

Students of IX Standard Struggling with Tense Errors in the English Language: An Action Research Study

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Abstract- This study investigates tense-related grammatical errors among IX standard students learning English as a second language. Many students struggle to use appropriate tense forms in written and spoken communication. The present action research identifies common tense errors and examines their causes, including mother tongue influence, lack of grammatical understanding, and insufficient practice. A pre-test was conducted to assess students' initial knowledge of tenses. Twelve students who scored below 10 marks were selected for remedial instruction. Targeted teaching strategies, including practice exercises, feedback sessions, and grammar-based activities, were implemented for 29 days. A post-test was administered after the intervention. Statistical analysis revealed significant improvement in students' performance. The findings suggest that systematic remedial instruction and feedback activities can effectively improve students' grammatical accuracy and confidence in using English tenses.

Keywords- Tense errors, English grammar, action research, language learning, grammatical accuracy

I. INTRODUCTION

English has become one of the most widely used languages in the world. It is used extensively in education, science, technology, business, and international communication. In India, English is taught as a second language in schools and plays a crucial role in students' academic and professional development. However, many learners face difficulties in mastering grammatical structures, especially tense usage. Tense indicates the time of an action or event and is essential for accurate communication. Incorrect tense usage can affect the clarity and correctness of students' written and spoken language.

Action research provides teachers with an opportunity to identify classroom problems and implement solutions to improve learning outcomes. Through

systematic planning, action, observation, and reflection, teachers can modify their teaching strategies to address students' learning difficulties.

II. OBJECTIVES OF THE STUDY

- To identify common tense errors among IX standard students.
- To analyze the types of tense mistakes made by students.
- To identify the causes of tense errors.
- To improve students' grammatical accuracy through remedial instruction.
- To develop effective teaching strategies to enhance students' communication skills.

III. CAUSES OF TENSE ERRORS

- Influence of mother tongue.
- Lack of knowledge of grammar rules.
- Confusion between different tense forms.
- Limited vocabulary and verb forms.
- Lack of practice in writing and speaking.
- Inadequate teaching methods and limited individual attention.

IV. METHODOLOGY

A pre-test was conducted among IX standard students to assess their knowledge of English tense usage. Out of 40 students, 12 students scored below 10 marks and were selected for the study. Remedial instruction, including grammar exercises, feedback activities, and classroom discussions, was conducted for 29 days. After the intervention, a post-test was administered to evaluate improvement.

V. STATISTICAL ANALYSIS

Statistic	Pre-Test	Post-Test
Mean	5.16	19.00
Median	4.33	18.83
Standard Deviation	2.63	6.55
Quartile Deviation	2.66	19.83

