who have not yet mastered the concepts or norms of the second language. Mentalists believe that mistakes are the finest measures of a learning system. They contend that in order to inspire children to take on challenges, mistakes should not only be accepted but actively encouraged.

Error Analysis
A method for recognizing, classifying, and rating errors that people make when speaking or writing in a hard copy is called error analysis. Statistics on common difficulties people have speaking or writing English sentences are compiled (Aqeel et al., 2022; Richards et al., 1985). Error analysis is a technique that persons who are learning a second language often use to practice finding, interpreting, and analyzing faults and errors that are regarded improper in terms of a language's grammatical norms. According to James (1998), the process of establishing the incidence, character, causes, and consequences of errors of unsuccessful language is the process of determining the nature, causes, and consequences of such errors. Additionally, error analysis is defined as "a method used by researchers and teachers, which entails collecting samples of learners' language and error identification, classification, and severity assessment" (Keshavarz, 1994). Pit Corder (1967) called the father of error analysis, defined "the significance of the learner's error". For kids to succeed, Corder (1975) says it's critical that they understand their mistakes. The first explains how to study English as a second language, whereas the latter aids the learner in improving their proficiency in their native tongue (Ahmad et al., 2022).

In light of the fact that it can provide information on the state of a learner's language as well as forecasting information on the difficulties that students have faced three most frequent and persistent grammatical errors Huang identified in students' writing was subject-verb agreement, verb tense and form, and word order. 15% of the total is made up of prepositions, 10% of it is articles, 8% of it is plurality, 6% of it is passive, and 3% is made up of auxiliaries. They have been divided into groups (Huang, 2002).

There are many different types of writing local errors, but the most common ones are as follows:

- Spelling Mistakes
- Agreement-based errors
- Miscellaneous errors
- Noun Inflections
- Verb Inflections

Spelling errors occur when a student misspells the same words repeatedly because they do not know what they are doing. This is correct.

Examples:
- Accommodate // Accommdate
- Achieve // Achive
- Across // accorss
- Aggressive// Aggressiv

There aren't many studies in the literature on spelling mistakes made by students. The challenges that learners of EFL encounter (Sitopu, 2020), for instance, conducted a spelling study. First-year English language learners at Saudi Arabia's Tabuk University made mistakes. According to the study's findings, the participants made a lot of spelling mistakes that had an impact. More research in the field is recommended by this study in order to corroborate the preliminary findings and examine it from many perspectives, including age and grade (Albalawi, 2016).

Students at STIE AAS Surakarta finished the second study over the course of the 2017–2018 school year. Finding out what kinds of spelling mistakes pupils make and figuring out which one is the most prevalent are the objectives. A descriptive qualitative approach was used in this study. In this research, by gathering data, researchers were able to draw conclusions (Karra, 2019). The research subject was chosen among 24 students. SITE AAS Surakarta, particularly during the 2017/2018 academic year. The researcher employed the documentation method to collect data.

Identification, categorization, description, explanation, and data tabulation of errors were the steps in the error analysis process. In order to establish how frequently mistakes in students' writing compositions were found, the data was collated. The study's findings indicate that 50% of student essays had spelling problems, including omissions (20% or 40% of the essays), substitutions (14% or 40% of the essays), and errors of 28 percent, insertions/additions (10% or 20% of the essays), and transpositions (6% or 12% of the essays). The most significant spelling errors are omissions, which account for between 20% and 40% of all errors (Kroll, 1990).

The right usage of words and phrases with respect to the context is connected with word choice errors. The following are some words choice examples.

- People are going through a difficult time.
- Roads are in poor condition.
- This was the lethal smog that killed humans.
- Similarly, those young people involved in business can advertise on Facebook.
- Although awareness has increased, understanding has decreased.
- Scientists all over the world are working hard to solve their problems.
- Now-a-days, it is very simple to obtain knowledge.
- Pakistan's ocean is extremely polluted.

These errors also showcase the learners' limited expressional vocabulary. Application of context-A large vocabulary is necessary for language. Additionally, as evidenced by the aforementioned examples, the limited vocabulary leads to an overgeneralization of the use of a single term in a variety of settings. Students who opt for the easiest communication channels tend to overgeneralize. The sequence communicates the meanings (Ananda et al., 2014).

1. The adverb fast is frequently misused as "fastly."
2. The words "since and for" are frequently misused; for example, he's been trying to fix his glasses for two years, Hours.
3. Use of self-created abbreviations such as Bcz (because), b/w (between), k (ok), gr8 (great), and so on.

