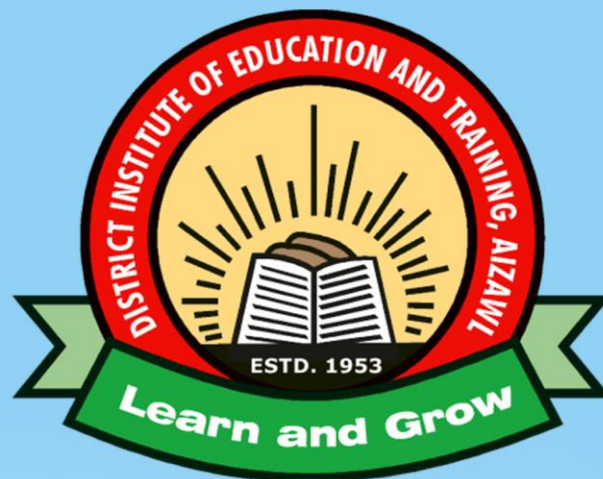


DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) AIZAWL: MIZORAM



ACTION RESEARCH ON

**‘Improving Writing Accuracy
among 3rd Semester D.El.Ed Students
of DIET Aizawl: A Focus on Punctuation,
Sentence Construction and Grammar’**

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PRINCIPAL'S NOTE

It gives me great pleasure to present this action research report entitled *'Improving Writing Accuracy among 3rd Semester D.El.Ed Students of DIET Aizawl: A Focus on Punctuation, Sentence Construction and Grammar'*.

This action research conducted in the D.El.Ed classroom focuses on improving the writing accuracy of teacher trainees by identifying common errors in punctuation, sentence construction, and grammar, and by implementing appropriate instructional strategies. The study demonstrates how systematic guidance, practice activities, and feedback can help students improve their writing skills.

I appreciate the sincere efforts of the lecturer who carried out this research with dedication and commitment. Such classroom-based research contributes significantly to improving teaching practices and enhancing the quality of teacher education.

I hope that this report will serve as a useful reference for teacher educators and trainees who aim to strengthen language skills in teacher training programmes.

Date: 19th March, 2026

Place: Aizawl

(H. LALFAKZUALA)

Principal

DIET, Aizawl: Mizoram

PREFACE

Language plays an important role in the teaching-learning process, and writing is one of the most essential language skills for teacher trainees. Accurate writing helps students express their ideas clearly and effectively in academic and professional contexts. However, many teacher trainees experience difficulties in writing due to errors in punctuation, sentence construction, and grammar.

The findings of the study indicate that structured instruction and guided practice can significantly improve students' writing accuracy. This research also highlights the importance of continuous writing practice and feedback in teacher education programmes.

We hope that this report will contribute to improving classroom practices and will encourage more teacher educators to conduct action research to address learning difficulties faced by students.

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ACKNOWLEDGEMENT

We would like to express our sincere gratitude to the Principal of DIET Aizawl for providing the opportunity and encouragement to conduct this action research study.

We are also thankful to the 3rd Semester D.El.Ed students who willingly participated in this study and cooperated throughout the research process. Their active participation made it possible to carry out the activities, collect data, and observe the improvements in writing accuracy.

We would also like to extend our sincere appreciation to our colleagues, Ms. Christina Lalthansangi (Member, Research Committee); and Ms. Jenny Lalrindiki (Member, Action Research), for their valuable suggestions and support throughout the preparation of this research report; Mr. Isaac Malsawmtluanga (Lecturer), for designing the cover page of the report.

Finally, we express our appreciation to everyone who directly or indirectly contributed to the successful completion of this action research.

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***Improving Writing Accuracy among 3rd Semester D.El.Ed Students
of DIET Aizawl: A Focus on Punctuation, Sentence Construction
and Grammar***

CHAPTER I – INTRODUCTION

1.1 Introduction

Writing accurately plays a vital role in effective communication. For teacher trainees, this skill is particularly important because they will serve as role models for correct language use in the classroom. Strong writing ability helps them prepare lesson plans, create teaching materials, write reports, and complete other academic tasks successfully.

However, many students in the 3rd Semester of the D.El.Ed, DIET Aizawl experience difficulties in writing. They often make mistakes in punctuation, sentence construction, and grammar. These errors reduce the clarity and quality of their written work and may also affect their academic performance and professional readiness as future teachers.