VI. GRAPHICAL REPRESENTATION

Figure 1: Pre-Test Scores

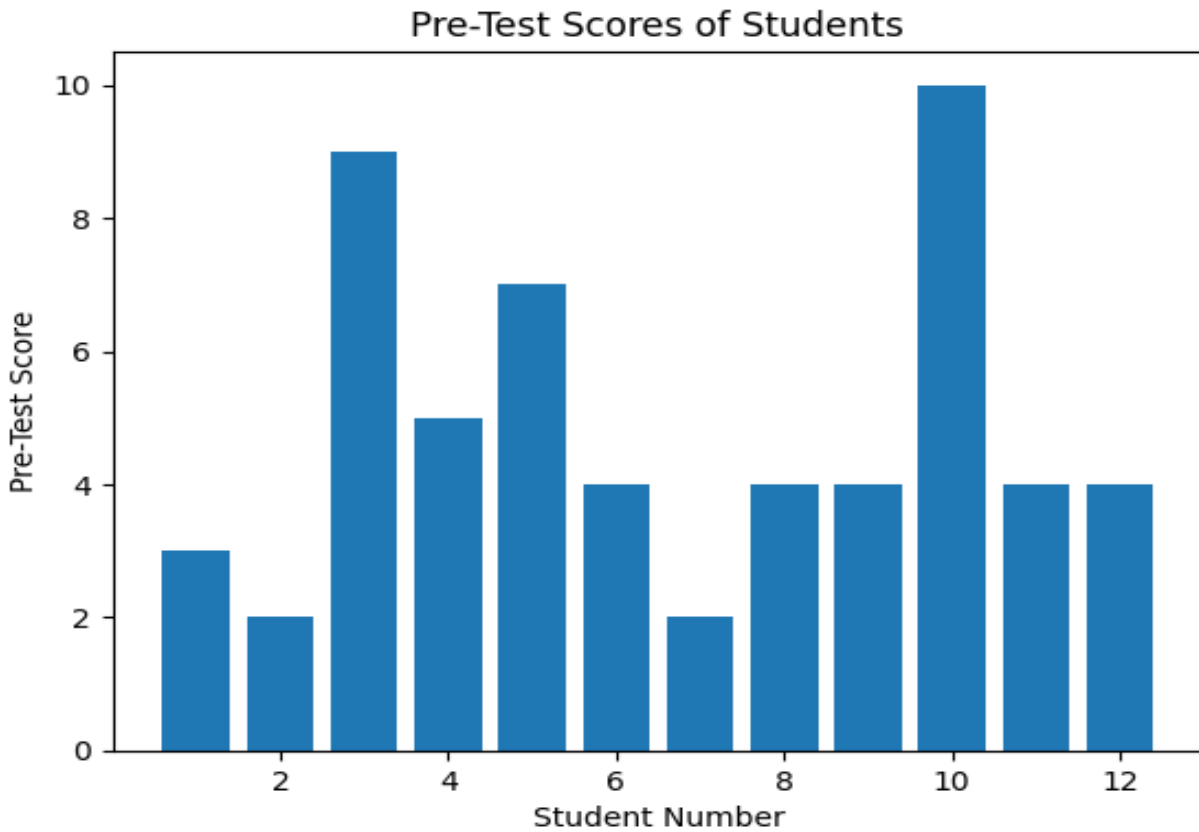


Figure 2: Post-Test Scores

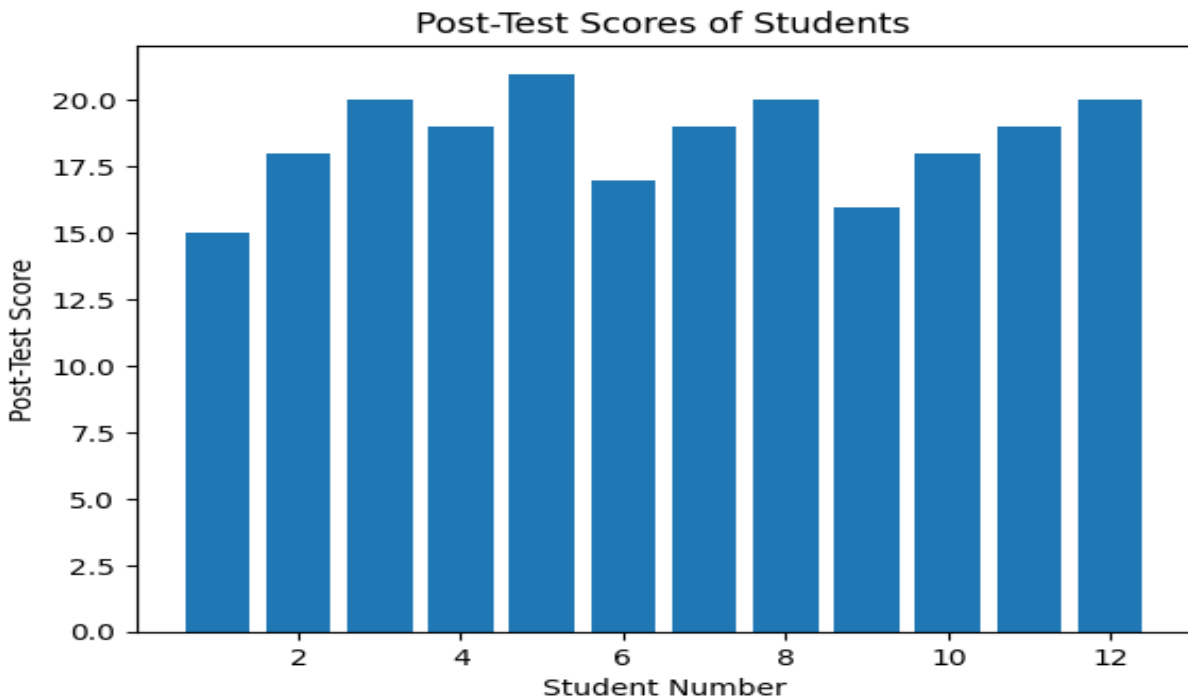
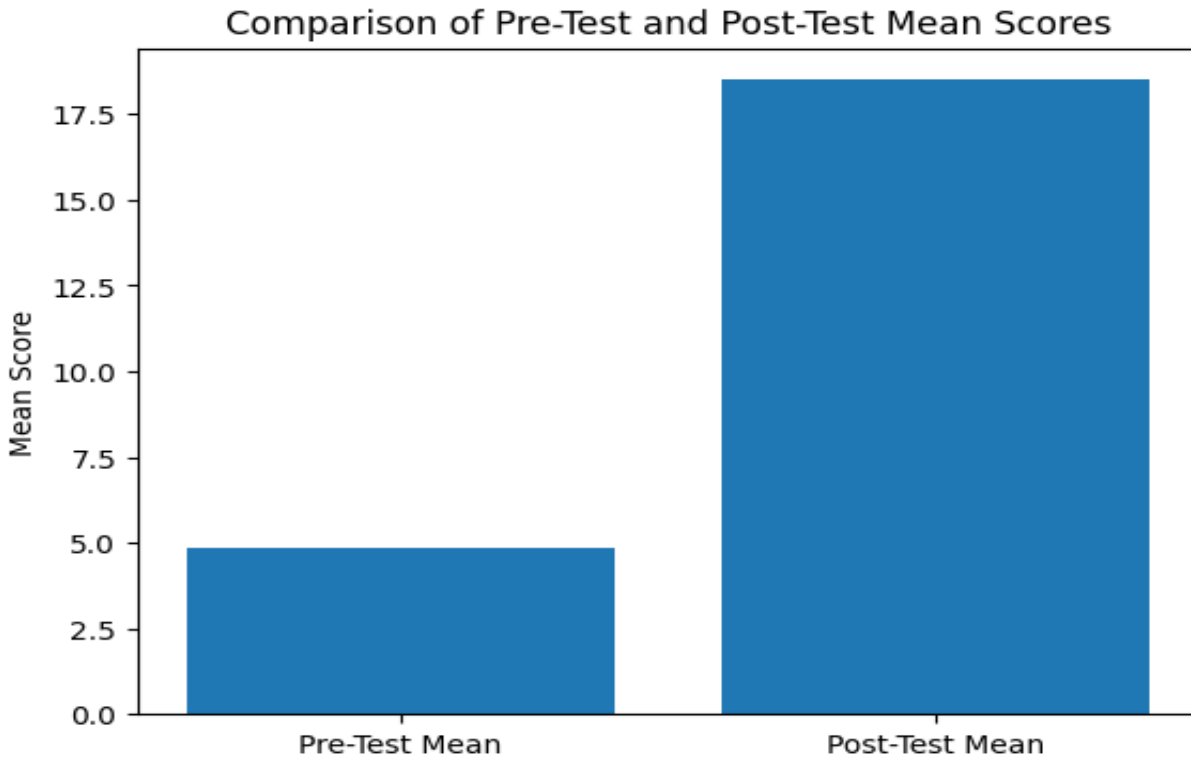


Figure 3: Comparison of Mean Scores



VII. NORMAL PROBABILITY CURVE INTERPRETATION

The Normal Probability Curve (NPC) is widely used in educational statistics to represent the distribution of scores in a test. When the values of mean, median, and mode are nearly equal, the distribution tends to follow a normal probability curve. In the present study, the difference between the mean and median values in both pre-test and post-test results was less than one, indicating that the data approximately follows the characteristics of a normal distribution.

In the pre-test, the mean score was relatively low, indicating that students had limited knowledge of tense usage. After remedial teaching, the post-test mean increased significantly, demonstrating improvement in students' performance. The shift in the distribution towards higher scores suggests that the intervention was effective.

VIII. FINDINGS

- Students showed significant improvement after remedial instruction.
- Feedback activities helped students understand tense structures more clearly.

- Students gained confidence in using English.
- Regular practice and teacher guidance improved grammatical accuracy.

IX. CONCLUSION

The study demonstrates that action research is an effective method for addressing classroom learning problems. The findings indicate that many students struggle with tense usage due to insufficient practice and lack of grammatical understanding. Through structured remedial teaching, students significantly improved their performance. Teachers should incorporate interactive grammar activities, regular practice exercises, and feedback sessions to enhance students' language skills.

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