Secondary Students' Bangla Essay Writing Problems: Determination and Solution

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Abstract: The undertaking of this study is to identify secondary level students' essay writing difficulty in Bangla as the first language and to suggest ways of solving those problems. The study was carried out among the Students, Teachers' of a Co-Educational school of Bangladesh. In this research, the design used is descriptive with qualitative research method. A sample of 30Bangla language students was chosen by means of a random non-probability sampling procedure. The students of selected school were instructed to write a descriptive composition of about 650 -750 words on the topic "Amar Niz Gram"(My Own village). The students' essays were evaluated two times by 2 Bangla language teachers. The goal was to make outthe inaccuracy and error made by the learners. The findings exposed that those secondary level learners have a variety of difficulties in essay writing: language difficulties at the stage of syntax; procedural error, and unconscious mechanical errors such as spelling, punctuation and incomplete sentence, lack of writing expansion skills and cognitive problems. A number of suggestions have been made in accordance with the findings of the research: It would be constantly supportive to tell pupils to rework on their written effort. The natural pauses while speaking would help them in appropriate punctuation usage. The mistakes associated with spelling could be corrected by means of dictionaries or spellcheckers. Usage mistakes and grammar mistakes will eventually disappear, if the students read the texts of various sources like books, articles, journals, newspapers, etc. extensively (better to put in solution section).

Keywords: Bangla Essay writing; Grammar mistakes; Usage mistakes; Mechanical mistakes;

Abbreviations:

Table: 1- Keywords

• SPM = Spelling Mistake	• TE = Tense Error
• GE= Grammatical Error	• WO = Word Order
• CWW = Choice of Wrong Word	• P = Punctuation
• ! = Read again and correct this one yourself	• (……)= Word Omitted, insert a word
✓ =good sentence, expressed well	• (ER)=Error of Repetition
• (PSS)=Problems of Sentence Structure	• (EPS)=Error of Parts of speech/meaning
• (PWC)=Problem of Word Choice	• (PS)=Problems of Syntax
• (PC)=Problems of Content	• (PCCL)=Problems of Classical and Colloquial Language
• (PO)= Problems of Organization	• (EG)=Error of Gender
• (PNS)Problems of Natto-Ssatto/ Bangla grammar related	• (EP)=Error of proverb/ Excellent Speech
• (PECL)=Problems of Euphonic Combination of Letters	• (EC)=Error of Cases
• (PU)=Problems of Unification	• (PIW)=Problems of in-appropriate Word
• (ES)=Error of Suffix	• (PCI)=Problems of Content inconsistency
• (EN)=Error of Number	• (PBHM)=Problems of Bad Handwriting and Margins

I. INTRODUCTION

Any piece of writing is a kind of literature (Bandyopadhyay, 1995). Therefore, essay writing is a piece of literature. Factually, a writing like, essay writing falls under the category of literature. The way arts and literature are influenced by the external factors to the artists and the artist is internally enhanced with personal enrichment through the external facts internalization and molded into a permanent form of art and literature; similarly the internalization happens in the work of a performer and fictional personal. And then the artist makes a mélange between his/her understanding and constructs a creative demonstration in a creative way. Considering the above argument it is reasonably state able that the method a work of skill is represented by the artiste in a similar manner an essayist also produces a piece of literature of essay.

There are several means of communication for example- the skills of reading, writing, speaking andlistening among the communication means. An announcement through writing is very effective and useful especially for student and the educated people as well. According to Alfaki (2015) a note to a friend is an instance of writing for known addressees. It is always important to think about one's addressees when writing. In fact it is the means of progress and perfect writing is essential for meaningful statement for long period of time. One cannot deny that poor writing or incomplete writing may be a cause of miss communication and it may carry out wrong message to others which creates many hazards in our everyday life in various activities especially in our teaching learning process. In this regards students apply essay writing under the instruction of the teacher. Students must know the criteria of a good quality essay. A brilliant essay has several unique features (Hamp-Lyons & Heasley, 2007).

The meaning of essay is a fine tie with the use of words. The fine tie of language with logical thoughts is called an essay. Essay is a kind of sophisticated literature. Though there are differences of opinion of the length of a written piece of essay, the model essays may have a length neither too short nor too long. In the piece of written essay, the writer applies his knowledge, conscience and imagination to bring accord in developing the idea into a logical framework (Islam et, al. 2016).

Essay can be divided into three parts, for example- introduction, body and conclusion. The introduction contains

the indication of the main idea or the theme of the selected topic. The body of the essay explains or presents the core argument of the subject matter of the essay and presents the analysis of the thematic area with an argument of thesis and antithesis. And the conclusion part of the essay presents the result of the argument with a summary or paraphrasing the main idea (Kahali, et, al. 2014).