Therefore, improving the writing accuracy of teacher trainees during their training period is essential. This action research was conducted to identify the common writing mistakes made by 3rd Semester D.El.Ed, DIET Aizawl students and to implement appropriate strategies to help them improve their writing skills.

By strengthening their writing ability, students will be able to express their ideas more clearly and perform their responsibilities as future teachers more effectively.

While checking the classwork and written assignments of 3rd Semester D.El.Ed students, the following problems were observed:

- Incorrect punctuation
- Poor sentence construction
- Grammatical errors

These problems indicated that students needed support and guidance to improve their writing accuracy.

1.2 Statement of the Problem

The present study entitled, *‘Improving Writing Accuracy among 3rd Semester D.El.Ed Students of DIET Aizawl: A Focus on Punctuation, Sentence Construction and Grammar’*.

1.3 Objectives of the Study

- 1) To identify the common writing errors made by 3rd Semester D.El.Ed students through pre-test.
- 2) To improve students’ accuracy in punctuation, sentence construction, and grammar.
- 3) To measure improvement in writing accuracy through pre-test and post-test results.

1.4 Action Plan

The following action plan was prepared and implemented to improve the writing accuracy of 3rd Semester D.El.Ed students in punctuation, sentence construction, and grammar.

Table 1.1 – Action Schedule

Step	Objective	Planned Activity	Purpose
Step 1	Objective 1: To identify the common writing errors made by students through pre-test	Conduct a pre-test by asking students to write a short paragraph on a given topic	To identify students' errors in punctuation, sentence construction, and grammar
Step 2	Objective 1	Analyse the students' written responses and classify the errors	To identify the most common writing problems among the students
Step 3	Objective 2: To improve students' accuracy in punctuation, sentence construction, and grammar	Provide instruction on correct punctuation, grammar rules, and sentence construction	To help students understand the correct rules of writing
Step 4	Objective 2	Provide guided practice through worksheets, sentence correction exercises, and paragraph writing activities	To give students opportunities to practice and improve their writing accuracy
Step 5	Objective 3: To measure improvement in writing accuracy through pre-test and post-test	Conduct a post-test after the intervention	To measure students' improvement in writing accuracy
Step 6	Objective 3	Compare the results of the pre-test and post-test	To evaluate the effectiveness of the intervention

1.5 Delimitation of the Study

The study was limited to 100 students of the 3rd Semester D.El.Ed programme at DIET Aizawl, Mizoram.

CHAPTER II – ACTION PROCEDURE

2.1 Pre-Test

A pre-test was conducted at the beginning of the study to assess the students' initial level of writing accuracy. Students were asked to write a paragraph on one of the following topics:

- My Favourite Teacher
- Importance of Education
- My Daily Routine

The purpose of the pre-test was to identify the common writing errors made by students in punctuation, sentence construction, and grammar. The students' written responses were carefully analysed and the errors were categorised into these three areas.

Although many students demonstrated good punctuation accuracy, several students still made mistakes in sentence construction and grammar. These results indicated that students needed additional guidance and practice to improve overall writing accuracy.

These results indicated that students required instructional support and practice to improve their writing accuracy.

The following table shows Pre-Test Results:

Table 2.1 – Punctuation Accuracy (Pre-Test)

Correct Range	Number of Students
0–25%	0
26–50%	3
51–75%	17
76–100%	80

Table 2 shows that most students demonstrated relatively high accuracy in punctuation.

Table 2.2 – Sentence Construction (Pre-Test)

Correct Range	Number of Students
0–25%	0
26–50%	6
51–75%	40
76–100%	54

In table 3, some students show difficulty in constructing correct sentences.

Table 2.3 – Grammar Accuracy (Pre-Test)

Correct Range	Number of Students
0–25%	0
26–50%	13
51–75%	51
76–100%	36

Table 4 shows that grammar errors were also common among students.

These results indicated that several students had difficulties in writing accuracy before the intervention.

Analysis of Pre-Test

The pre-test results revealed that several students experienced difficulties in writing. Some students made punctuation errors, especially in the use of capital letters, commas, and full stops. Some students also made sentence construction errors such as incomplete sentences, incorrect word order, and run-on sentences. Grammar errors were also observed, including incorrect tense usage and misuse of articles and prepositions.

