

DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) AIZAWL: MIZORAM



ACTION RESEARCH ON

**‘Improving Writing Accuracy
among 1st Semester D.El.Ed Students
of DIET Aizawl: A Focus on Punctuation,
Sentence Construction and Grammar’**

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PRINCIPAL'S NOTE

It is a matter of great pleasure to present this action research report entitled *'Improving Writing Accuracy among 1st Semester D.El.Ed Students of DIET Aizawl: A Focus on Punctuation, Sentence Construction and Grammar.'*

I sincerely appreciate the efforts of the lecturers who carried out this research with dedication and commitment. Classroom-based research of this nature plays an important role in improving teaching practices and strengthening the quality of teacher education.

I hope that this report will serve as a valuable reference for teacher educators and trainees who seek to improve language proficiency within teacher education programmes.

(H. LALFAKZUALA)

Principal

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PREFACE

Language is a fundamental tool in the teaching–learning process, and writing is one of the most important language skills that teacher trainees must develop. The ability to write accurately enables students to express their ideas clearly and effectively in both academic and professional situations. However, many teacher trainees experience challenges in writing due to difficulties in punctuation, sentence construction, and grammar.

This action research was conducted to examine these difficulties among 1stSemester D.El.Ed students and to implement instructional strategies that could help improve their writing accuracy. The results of the study show that structured teaching, regular writing practice, and continuous feedback can significantly enhance students’ writing abilities.

It is hoped that this report will contribute to improving classroom practices and encourage teacher educators to undertake similar action research studies to address learning problems encountered by students.

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We are also grateful to the 1st Semester D.El.Ed students who participated willingly in this study and extended their full cooperation throughout the research process. Their active involvement made it possible to conduct the activities, collect the necessary data, and observe improvements in writing accuracy.

We would also like to express our sincere appreciation to our colleagues, Ms. Christina Lalthansangi (Member, Research Committee), for her support and valuable suggestions during the preparation of this report, and to Mr. Isaac Malsawmtluanga (Lecturer) for designing the cover page.

Finally, we extend our heartfelt appreciation to all those who directly or indirectly contributed to the successful completion of this action research study.

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***Improving Writing Accuracy among 1st Semester D.El.Ed
Students of Diet Aizawl: A Focus on Punctuation, Sentence
Construction and Grammar***

CHAPTER I – INTRODUCTION

1.1 Introduction

Writing accuracy is an essential component of effective communication. It is a crucial competency for teacher trainees. Writing accuracy is essential for teacher trainees as they will serve as role models for correct use of language. Writing ability has a direct impact on their ability to prepare lesson plans, develop instructional materials and so on. Any persistent error can affect the clarity of their communication and may lead to misunderstandings in academic or professional settings. However, many 1st Semester D.El.Ed students of DIET Aizawl commit frequent errors in punctuation, sentence structure and grammar which determine the overall quality of their writing. It not only affects their academic performance but also their preparedness for professional roles. Therefore, developing strong writing accuracy during the course becomes essential.

The present action research aims to address this need by identifying the major writing errors of 1st Semester D.El.Ed students and to implement strategies that improve their writing accuracy. By enhancing their writing skills, the students will be better equipped to assist their future students and promote effective teaching practices.

While checking the classwork and assignments of 1st Semester D.El.Ed students, the teacher observed the following issues:

- a) Wrong punctuation
- b) Improper sentence structure
- c) Incorrect use of grammar

This indicated a writing skill deficiency which required immediate intervention.

1.2 Statement of the Problem

The present study entitled, *‘Improving Writing Accuracy among 1st Semester D.El.Ed Students of DIET Aizawl: A Focus on Punctuation, Sentence Construction and Grammar’*.

1.3 Objectives of the Study

- a) To identify common writing errors committed by 1st Semester D.El.Ed students through pre-test.
- b) To improve students’ accuracy in punctuation, sentence structure and grammar.
- c) To measure improvement in writing accuracy through pre-test and post-test results.