An excellent essay should have an introduction which highlights the question and establishes the writer's point of view. It states the thesis and the line of argument. It is well organized with a clear overall progression of ideas along with clear demonstration and understanding of concepts which provides evidence of critical thinking with solid grounds that provides adequate and relevant support for claims that are made. Point to be noted that the essay is accurate in terms of grammatical usage, appropriateness of vocabulary and spelling. But unfortunately it is an observation of the scholars that most of the instructor teacher and their student have nominal knowledge and skill in this area.

Point to keep in mind that there is no fixed rule of essay writing. The writer's attitude, knowledge, skills and the command over language make it possible to produce a good piece of essay writing (Shamim & Haque, 2016).

Nevertheless in this study the term ``essay'' writing has been applied to indicate the compositions in corporate in different stages of academic courses; like SSC, HSC or job oriented competitive tests for judging written communication skill and thinking capacity of the students or the competitors.

Statement of the Problem

It has been a not unusual criticism regularly heard in Bangladesh that Secondary stage students are incapable of expressing themselves in a clear, accurate and understandable way in writing. Though Bangla composition writing is mandatory in secondary level education yet the communication skill in secondary level students in Bangla essay writing is still not good enough which affects smooth teaching learning (Fardousi, 2017).

Students' troubles in writing can also additionally arise due to many elements. One of the reasons for theassignment is probably the complicated nature of the writing talent itself. Byrne (1988,p.4) states that sure psychological, linguistic and cognitive elements make writing a complicated and hard discourse medium for maximum humans in each local and 2nd language. Additionally, writing talents may be advanced while the learner's hobby is recounted and while they may be given common possibilities to truly exercise writing (Ismail, 2007). However, now-a-days researchers and pupils are involved over the problem and a lot of them writing paper scattered or even famous article however there's no complete and rigorous have a look at on this topic. Good numbers of research might be performed on overall performance of secondary stage college students of Bangladesh in particular writing verbal exchange talent in different comparable subject

of this stage. Nevertheless for evaluation of the essay writing talent of Bangla pupil remains now no longer performed. It is important to discover and discover the real fame of essay writing talent and overall performance as a way of verbal exchange talents however nevertheless it has now no longer been evaluated in a rigorous form. It is mentioned that without powerful verbal exchange talent of the pupil no mastering or even others features of the humans may be fruitful. Thus it's far an important requirement of accomplishing a meticulous and complete have a look at for locating out the real fame of Bangla essay writing overall performance and verbal exchange through the primary language in current secondary stage schooling in Bangladesh.

Objectives of the Study

1. To identify *Secondary* level students' essay writing problems
2. To suggest ways of overcoming the problems.

Research Questions

1. What are the writing problems that secondary level students face when writing in Bangla essay?
2. What techniques or procedures can be used to help students overcome these writing problems?

Hypotheses of the Study

Hypo-1. There are various writing problems that secondary level students face when writing in Bangla essay.

Hypo-2. A number of techniques and procedures can be suggested to help those students overcome their essay writing problems.

Limitation of the Study

This study is a case based study of Bangla language students at secondary level education in Bangladesh, one co-educational school, two Bangla Teachers' and thirty class x students. It was conducted in the academic year 2019-2020.

Significance of the Study

It is hoped that the results of this study will be of benefits to language instructors, syllabus designers, students of Bangla as a L1 or mother tongue.

II. METHOD AND METHODOLOGY

The researcher has adopted qualitative research methodology using simple random non-probability sampling procedure in this research. This research has been carried out using primary and secondary data from relevant sources.

Research Area

The sample of the study consists of 1 High School (Belna High School), 30 students who study Bangla language as their compulsory specialization. They were randomly chosen from science, arts and business studies group out of 90 students of class ten, secondary level education and the selected high school students' of Mohonpur Upazila, Rajshahi district in

Bangladesh. Their ages range from 15 to 16. All of the students speak Bengali language as their mother tongue.

Two Bengali language teachers were also randomly selected from the same high school and were instructed to examine the students' written work.

Tool and Techniques of the Research

The tool for data analysis is scripts analysis. This method falls within the descriptive research method. The research paradigm is the positivist research paradigm.

Procedure

The students were instructed to write a composition of about 650 to 750 words. They were told to describe their own villages. The writing was done inside the classroom. It took about one hour.

Each student's work was read and examined, marked twice by two teachers to attain objectivity of the study.