2.2 Intervention

To improve students' paragraph writing skills, a planned instructional intervention was carried out. At the beginning of the study, students were given a paragraph writing task as the pre-test. Their written responses were carefully analysed and the errors were classified into three categories:

- Punctuation errors
- Sentence construction errors
- Grammar errors

Based on the identified problems, a structured teaching programme was organized. Specific classroom periods were set aside to focus on each area of difficulty. During these sessions, the researcher explained the rules, demonstrated correct usage, and provided practice through activities and worksheets. Students were also encouraged to participate actively through writing exercises, peer correction, and teacher feedback.

Table 2.4 – Intervention Schedule

Sl. No.	Area of Focus	Duration	Activities Conducted
1	Instruction on Punctuation	Week - 1	During this week, lessons were conducted focusing on the correct use of punctuation marks such as capital letters, commas, and full stops. Examples were explained and students completed worksheets and short writing exercises to practice correct punctuation.
2	Sentence Construction Practice	Week - 2	Students were taught how to construct clear and meaningful sentences. The researcher explained sentence structure, word order, and the importance of complete sentences. Activities such as sentence correction, sentence rearrangement, and guided paragraph writing were conducted.
3	Grammar Practice and Review	Week - 3	The focus of this week was improving grammar accuracy, particularly tense usage, articles, and prepositions. Students practiced through worksheets, peer correction, and teacher feedback. At the end of the intervention period, students were given a post-test to measure their improvement in writing accuracy.

During the intervention period, students were given regular practice through worksheets, paragraph writing activities, peer correction, and teacher feedback. These activities helped students identify and correct their own mistakes and improve their writing skills.

After completing all the instructional sessions and practice activities, students were given another paragraph writing task as the post-test. The post-test was conducted to measure the improvement in students' writing accuracy after the intervention.

Figure 2.1 – Students Practicing Writing Task



2.3 Post-Test

After the instructional intervention, a post-test was conducted to measure the improvement in students' writing accuracy. Like the pre-test, students were asked to write a paragraph on a given topic.

The students' responses were analysed using the same criteria as the pre-test: punctuation accuracy, sentence construction, and grammar usage.

The results of the post-test showed noticeable improvement in students' writing skills. Many students demonstrated better use of punctuation marks and constructed clearer and more meaningful sentences. Grammar errors were also reduced compared to the pre-test results.

The comparison between pre-test and post-test results indicates that the intervention programme helped students improve their writing accuracy.

The following table shows Post-Test Results:

Table 2.5 – Punctuation Accuracy (Post-Test)

Correct Range	Number of Students
0–25%	0
26–50%	0
51–75%	10
76–100%	90

Table 6 shows a clear improvement in punctuation usage after intervention.

Table 2.6 – Sentence Construction Accuracy (Post-Test)

Correct Range	Number of Students
0–25%	0
26–50%	3
51–75%	35
76–100%	62

In table 7, students show improvement in sentence construction after the intervention.

Table 2.7 – Grammar Accuracy (Post-Test)

Correct Range	Number of Students
0–25%	0
26–50%	8
51–75%	54
76–100%	38

Table 8 indicates that grammar accuracy also improved after intervention compared to the pre-test results.

Analysis of Post-Test

The post-test results showed improvement in students’ writing. Punctuation errors decreased after the instructional sessions. Students were able to construct clearer and more complete sentences, and grammar usage also improved.

2.4 Comparison of Pre-Test and Post-Test

The comparison of the pre-test and post-test results shows that students’ writing accuracy improved after the intervention. Instruction on grammar, punctuation, and sentence structure, along with guided writing practice, helped students reduce their errors and improve their writing skills.

The following graph shows the comparison between pre-test and post-test results.