1.4 Hypothesis

If the students are given systematic instruction in grammar and writing rules and are provided with guided written tasks (pre-test and post-test), then their writing accuracy will improve.

1.5 Action Plan

The following table shows the action plan prepared to achieve the objectives of the study. It includes the activities carried out to identify students’ writing errors, the strategies used to improve their punctuation, sentence structure and grammar. The plan helped guide the teaching and learning activities during the study.

Table 1.1 – Action Schedule

Time Schedule	Objective	Activities	Methods/ Strategies
Day 1	To identify common writing errors committed by 1st Semester D.El.Ed students through pre-test.	Conduct a pre-test where students write a short paragraph or essay. Collect and analyze students' writing to identify common errors in punctuation, sentence structure, and grammar. Classify the errors and record them systematically.	Writing test, error analysis, observation
Session 2 - 7	To improve students' accuracy in punctuation, sentence structure and grammar.	Conduct remedial teaching sessions focusing on punctuation, sentence formation, and grammar rules. Provide practice exercises, worksheets, and examples. Encourage peer correction and regular writing practice.	Demonstration, guided practice, group activities, feedback
Day 8 – 9	To measure improvement in writing accuracy through pre-test and post-test results.	Conduct a post-test similar to the pre-test after the intervention. Evaluate students' writing using the same criteria. Compare pre-test and post-test results to measure improvement.	Assessment and comparative analysis

1.6 Delimitation of the Study

The study is delimited to 1st Semester D.El.Ed students belonging to Section B at DIET Aizawl.

CHAPTER II – ACTION PROCEDURE

2.1 Pre-Test

The purpose of the pre-test is to identify which areas students struggle with, types and frequency of errors, level of writing accuracy before intervention and students' strengths and weaknesses. It forms the baseline data for comparison with the post-test.

The pre-test was conducted to identify the common writing errors among the 1st Semester D.El.Ed students. The students were asked to write a short paragraph on any of the given topics:

- a) A moment I will never forget
- b) Benefits of a healthy lifestyle
- c) The most exciting thing that ever happened to me
- d) The person I admire the most
- e) The importance of time management for students

Their written work was carefully analysed and the errors were categorized into three areas: punctuation errors, sentence construction errors, and grammatical errors. The results were then tabulated to show the number of students falling within different error percentage ranges.

Table 2.1 – Punctuation Error (Pre-Test)

Percentage of Error	Number of Students	Percentage of Students
0-25%	36	90%
26-50%	4	10%
51-75%	0	0%
76-100%	0	0%
Total	40	100%

Table 1 presents the distribution of students according to the percentage of punctuation errors identified in the pre-test. The data indicate that most students made punctuation mistakes such as incorrect use of capital letters, full stops, commas, and apostrophes. A majority of the students fall within the lower error range, while a few students demonstrated higher levels of punctuation errors. These findings highlight the need for focused instruction on the correct use of punctuation marks.

Table 2.2 – Sentence Construction Error (Pre-Test)

Percentage of Error	Number of Students	Percentage of Students
0-25%	33	82.5%
26-50%	4	10%
51-75%	2	5%
76-100%	1	2.5%
Total	40	100%

Table 2 shows the distribution of students according to the percentage of sentence construction errors observed in the pre-test. Sentence construction errors include incorrect word order, incomplete sentences, and problems with subject–verb agreement. The table indicates that although many students fall within the lower error range, several students still struggle with forming grammatically correct and meaningful sentences. This suggests that additional practice and guidance in sentence formation are necessary.

Table 2.3 –Grammatical Error (Pre-Test)

Percentage of Error	Number of Students	Percentage of Students
0-25%	16	40%
26-50%	24	60%
51-75%	0	0%
76-100%	0	0%
Total	40	100%

Table 3 presents the distribution of students based on the percentage of grammatical errors identified in the pre-test. The analysis revealed that many students faced difficulties with basic grammar, including incorrect use of tenses, articles, and prepositions. A considerable number of students fall within the 26–50% error range, indicating that grammar was one of the major areas of difficulty among the students.