Data Analysis

The data consist of the students' writing work. Initially they have been requested to put in writing an outline of approximately 650 to 750 phrases in their own villages. So, the facts have been 30 compositions. These have been marked two times by 2 grammar instructors of Bangla. The instructors diagnosed the errors, and supplied feedback on the general paintings. The writing errors are summarized within the following points.

III. LITERATURE REVIEW

Although many articles on English essay writing have been published as a second language in different countries of the world, the researcher has tried to introduce this topic as it has been published very rarely in Bengali essay writing.

Writing as one of the major skills plays vital role in expressing the writers' thinking pattern, expressing views, and outlooks. Through this skill people are enabled to express their inner thought persuading the readers towards intended convictions. Writing has multiple purposes such as addressing an audience who are known or unknown to the writer through a formal or informal piece of writing. In the context of essay writing skill as stated by Reimes (1993) that it is a means which enhances learners to learn their lesson.

Hedge (1988) compared that successful writing needs a couple of elements such as a high degree of connection of idea development, accuracy to avoid ambiguity of meaning, grammatical devices like choice of words, and appropriate subject matters.

However, of the four language skills, writing is probably the most difficult becauseit requires the application of knowledge of the other three skills. It is also a multifarious ability that is not as you would expect obtained; it is typically nourished in formal schooling environment (Ezeokoli&Patience , 2016).

A brief discussion of the major writing theories and some previous studies on teaching writing, writing problems and causes of writing problems are reviewed in this section of literature review.

Theoretical underpinning:

Cognitive Science and Linguistic Theory

The cognitive technological knowledge and linguist concept contributed plenty within the regions of empirical studies serving within the writing system of composition pedagogy. The cognitive concept of composition can hint its roots to psychology and cognitive technological knowledge. LevVygotsky's (1978) and Jean Piaget's (1978) contributions to the theories of cognitive improvement and developmental psychology can be located in early paintings linking those sciences with composition concept. Flower & Hayes (1981) published a theory on cognitive process of writing, presenting the foundation for in addition studies into how notion procedures affect the writing system. A cognitive concept is centered on gaining perception into the writing system via the writer's notion procedures. Composition theorists have attacked the trouble of gaining access to writers' mind in numerous ways. Flower and Hayes' essay, "A Cognitive Process Theory of Writing" sought to define the writer's choice-making for the duration of the writing system, and the way the ones alternatives restrained or inspired different alternatives down the line. Other studies has centered on taking pictures the cognitive procedures of writers all through the writing system via note-taking or speak aloud, whilst a few early studies with the aid of using Birdwell, Nancrow, and Ross changed into achieved with computer systems to file writers' keystrokes for the duration of the writing system. Linguistic composition concept has historically centered on sentence and paragraph-stage composition, with the purpose of presenting teachers insights into the manner college students at numerous skill ability ranges produce writing. Stephen Witte and Lester Faigley applied unique syntactic evaluation to redefine the significance of brotherly love and coherence in judging writing quality. Paul Rodgers and Richard Braddock centered on paragraph structure, in separate studies, so that you can dispel not unusual place misjudgments approximately the significance of conventional paragraph structure. Applied linguistics, especially EFL/ESL studies, has performed a big position in improvement linguistic theories of composition. Liz Hamp-Lyons' studies in ESL/EFL writing evaluation are precious in informing ESL composition pedagogy. Paul Kei Matsuda, though, has illustrated the deficiency in ESL composition studies, and latest compilations with the aid of using Matsuda and others have tried to bridge the distance among ESL guidance and composition concept with the aid of using imparting pedagogical, theoretical, and evaluation frameworks within the ESL composition classroom.

Social Constructionist Theory

The most important concept of this concept is that information is built with the aid of using institution discourse. People assemble their feel of selves from communal thoughts and attitudes. Language is the approach for coming across and articulating a separate uniqueness. Language is the approach for coming across selfhood with the aid of using giving voice to all culturally-primarily based totally understandings which represent humans enjoy. Thus "We" as the "subject" of our experienceis a composite entity articulated in language of our communal experiences. Four Lines of Research: 1. Discourse communities: institution speaks produces meaning. 2. Sociology of science: improvement of forms. 3. Ethnography: Concerned with context of the language situation. 4. Marxist: politics of production. Knowledge is constructed via collaboration and agreement. Opposition has to be protected or there may be a reversion to individualist production which reverts returned to defining people as devices of the language which defines them (cognitive process). Central query for figuring out which camp to join: Do we manipulate language, or does language manipulate us? Social constructionists see the interplay of the individualizing electricity of the thoughts and the collective social authority of language as reciprocal and because the vital dynamic from which we make meaning. Connection with Poststructuralist concept: writer, reader, and textual content are socially built entities, constituted with the aid of using massive interpretative frameworks. Language is a "net of meaning." There isn't any underlying truth. We exist as relationships among words. No connection among signifier (content) and signified (object). Discourse network denotes a set of people certain with the aid of using not unusual place interests/convention.