James (1998) claims language usage and acquisition errors: The three most common types of writing errors are prepositions, tenses, and word gaps. For example, English language learners in Pakistan frequently struggle with learning grammatical concepts of the target language (TL), such as the use of prepositions, subject-verb agreement, articles, and the proper tense. Kharmilah & Narius (2019) looked at grammatical mistakes in Jordan, they found that verbs, prepositions, morphological mistakes, and passive voices were the most common weak spots in students' paragraph writing.

The number of verbs and the subjects must match (singular or plural). To put it another way, if a subject is singular, then the verb must also be singular, and vice versa. If the subject is plural, then the verb must also be numerous. In journals that second-semester English Office understudies had written, Syaifurrahman & Miftah (2016) discovered the shortage of errors and the Variables of errors that had led to subject-verb agreement errors. The analyst had chosen to employ a quantitative strategy. The assessment was based on the scientific classification of the surface study. Writing tests, writing assignments, meetings, and documentation were the tools used to get the material. The investigation focused on the three students who received the most poorly graded text-writing marks. Two times a week, these understudies were required to type journals. In their notebooks, the analyst discovered 52 errors in subject and verb interpretation. These errors were divided into three categories based on the Surface Procedure Scientific classification. This examination discovered 14 errors in incorrect formation, 19 errors in expansion, and 19 errors in exclusion. Inaccuracies in subject-verb ascension, 40 intralingual conversations and 12 intralingual exchanges were in the journals. Theoretical and practical approaches have been advanced by linguists and scholars in great numbers. When writing in L2, it is believed that L2 writers have the five types of aspects listed below. Here are some of them:

First, contextual knowledge discusses concepts and ideas. The lexical, syntactic, or other requirements for proper concordance are described in detail by system knowledge. Lastly, understanding the process imparts knowledge about how to perform L2 writing assignments. Fourth, comprehension of the genre sheds light on the objective of communication in a certain circumstance. Finally, knowing the context gives the L2 authors knowledge of the culture, standards, and other sociological preferences.

Al-Baldawi, & Saidat (2011) focused on sentence construction problems in a later test examination, especially in the SVO and SVA chain. The analyst administered the pretest test to Middle-level pupils as part of his quantitative research and found the mistakes. Following the test, some SVO and SVA-related information was given to the understudies, and a follow-up post-test was developed. After receiving the material, the analyst examined how understudies handled their faults.

Another survey was conducted in the second higher school, where Pupils were given a topic based on a written essay. Sixty-five students participated in this session 37 mistakes in word order and prepositions were found as well. Mistake examination categorizes and investigates blunders created by L2 learners of English (Bin Abdullah, 2013). Not at all like contrastive examination, it centres on the generation of understudies in arrange to recognize imperfections in their information (Ahmad et al., 2022).

In other words, whereas L1 obstructions may be a reason for a few of the mistakes, they don't need to begin from the L1. This research illustrates that L1 does not have to be the most vital reason behind the battle to obtain subject-verb agreement, and thus outlines the significance of analyzing the information for blunders (Karim, 2018).

Significance of Errors
On the importance of second language errors, several EA researchers have concentrated their attention. James (1998) wholeheartedly concurs with Corder (1967), who demonstrated three ways in which mistakes can be useful. First, it benefits the teacher by demonstrating how the student is moving closer to the goal. Second, they give the expert proof of the methods being used by the learner and the process by which a language is being learnt. Thirdly, they are undeniable for the student themselves because mistakes can be viewed as a learning tool.

Sources of Errors
Numerous articles and pieces of work have been published on the sources and causes of errors in L2 and FL composition. Inappropriate communication, whether an error, mistake, or derailment, can occur for a number of reasons, according to (Khan & Khan, 2016). Students may interpret from their first language (L1), or they may overgeneralize the principles or rules when learning new discourse structures. They might also be ignorant of fresh verbal constructions and the connections between ideas.

METHODOLOGY

Modal for Error Analysis
Three phrases were part of the paradigm for error analysis developed by Corder in 11967 and 1975.

1. Collect data: identify anomalies.
2. Description: specific slang/ dialect.
3. Explanation: an obvious target for error analysis.0

This Carder's Errors Analysis Model has been used by the researcher in this study.

Research Method
The research was conducted to analyze local errors committed by Grade 8 students in descriptive essays. To find and analyze, the research utilized both qualitative and quantitative methods to address the questions. The eighth-

grade students at a private school in Pasrur participated in the study. The researcher used one class of 50 pupils, 25 boys and 25 girls, as a sample. A sample of 50 written essays on the topic of a friend was collected from this class through a random sampling technique, and for in-depth analysis and comparison sample of 50 written or descriptive essays were collected through stratified sampling technique because the researcher had also made a comparison between the local errors committed by boys and girls. They were learning English as a compulsory subject. Quantitative data came after qualitative data in an explanatory sequential arrangement. Microsoft Excel 2017 was used to evaluate the quantitative data in order to determine the percentage and type of errors, which were then assessed using the Corder Model of Error Analysis. While gathering data, all ethical aspects were considered.