Analysis of Pre-Test

The analysis of the pre-test revealed that a majority of the 1st Semester D.El.Ed students committed frequent errors in all three areas.

- a) Punctuation errors were common, particularly in the use of capital letters, full stops, commas, and apostrophes. Many students either omitted punctuation marks or used them incorrectly.
- b) Sentence construction errors included incomplete sentences, run-on sentences, incorrect word order, and lack of subject–verb agreement.
- c) Grammar errors were the most frequent and serious. These included incorrect tense usage, misuse of articles and prepositions, and errors in verb forms.

Overall, the pre-test results indicated low writing accuracy, with many students falling within the 0–25% and 26–50% accuracy range. This confirmed the existence of a significant writing problem among the students and justified the need for immediate instructional intervention.

2.2 Intervention

Based on the findings of the pre-test, an intervention programme was designed to address the writing errors identified among the students. The intervention focused on improving punctuation usage, sentence construction, and grammatical accuracy through systematic instruction and practice.

During the intervention sessions, the teacher provided explanations of language rules, demonstrated correct usage, and conducted guided practice activities. Students were given exercises, worksheets, and short writing tasks to reinforce their understanding. Feedback and corrections were provided regularly to help students identify their mistakes and improve their writing.

Figure 2.1 – Students Participating in Writing Activity



2.3 Post-Test

After the completion of the intervention programme, a post-test was conducted to evaluate the effectiveness of the strategies used. Students were asked to write another paragraph similar to the pre-test activity.

The post-test scripts were analysed using the same criteria as the pre-test to identify errors in punctuation, sentence construction, and grammar. The results were then compared with the pre-test findings to measure the improvement in students' writing accuracy.

Table 2.4 –Punctuation Error (Post-Test)

Percentage of Error	Number of Students	Percentage of Students
0-25%	40	100%
26-50%	0	0%
51-75%	0	0%
76-100%	0	0%
Total	40	100%

Table 4 presents the distribution of students according to the percentage of punctuation errors identified in the post-test. The results show a noticeable reduction in punctuation mistakes after the intervention programme. Most students fall within the lowest error range, indicating that they were able to apply the rules of capitalization, full stops, commas, and apostrophes more accurately. The findings suggest that the focused instruction and guided practice on punctuation were effective in improving students' writing accuracy.

Table 2.5 –Sentence Construction Error (Post-Test)

Percentage of Error	Number of Students	Percentage of Students
0-25%	38	95%
26-50%	1	2.5%
51-75%	1	2.5%
76-100%	0	0%
Total	40	100%

Table 5 shows the distribution of students according to the percentage of sentence construction errors observed in the post-test. Compared with the pre-test results, there is a clear improvement in students' ability to construct meaningful and grammatically correct sentences. Most students fall within the lower error categories, indicating better understanding of sentence structure, correct word order, and subject–verb agreement. The improvement reflects the effectiveness of the intervention activities that focused on guided sentence formation and writing practice.

Table 2.6 –Grammatical Error (Post-Test)

Percentage of Error	Number of Students	Percentage of Students
0-25%	38	95%
26-50%	2	5%
51-75%	0	0%
76-100%	0	0%
Total	40	100%

Table 6 presents the distribution of students based on the percentage of grammatical errors identified in the post-test. The results indicate a

significant reduction in grammar-related errors such as incorrect tense usage, misuse of articles, and errors in prepositions. A majority of the students are now placed in the lowest error category, showing improved grammatical accuracy in their writing. This demonstrates that the systematic grammar instruction and continuous feedback provided during the intervention helped students strengthen their understanding of basic grammatical rules.

Analysis of Post-Test

After the intervention, the post-test scripts showed a marked improvement in writing accuracy across all three areas.

- a) Punctuation errors reduced considerably, with most students demonstrating correct use of basic punctuation marks.
- b) Sentence construction improved as students were able to write clearer, more complete, and logically structured sentences.
- c) Grammar accuracy also showed noticeable improvement, with fewer tense-related and agreement errors.