*Approaches To Writing***:**

Purpose of Writing

In order to speak about on writing as a language skill, we need to take into account its simple component i.e., the motive of it. This is further critical in different skills too. In a word, the motive of writing is communication. We write to speak messages/information, ideas, mind etc. to a few different person(s). We do that while we cannot speak orally. When we write, our readers are normally now no longer regarded near. Also every now and then we understand them and every now and then we do not specifically while we write a story, novel, poem etc. But every now and then, we understand our readers, e.g. while we're writing a non-public letter, instructions, descriptions, etc. But in all cases, we've the not unusual place characteristic in our writing i.e. reason of doing so-communication. Another reason for writing is to percentage emotions ideas, etc. with others. We write to preserve facts too.

We need to write for numerous sensible motives in life. In instructional atmosphere, instructors and college students write to be able to instructional pursuit. Tricia Hedge (2005) referred to the subsequent motives for writing.

Table: 2-(Adapted from Tricia Hedge (2005, p. 24)

Attributes	Reasons for Writing	Characteristics of Writing
System	Pedagogic Purposes	To help the students learn the system of language.
Progress	Assessment Purposes	As a way of establishing a learner's progress.
Need	Real Purposes	As a goal of learning, to meet students' need.
Strength	Humanistic Purposes	To allow quieter students to show their strength.
Expression	Creative Purposes	To develop self expression.
Settlers	Classroom Management Purposes	As a calm activity which settles students down.
Qualify	Acquisition Purposes	As a careful mode of working with language which enables students to learn it.
Developing	Educational Purposes	To contribute to intellectual development and enhancement of self-esteem and confidence.

Product-oriented Approach

Akinwamide (2012) said that the product approach that is called description technique is one of the traditional strategies of language education. The product method to writing specializes in the completed products of the writing work of art instead of the method. Nunan (1989) said that the product method to writing specializes in the end result of the act of composition; this is the letter, essay, and anecdote. The writing instructor who makes use of the product method may be involved to peer that the product is readable, grammatically accurate and obeys discourse conventions regarding major factors, assisting information and so on.Getnet (1994) stated that the product method is a direction whose number one concentration is the end product of what learners construct. Formal precision and exactness in language rules, spelling, use of terminology, conference of format etc. are given the maximum priority. According to Byrne (1988), the product method of writing is an accuracy orientated method that specializes in the management of errors which will dispose of them from written works. Raimes (1983:6) writes within the manage method of coaching writing students are given sentences to duplicate and manage grammatically and effectively with very restrained possibility of creating errors." Hedge (1988) shows a few factors which students have to encompass within the product method of writing. These include:

a. Getting the grammar right. b. Having various vocabularies. c. Punctuating meaningfully. d. Using the conventions of format effectively. e. Spelling accuracy. f. Using various sentence structures. g. Linking thoughts and statistics throughout sentences to broaden a topic. h. Developing and organizing the content material actually and

convincingly. Students are required to publish their essays to the instructor (evaluator) to be marked. After doing the essential Corrections students resubmit their essays to the lecturers. The product method encourages students to mimic fashions to get familiarity with the content material, reproduction and rework the fashions given through the lecturers within the shape of pattern essays. Students can also additionally exercise a number of those easy sentences and convey a chunk of writing same to the version essay given. Thus, product method draws students' interest to mimic a version through that specializes in the proper language which isn't very useful (Murray, 1980; Steele, 1992). Literature has indicated that product method stresses at the content material of the textual content in addition to the rating obtained (Hasan and Akhand, 2010). In this method, students are required to complete texts in phrases of language accuracy. In this Type of method, the lecturers offer remarks on the idea of grammar and lexical errors. In short, the writing obligations end up decontextualized similarly neglecting the contexts and audience. There are 4 degrees within the Product Approach Model (Steele, 2004). Figure 1 below depicts the stages involved:
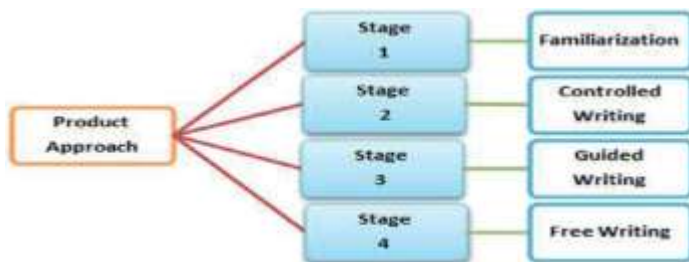
Figure 1: Product Approach Model