RESULTS AND DISCUSSION

After collecting the data, data was analyzed in the context of quantitative descriptive analysis.

Table 1: A description of the frequency and percentage of errors made by boys (Mistakes Frequency Percentage)

Errors	Frequency	Percentage
Spelling	10	20%
2nd/3rdform of verb	8	16%
Sub-verb Agreement	10	14%
Punctuation	9	13%
Preposition	10	14%
Adverb	2	3%
Conjunction	2	3%
Articles	0	0%
Word choice	7	15%
Total Errors	70	100%

Table 2: The frequency and proportion of errors made by girls are described

Errors	Frequency	Percentage
Spelling	5	10%
2nd/3rdform of verb	10	20%
Sub-verb Agreement	5	10%
Punctuation	5	10%
Preposition	10	20%
Adverb	3	6%
Conjunction	2	4%
Articles	0	0%
Word choice	10	20%
Total Errors	50	100%

Table 3: The overall frequency and percentage of errors are described

Errors	Frequency	Percentage
Spelling	10	20%
2nd/3rdform of verb	7	14%
Sub-verb Agreement	9	18%
Punctuation	5	10%
Preposition	8	16%
Adverb	2	4%
Conjunction	4	8%
Articles	0	0%
Word choice	7	10%
Total Errors	50	100%

In the study, a few different kinds of descriptive essay faults committed by Grade 8 students were examined. Subject-Verb Agreement and punctuation issues made up the majority of the grammatical mistakes. Twenty punctuation errors (or 40%) and nine sub-verb agreement errors (or 18%) were found. The next error, which accounts for 14% of the essay-style questionnaire errors, was the use of a second or third form of a verb. Five-word choices were incorrect, which accounts for 21.5% of the errors. There were five spelling errors, or 10% of the total. There were 8 prepositional errors, which account for 16% of all errors, 2 adverb errors, which account for 4% of all errors, 4 conjunction errors, which account for the remaining 0% of errors, and 0 article errors. The study's findings support those of earlier research, according to the findings.

Table 4: Comparison between the errors of boys and girls

Errors	Frequency of boys	Frequency of Girls	Percentage of boys	Percentage of Girls
Spelling	7	10	15%	20%
Punctuation	10	8	20%	16%
Sub-verb Agreement	9	7	18%	14%
Conjunction	4	5	8%	10%
Adverb	2	2	4%	2%
Word choice	15	10	30%	20%

The researchers discovered numerous mistakes caused by mother tongue interference, as well as overgeneralization and poor teaching practices. Furthermore, there were mistakes brought on by a poor application of English's rules as the target language. Students occasionally cite the International Journal of Innovation, Creativity, and Change in their writing as the equivalents in Urdu. A few literal translations of Urdu terms into English can be found in www.ijicc.net Volume 14, Issue 8, 2020 819. For instance, knowledge of the preposition in this situation is transferred from L2 to Urdu. As "for" is substituted for "of" and "by" is used in place of "through," the students translated Urdu prepositions into English. Interference at the L1 level. Sentences like "I must necessary say" are another example of literal translation observed in this study. The participating kids made a lot of intra-lingual mistakes in addition to L1 interference. For instance:

Rule confusion: When referring to actions and states that don't have a clear beginning or conclusion and seem to last for a long time, it appeared that the participating pupils were unsure about whether to designate the past or present tense. Sub-Verb Agreement: In the data analysis, it was also found that some students don't properly understand the rules of singular plural in the context of the sub-verb agreement. As "Student do not focus on their studies" is used in place of "Student does not focus on their studies" or "Students do not focus on their studies". Such types of errors are also found in this study. Most mistakes are likely the consequence of misunderstandings and a lack of familiarity with English grammar. This study aimed to examine the writing errors made by Grade 8 pupils and determine why these errors were made.

DISCUSSION

Results from the study's first question showed that pupils in Grade 8 had writing problems. The results for the first question show that spelling errors account for the majority of errors in student writing samples (21.5%). Capitalization, punctuation, adverbs, sub-verb agreement, inappropriate sentences, conjunctions, adjectives, and articles account for the least number of errors (0.82%), which are associated with conjunctions, adjectives, and articles. In addition, they completely misspell words and phrases. The majority of the research's errors are in the spelling. The pupils tried to spell the words in accordance with their pronunciation and context.