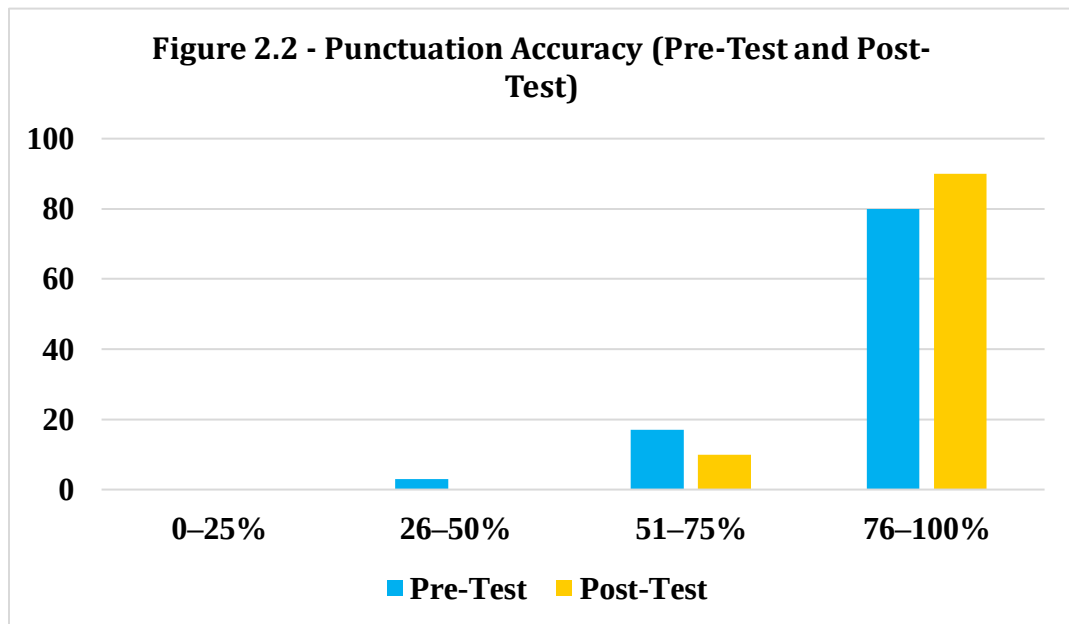


Figure 1 shows that punctuation accuracy improved after the intervention, with more students achieving higher accuracy.

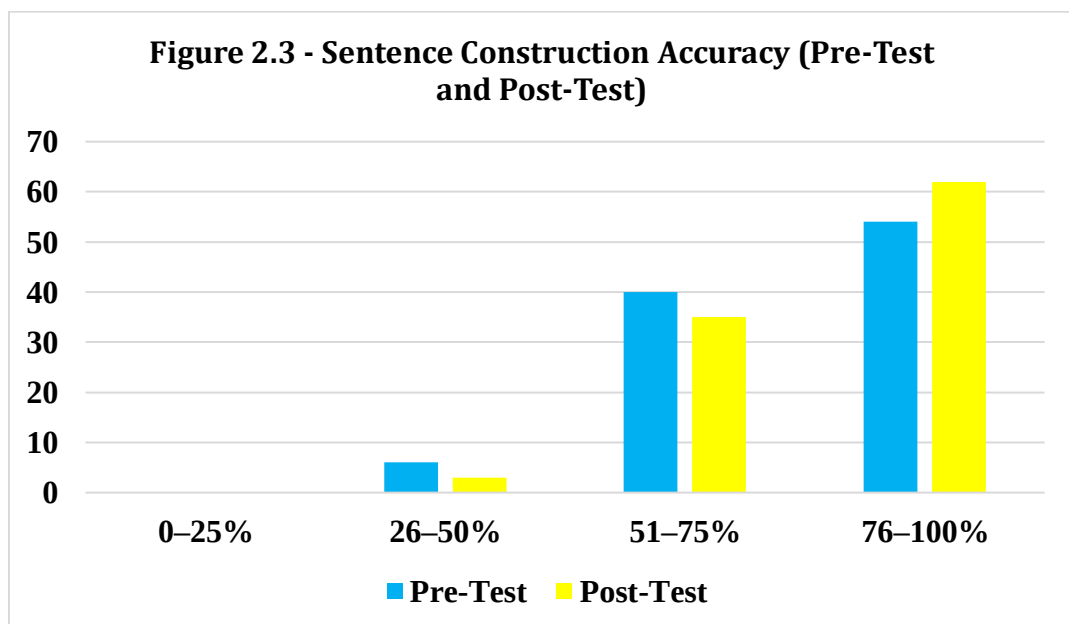


Figure 2 indicates improvement in sentence construction, as more students moved into the higher accuracy range.