Figure:1-(Adapted from Steele, 2004:1)

Common Features in the Productive Skills

The most common features in the speaking and writing skills are-

- Both the speakers and writers desire to convey a message to achieve a definite purpose.
- Both of them keep in mind the receiver of their message (s)
- They know the situation in which they are passing their message(s) through language.
- They need to select the appropriate language.

The Process Approach

The process approach to writing focuses on the composing process of writing instead of on the written final products. Encouraging students to have a sense of purpose and audience, while writing about a certain topic, is the major task of teachers who teach in line with the process approach. Hedge (1988) stated that good writers appear to go through certain processes which lead to successful pieces of written work. She has proposed the following steps that good writers follow in the process approach of writing.

a. The writers start with an overall plan in their head.
b. They think about what they want to say and who are they writing for.
c. They then draft out sections of the writing and as they work on them, they constantly reviewing, revising and editing their work.

A product-orientated method will have any quantity of degrees with one-of-a-kind perspectives that writer's undergo in generating a chunk of writing. Ron White and Valerie Arndt (1991) are eager to pressure that writing is re-writing: that revision...seeing with new eyes....has a valuable function to play within side the act of making textual content. (Citied in Harmer, 2003, p. 258) In their version, method writing is an interrelated set of recursive degrees which includes:

i. Drafting
ii. Structuring (ordering statistics, experimenting with arrangements, etc.)
iii. Reviewing (checking context, connections, assessing impact, enhancing)
iv. Focusing (this is ensuring one is getting the message throughout that he/she need to get throughout)
v. Producing thoughts and evaluation (assessing the draft and/or next drafts) White and Arndt's version may be represented diagrammatically, as beneath Figure:

Figure: 3- White and Arndt's process writing model

Source: Harmer, J. 2003. The Practice of English Language Teaching, 3rd edition, p.258.

Along with all the ones degrees, method writing has a few one-of-a-kind functions. Flower and Hayes' (1981) (cited in Hyland, K., 2011, p. 21) version had cautioned that the method of writing in inspired through the challenge and the writer's long-time period memory. The major functions of Process method are that,

A. writers have goals
B. they plan extensively
C. making plans includes defining a rhetorical problem, putting it in a context, then exploring its parts, arriving at answers and ultimately translating thoughts directly to the page

D. all paintings may be reviewed, evaluated and revised, even earlier than any textual content has been produced

E. making plans, drafting, revising and enhancing are recursive, interactive and doubtlessly simultaneous F. plans and textual content are continuously evaluated in a remarks loop

F. the entire method is overseen through an Government manage referred to as a monitor

One of the maximum not unusual place drawback of this method is that it takes 'time' and college students has a tendency to misplaced their attention or concentrate. There are instances whilst these kinds of writings are virtually now no longer suitable. However, it does now no longer imply but doesn't mean to exercise it thoroughly.

IV. RESULT AND DISCUSSION

Learners' Writing Problems

Byrne (1988:4) thinks that due to the lack of the prosodic functions in writing, the author has to compensate those functions via way of means of maintaining the channel of conversation open via his/her personal efforts via way of means of choosing suitable systems and via way of means of the use of suitable connecting gadgets in order that the textual content may be interpreted on its personal. Similarly, Hedge (1988: 5) thinks that in order the author to compensate the absence of the prosodic functions in writing, he/ she has to jot down with excessive qualification of organization, cautious fondness of vocabulary and the use of complicated grammatical device. Grammatical troubles, mechanical troubles, sentence shape troubles and troubles of diction are linguistic troubles that impede students' powerful writing. The researcher additionally is of the same opinion with influential Bangla essay writing.

Grammatical Problems

Learners have some of troubles of their attempt to jot down apiece of idea even in the first language. As verbs take distinctive bureaucracy relying on nerve-racking and topics they're used with, they invent troubles for 2d language writing (Tyner, 1987). Similarly, Kharma (1987) in Melese (2007: 12) affirms that learners have troubles with problem verb conformity, pronoun positions, and connectors.