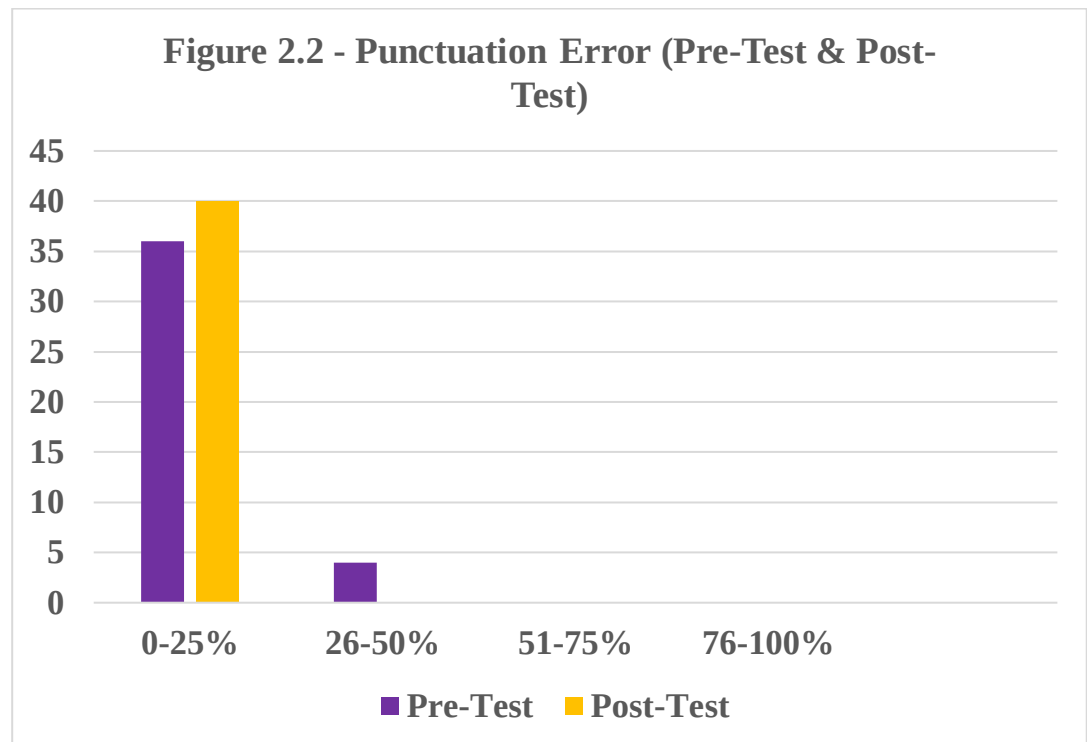
2.4 Comparison of Pre-Test and Post-Test

The comparison of the pre-test and post-test results revealed a clear improvement in students' writing accuracy. The number of punctuations, sentence construction, and grammatical errors decreased significantly after the intervention.

Most students moved to the lower error percentage categories, indicating improved understanding and application of writing rules. These results suggest that the intervention programme was effective in enhancing students' writing skills.

The following bar graphs present a comparison between the pre-test and post-test results. The graphs clearly illustrate the improvement in

students' writing accuracy after the intervention. A noticeable increase can be seen in the number of students falling within the lower error categories, while the number of students with higher error percentages has significantly decreased. This indicates that the intervention programme was effective in improving students' writing skills.



In figure 1, the pre-test results show that 36 students were in the 0–25% error category and 4 students were in the 26–50% category. After the intervention, all 40 students moved to the 0–25% error category, indicating a significant improvement in punctuation accuracy.