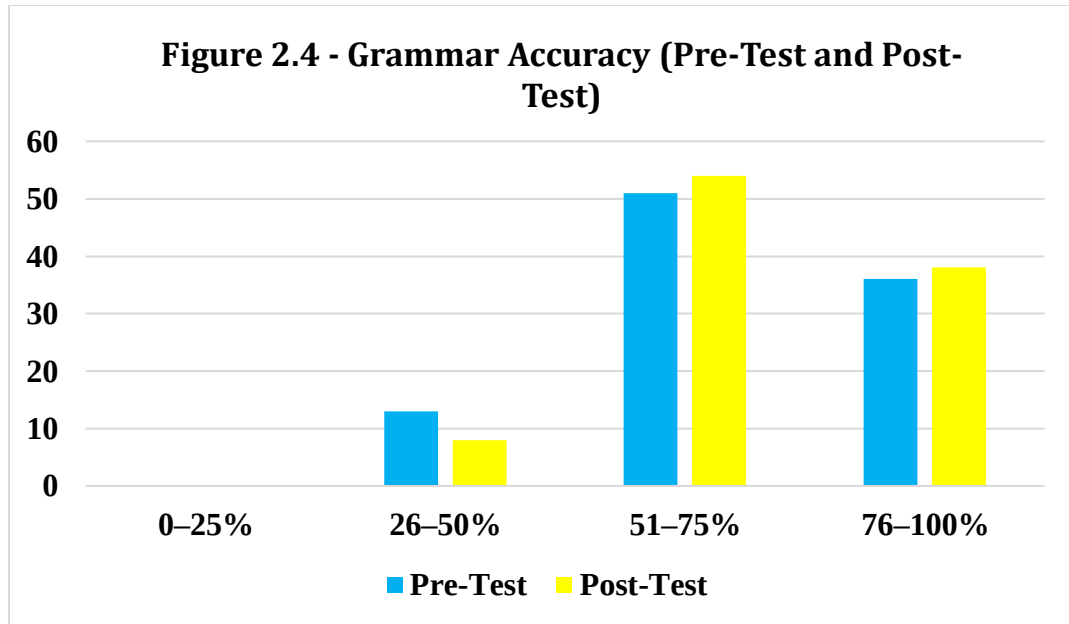


Figure 3 comparison shows that grammar accuracy improved slightly after the intervention.

Overall, the comparison of the pre-test and post-test graphs shows that the instructional intervention helped improve students' writing accuracy in punctuation, sentence construction, and grammar.

CHAPTER III – FINDINGS, CONCLUSION AND SUGGESTIONS

3.1 Findings

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

Objective 1: To identify the common writing errors made by 3rd Semester D.El.Ed students through Pre-Test.

The pre-test results revealed that many students faced difficulties in writing accurately. The most common errors identified were related to punctuation, sentence construction, and grammar. Several students made mistakes in the

use of capital letters, commas, and full stops. In addition, some students constructed incomplete sentences or used incorrect word order. Grammar errors such as incorrect tense usage and misuse of articles and prepositions were also observed. These findings indicate that students required additional support and practice in developing accurate writing skills.

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

After the instructional intervention, noticeable improvement was observed in students' writing accuracy. Through guided instruction, worksheets, paragraph writing exercises, and teacher feedback, students became more aware of their mistakes. Many students demonstrated better understanding of punctuation rules, improved sentence construction, and more accurate use of grammar. The classroom activities and regular writing practice helped students gradually reduce their errors and write more clearly.

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 that students' writing accuracy improved after the intervention. The post-test indicated fewer punctuation errors, clearer sentence structures, and better grammar usage compared to the pre-test. The results demonstrate that the instructional strategies used during the intervention were effective in improving students' writing skills.

3.2 Conclusion

The study concludes that systematic instruction combined with guided writing practice can effectively improve the writing accuracy of teacher

trainees. The use of pre-test and post-test helped identify students' weaknesses and measure their progress. The results indicate that focused instruction on punctuation, sentence construction, and grammar, along with continuous practice and feedback, can significantly enhance students' writing skills. Since D.El.Ed trainees will become future teachers, developing accurate writing skills is essential for effective classroom communication and professional responsibilities.

3.3 Suggestions

Based on the findings of the study, the following recommendations are suggested:

- Teachers should regularly assess students' writing in order to identify common errors in punctuation, sentence construction, and grammar. Early identification of these problems will help teachers provide appropriate guidance and support.
- Teachers should provide regular writing practice through paragraph writing, worksheets, and classroom activities. Explicit instruction on punctuation, sentence construction, and grammar should be integrated into writing lessons to help students develop accuracy in their writing.
- Continuous evaluation will help teachers monitor students' progress and modify teaching strategies when necessary.
- Peer correction activities should be encouraged in writing classes.
- Teachers should provide individual feedback to students on their written work.

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