Sentence Structural Problems

Sentences mirror numerous syntactic systems (Reid, 1983). However, incapable draftee uses prolonged, inaccurate, and disjointed sentences (Tsegaye, 2006). Kharma (1986) insists that the students who've the hassle of writing correct sentences systems are not able to supply longer sentences necessitate supplementation and synchronization. According to Zamel (1983), cohesive gadgets are vital in writing. However, the linking gadgets were observed to be intricate for English language college students.

Problem of Word Choice or Vocabulary

A correct writing or composition ought to include suitable and sundry variety of vocabularies used in conjunction with right grammar and different variety of sentence systems (Norish, 1983; Alamirew, 2005). According to Reid (1983) in Melese (2007: 13), while the author practices the selection of vocabulary that might mirror a difficulty for the reader and the cause of writing, the composition written by the scholar might grow to be practical to his/her reader. However, writing in a 2d language the use of the perfect phrases in the perfect region is a hassle for students. For example, White (1980) states that commonly students use 'large phrases' of their essays to thrill the reader, their teacher. The attempt to amaze the reader results in a hassle of diction.

Cognitive Problems

The cognitive troubles that students face consist of troubles of punctuation, capitalization, spelling, content material and organization. Punctuation Problems According to Byrne (1988) the reality that punctuation has in no way been popular to the quantity as spelling, makes it's far intricate. Similarly, Carrol and Wilson (1995) state that students' writing come across punctuation troubles as there aren't any generic guidelines of punctuation. Spelling Problem Due to having an impact on of different languages, variation pronunciations and different historic reasons, the English spelling gadget which has grown to be inconsistent is complicated for college students (Gowere et al, 1995). However, gaining knowledge of writing down in a first (L1), 2d (L2) or overseas language (FL) appears to be the maximum hard talent for language rookies to collect in instructional contexts (Negari, 2012). Similarly, Richards (2008) notes that gaining knowledge of jotting down in both first and 2d language is one of the maximum hard responsibilities students come across and one which few human beings may be stated to completely master. Kroll (2003) additionally observes that writing is a complicated technique that entails the mastery of a couple of abilities that make a contribution to the general issue of writing for any language user. Thus, it's far a hard and hard talent for each local and non-local audio system to collect. According to Hyland (2003), writing calls for composing, which suggests the capacity both to inform portions of statistics within the shape of narratives or description, or remodel statistics into new texts, as in expository or argumentative writing. Therefore, it's far considered as a continuum of sports that variety from the extra mechanical or formal components of writing to the extra complicated act of composing (Nyasimi, 2014).This study look at is an strive to research Bangla essay writing talent and popular of the secondary stage students the ones demanding situations that they face in gaining knowledge of Bangla composition writing abilities. The concept is to pick out those troubles and to signify methods of supporting high school students and instructors growing version or technique to conquer the troubles.

Error Caused by General Spelling

It is very important to know the spelling of ordinary spelling language if it is to be written correctly. Multiple spellings of the same word are confusing and audible. Every language has spelling rules. This rule is made somewhat modern with the change of time. When learning to spell or write, one must keep in mind that there are no rules in the world for spelling according to perfect sound (Mamud, 2020).

Error Caused by Natto-Ssatto/ Bangla Grammar Related)

The manner in which the Sanskrit sound or letter (Dantanno) and (Murdhanyao) are used is called N (Nattya) rule (Bidhan) and s,sh, Sh(nasal) (Sattya) rule (Bidhan) respectively. In writing Bengali, students use short(n) in their spelling instead of long (N)or vice versa, so students misspell their writing-The suffixes and –sh, -sion, -ssion, -tion, etc. are used to denote foreign s sounds that come through English (Mamud, 2020).

Error Caused by Euphonic Combination of Letters

Euphonic combination means `rapid'. This reunion or change can take several forms. Sound merging or transformation, sound loss, distortion or change of sound, distortion or change of previous sound, distortion or change of sound and distortion or change of both sounds.

Conjugation (Sondhi) is a Sanskrit word and a way of forming new words. If students have no idea about the euphonic combination, they will make mistakes in their writing (K. D. Aniruddha, et al. 2014)

Error Caused by Unification

Compound/Unification is a combination of two or more interrelated terms. The combination of two or more terms creates new semantic words. And the word unification means abbreviation. Unification makes the sentence melodious words because they have no idea about unification (Samas).P. Dr. Ashraf et al. (2014). Unification is the only way to form a word. (Samas) makes the Bengali language simple, melodious and concise (K. D. Aniruddha, et al. (2014).