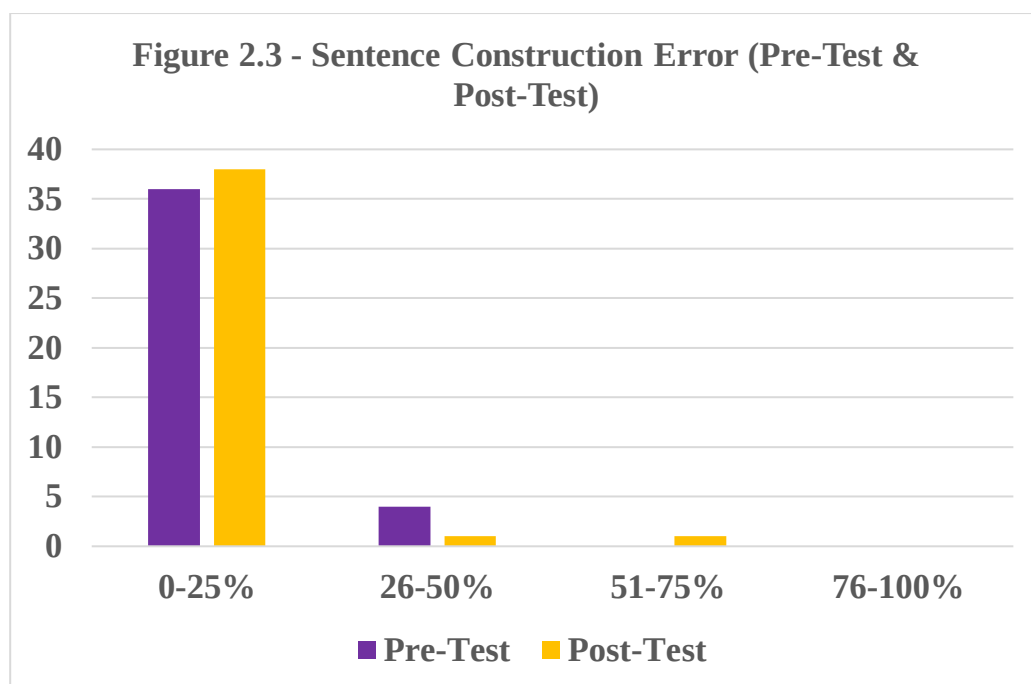
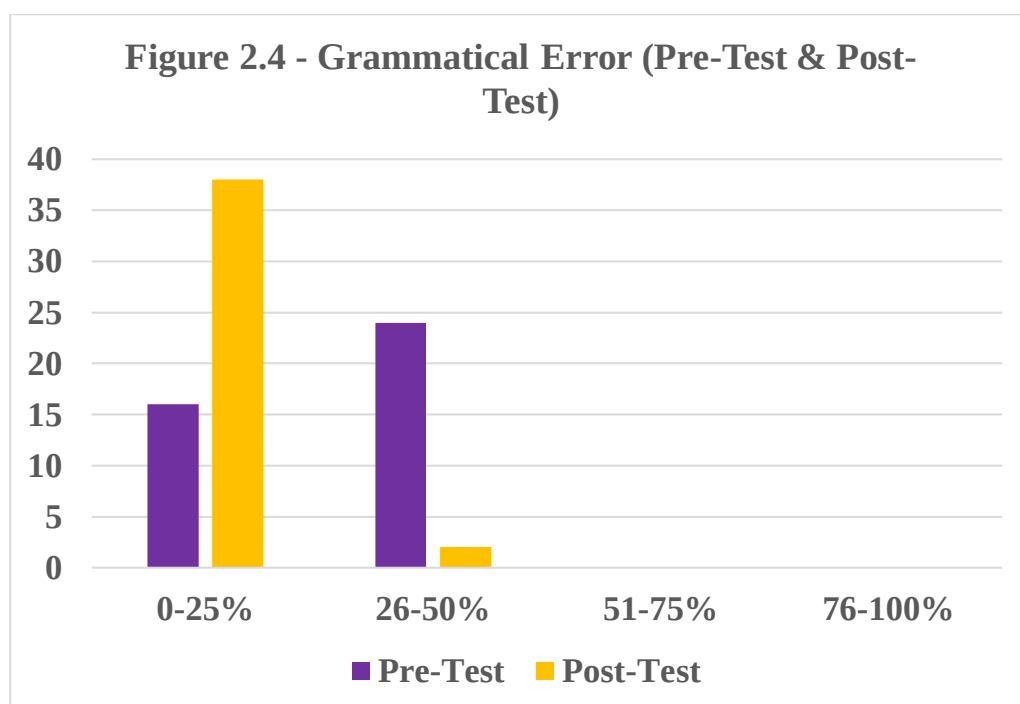