The results of the analysis of the primary question are in line with the research findings of (Kharmilah & Narius, 2019) with regard to local errors, which produced outcomes that were comparable to those of the current study in terms of the errors of verb usage, spelling, and punctuation as the most common errors made by EFL students. The study by (Bin Abdullah, 2013) found that errors involving adverbs were uncommon (1%), while action words, punctuation, and articles were the most often made errors among EFL students. Also, some research from (Kharmilah & Narius, 2019) concurs with the findings. Additionally, despite having 45 to 50 minutes to write 150-word paragraphs on the assigned topic, some pupils only managed 40 to 60 words. Additionally, up to five samples from the boys were virtually alike, indicating that some students may have used plagiarism to create their portions. These results, therefore, clearly demonstrate the deficiencies of the understudies' levels as recorded in writing generally and in grammar/syntax particularly. The most important potential causes of these mistakes reflect pupils' ignorance of the intended language.

The bulk of mistakes were the result of Intralingual blocking, which also included overgeneralization, lack of conventions, and loss of word spellings. The findings in this regard are congruent with studies by James (1998); Corder (1975), who have clarified/explained some of the causes of language errors. Undergraduates find it challenging to write successfully in English due to these issues. There is a considerable difference in the errors produced by boys and females, according to the results of the second question, shown in Table 2. Analysis revealed that guys make more local mistakes than girls (47 Vs 34), showing that boys have more difficulty writing in English than girls. It demonstrates that males encounter a variety of grammatical and structural issues when writing in the English language. These are the factors or causes that have emerged as the cause of this difference: The results show that there are differences in the English writing proficiency levels of male and female students and that most male and female students are less experienced writers. English writing errors could be caused by inter- and intralingual interference, induced errors, cultural differences, structural variations, and carelessness, among other things. Unfortunately, it was expected for the pupils to write about the subjects covered in the previous class. Most importantly, the English test should have included questions on encouraging critical and creative thinking and improving writing abilities. Additional educators only concentrate on the course outline and time allotment. Students are simply moving forward without understanding the principles from the classes they took. They must be instructed for the purpose of educating them, not for obtaining degrees.

CONCLUSION

According to the research, spelling, capitalization, punctuation, article usage, sub-verb agreement, improper sentence structure, verb pluralization, conjunction, pronoun, adjective, and adverb problems are the mistakes that are most frequently found in students' work in Grade 8. Lack of word memorization skills, ignorance of punctuation

and grammatical rules, and a lack of awareness of rule limitations are the causes of mistakes. The students' capacity for writing in English successfully is impacted by these issues.

The pupils committed 82 local mistakes amongst the two genders. The need for instructor instructions and instructional materials to be improved still exists, nevertheless. According to Doushaq (1986), there is a correlation between pupils' skill in their first language and how well they will be able to use their second language. However, the interference between the Urdu and English systems most significantly damaged the English sentences that both the eighth-grade boys and girls produced. Both eighth graders, a boy and a girl, may have been sidetracked by the change in linguistic systems from writing anything clear and comprehensible for their English teachers to rate their writing assignments. As a result, eighth-grade English teachers can focus on enhancing the writing of both the boy and the girl.

In conclusion, learner mistakes are important since they show how much more the students still need to learn and how far they have come in FL learning and acquisition.

RECOMMENDATIONS
The mistakes made by the students should be thoroughly observed and corrected by the teachers. The instructor's first concern should be the students' mistakes, which should also serve as the basis for teaching and learning. First of all, teachers of EFL learners are suggested to pay heed on correcting *global-level errors* as the wrong sense is conveyed while committing these kinds of errors. Local-level errors provide a clue to guess the meaning; moreover they can be considered the slip of the pen. On the other hand, global-level errors are definite errors which should be identified and corrected immediately to avoid strengthening wrong concepts.

Secondly, comparative study helps to strengthen the multiple concepts in a single lesson. Teachers should teach the grammatical concepts through comparisons, i.e. *Emphatic and Reflexive pronouns* are the same, but the differences are of the function and its use, so is the case with *Relative and Interrogative Pronouns*. Similarly, the preposition *'on-at', 'in-inside' and 'among-between'* have similar translations in Urdu, but a comparative study can minimize the errors of these pronouns. This way, the similarities and differences should be discussed in language classrooms.

Thirdly, *computer applications* like MS Word are an aid for error correction. As the compositions are taken from a digital contest and students submitted their essays in composed form, so the frequency of error should not be high. The number of errors can be reduced as we can do a spelling and grammar check after composing. Although this function doesn't offer the complete structure but at least one can reconsider the sentence. This is particular for the errors which are unconsciously done.

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