Error Caused by Suffix

A suffix is a letter or a combination of letters that forms a new word after the root or word of a verb. Students make mistakes in their writing if they don't have any knowledge about the correct writing. Words are formed from two sources with the help of pronouns. The root of one verb is the other noun. Sometimes new verbs are formed by adding suffixes to verbs and sometimes to nouns (Kahali, Rahaman, &Dutt, 2014).

Error Caused by Number

Number is a technical term. It means the concept of numbers. Number is a way of expressing the numerical idea of a noun or pronoun in Bengali grammar. Lacking the concept of utterances, the students make mistakes in their writing. In order to indicate one or more numbers of noun and pronoun terms, the word is indicated by applying letters or words at the end of the word. Whatever can be counted is his word. There are only nouns and pronouns, there are no infinitives. If students do not have a connection about this, their writing may be wrong (Azad et.al. 2014).

Error Caused by Repetition

Student can repeat the same word in their writing if they do not have a detailed idea about the vocabulary.

Error Caused by Term/ Parts of Speech/Meaning)

There are some widely used words in Bengali which we use incorrectly in sentences. Writing can be wrong if you don`t know the exact meaning or usage. This kind of mistake is made by the student's by changing the nouns used in the sentences as adjectives or adjectives as nouns (Shamim & Haque, 2016).

Some General Error

The main reason for the inaccuracy of spelling is that we write words as we say them orally. If students have a habit of mispronouncing, they write spelling due to the effect of incorrect pronunciation. If you do not know the correct spelling rules, it is very normal to misspell (Azad et.al. 2014). Students should try to figure out how the word is formed if there is any doubt while spelling a word (Shamim & Haque, 2016).

Error Caused by Syntax

Sentences are the largest unit of language. Everything we say, that is, use language, is arranged word for sentence. The phonetic elements of language are specific, finite; but the number of sentences is indefinite. Human creativity is at the root of the possibility of infinite speech, even though it is bound by infinite sounds. Three features of a successful sentence exist namely- Expectancy, Proximity and Propriety. Students are more likely to be wrong if they have no idea about this (Azad, 2014).

Error Caused by Classical and Colloquial Language

There are two forms of Bengali language. Among them, one is a classical language and the other is a colloquial Language. Significant differences exist between these two languages. So the combination of classical and colloquial Language in the same text is inconsistent and impure. This impure application of language is called the impurity caused by the classical and the colloquial. Students make mistakes in their writing due to lack of proper understanding (Azad et.al. 2014).

Error Caused by Gender

The word gender means sign or sign. The masculinity and femininity of the word can be determined with the help of this symbol. The pronouns used in place of the nouns are not used to distinguish between masculine and feminine. Students will misspell if they have no idea about gender (Pintu, et. al, 2014).

Error Caused by Proverb/ Excellent Speech

People in almost every country in the world use proverbs in their daily lives or in their messages. Choosing the right word for proverbs is one of the most important things. If the distortions or changes in the way the proverbs are being used, it will be considered wrong (Islam, et. al. 2016)**.**

Error Caused by Cases

Students make mistake in their writing due to lack of verbal concepts (Mamud, 2020).

Error Caused by Inappropriate Word

Students make mistake in their writing due to lack of correct words or stylistic features and concepts in the right place (Salem, 2015).

Error Caused by Content Inconsistency

It is important to maintain consistency in essay writing. This sequence is to be maintained at the beginning of the article, in the introductory speech, in the middle and in the conclusion. The concluding remarks at the outset severely disrupt the continuity or irrelevant contextual composition (Kabir & Momen, 2016).

Error Caused by punctuation

The punctuation marks that are used in addition to the letters to indicate the difference in the style of the voice are used for the successful expression of various sentences. No one is ever in a hurry to speak. He had to stop breathing. Sometimes you have to stop for a long time, sometimes for a short time. If one has to know his speech, attitude, etc. while writing, then the expression and attitude shown while speaking, the expression and attitude inside the writing also need to be highlighted. If students do not have the right idea about punctuation, they can make a mistake when writing their essay (Kabir&Momen, 2016).

Bad Handwriting and Not Giving Margins

Good handwriting gives good grades, and the ability to impress the examiner is the most important techniques in essay writing. Moreover, giving a margin in the answer script, writing step by step, getting good marks in correct spelling can also be considered as a condition.

Time Constrains:

The article should not be too long or too short. In this case the number assigned to compose the essay in the exam must be taken into account. According to the given number of texts, it is recommended that some words should be limited to two hundred/ two hundred and fifty words is again recommended by some to be limited to six hundred / seven hundred or more words. Students must be aware of time management with a view to allocating numbers. Otherwise, the essay is not written within the stipulated time, the expected result is not possible.