Figure 2 shows that, in the pre-test, 33 students were in the 0–25% category, while some students fell into higher error ranges (26–50%, 51–75%, and 76–100%). After the intervention, 38 students moved to the 0–25% category, and only a few students remained in the 26–50% and 51–75% categories. This shows considerable improvement in sentence construction.



The pre-test results in figure 3 indicated that grammar errors were the most frequent, with 24 students in the 26–50% category. After the intervention, 38 students moved to the 0–25% category and only 2 students remained in the 26–50% category. This demonstrates a substantial improvement in grammatical accuracy.

The comparison of pre-test and post-test results clearly indicates that the intervention programme had a positive impact on students' writing accuracy. Most students showed improvement in punctuation usage, sentence construction, and grammatical correctness. The reduction in higher error percentages demonstrates that systematic guidance, practice exercises, and feedback can significantly enhance students' writing skills.

CHAPTER III – FINDINGS, CONCLUSION AND SUGGESTIONS

3.1 Findings

The findings of the present study are presented according to the objectives of the research.

Objective 1: To identify the common writing errors made by 1st Semester D.El.Ed students through Pre-Test.

The pre-test helped in identifying the common writing errors committed by the 1st Semester D.El.Ed students. The analysis of students' written work revealed that many students made errors in punctuation, sentence construction, and grammar. Punctuation mistakes included incorrect use of capital letters, commas, full stops, and apostrophes. Sentence construction errors included incomplete sentences, incorrect word order, and problems with subject–verb agreement. Grammatical errors such as incorrect tense usage, misuse of articles, and prepositions were also observed among many students.

Objective 2: To improve students' accuracy in punctuation, sentence construction, and grammar.

After identifying the errors, remedial teaching and guided writing activities were conducted to improve students' writing accuracy. The intervention included explanations of punctuation rules, practice in sentence formation, grammar exercises, and regular writing tasks. These activities helped students understand the correct use of punctuation, sentence structure, and grammar. As a result, students gradually showed improvement in their writing skills.

Objective 3: To measure improvement in writing accuracy through pre-test and post-test results.

The comparison between the pre-test and post-test results showed a noticeable improvement in students' writing accuracy. The number of punctuations, sentence construction and grammatical errors decreased significantly in the post-test. Most students moved to the lowest error percentage category, indicating better understanding and application of writing rules. This shows that the intervention programme was effective in improving the writing accuracy of the students.

The findings support the hypothesis that systematic grammar instruction combined with guided writing tasks leads to improvement in writing accuracy. Therefore, the hypothesis of the study is accepted.

3.2 Conclusion

The present action research concludes that focused and structured instructional strategies play a vital role in enhancing writing accuracy among teacher trainees. The use of pre-test and post-test helped in identifying students' weaknesses and measuring their progress objectively. The intervention not only reduced writing errors but also helped students develop better awareness of correct language usage.

Since D.El.Ed students are future teachers, improving their writing accuracy is essential for their academic success and professional competence. The study highlights that regular practice, explicit instruction, and constructive feedback can significantly improve writing skills within a short period. Continuous reinforcement and follow-up activities can further strengthen these skills.

3.3 Suggestions

Based on the findings of the study, the following suggestions are offered:

- Regular writing practice should be included in classroom activities to maintain and improve writing accuracy.
- Short, focused grammar lessons should be integrated with writing tasks rather than taught in isolation.
- Peer correction and editing activities should be encouraged to promote collaborative learning and error awareness.
- Individual feedback should be provided to help students understand and correct their specific errors.
- Periodic writing assessments should be conducted to monitor students' progress over time.
- Similar action research may be conducted on other language skills such as reading comprehension and speaking accuracy.

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