Some Common Errors from the Script Analysis are presented below:

Table: 3 Common Errors from the Script Analysis

Grammatical problem	Extract from students` Essay	Suggested correction
Syntactical error	Belna amader gramer nam.	Amader gramer nam Belna.
Error of number	Gramer odhikangsho odhbashigon Hindu ebong Musulman.	Gramer odhikangsho odhibashi Hindu ebong Musulman.
Mixture of standard and colloquial language	Tahara Dirghaokal Eksathe Boshobash Kore Asche.	Tara Dirghakal Eksathe Boshobash Kore Asche.
Spelling error	Gramer Odhikangshow Lokk Doridrow	Gramer Odhikangshow Lokk Doridro
Syntactical Error & Incomplete Sentence	Gramer Sokole Amra Milemishe.	Gramer Sokole Amra Milemishe Thaki.
Choice of wrong word	Amader Geram Somprodaiek Mukto.	Amader Gram Somprodiakota Mukto.
Repetition of word	Ami Amar Gramke Valobashi. Ami Gramer Sohojsorol Manushguloke Valobashi.	Ami Amar Gram Ebong Gramer Sohojsorol Manushguloke Valobashi.
Punctuation mark	Protibochor Grishmakale Amader Grame Mela Boshe Amra Sokol Bondhu Eksathe Mela Dekhte Jai.	Protibochor Grishmakale Amader Grame Mela Boshe. Amra Sokol Bondhu Eksathe Mela Dekhte Jai.
Wrong word choice	Amader Gramer Manush Bhoyanok Porishromi.	Amader Gramer Manush Ottanto Porishromi.
Conjunctional error	Amader Grame Oitijhbahi Lathi Khela Kolosh Vanga Khela Hoi.	Amader Grame Oitijhbahi Lathi Khela Oh Kolosh Vanga Khela Hoi.
Spelling error Mixture of standard and colloquial language	Amader Grame Pushmashe Pithapulir Dhum Pore Jai.	Poush Mashe Ele, Amader Grame Pithapulir Dhum Pore Jai.
	Gramer Sokole Mela Dekhte Geye Thake.	Gramer Sokole Mela Dekhte Jai.
Spelling error	Amader Gamkhani Mayer Shuman Alo Deye Baiyu Deye Bachaiche Pran.	Amader Gramkhani Mayer Shuman AloDeye Baiyu Deye Bachaiche Pran.
Problems of euphonic combinations of letters	Amader Grame Ekti Prathomik Biddaaloy Oh Ekti Mohabiddbiddyaaloy Ache.	Amader Grame Ekti Prathomik Biddaloy Oh Ekti Mohabiddyaloy Ache.
Wrong word choice	Amader Gramer Odhikangsho Odhibashi Chakurir Uddeshe Bideshi Jibon Japon Koren.	Amader Gramer Odhikangsho Odhibashi Chakurir Uddeshe Probash Jibon Japon Koren.
Error caused by parts of speech	Amader Grame Shudhumatro Hindu Noi	Amader Grame Shudhu Hindu Noi Musulman

	Musulman Somprodayer Manush Eksathe Boshobash Kore.	Somprodayero Manush Eksathe Boshobash Kore.
Error caused by cases	Grame Majhe Majhe Churi Chamari Hoi Ebong Pulish Dara Chor Dhorao Pore.	Grame Majhe Majhe Churi-Chamari Hoi. Ebong Pulish Kortrik Chor Dhrito Hoi.
Error caused by suffix	Gramer Sokoler Sathe Amader Govir Mitalii.	Gramer Sokoler Sathe Amader Govir Mitali.
Error caused by tense	Tara Ekhane Milbe Melai Jibone Jibon.	Tara Milbe Milabe Hetha Jibone Jibon.
Some general spelling mistake	Gam, Kishok, Somajik, Jibon Biddaaloi, Sompodai, Sampodayik, Pran,	Gram, Krishok, Samajik, Jeebon, Biddyaloy, Somprodai, Samprodayik, Prann,
Error caused by number	Borshakale Bayapok Bonnar Phole Durvhikkho Dekha Dei Ebong Bhater Obhabe Gramer Proti Ghore Ghore Hahakar Dekha Dei.	Borshakale Bayapok Bonnar Phole Durbhikkho Dekha Dei Ebong Onnovabe Proti Ghore Hahakar Dekha Jai.
Error caused by content and irrelevant inconsistency	Amader Paser Gramer Nam Bhorbhorail Tar Paser Gramer Nam Kochua.	Amader Parshoborti Gramer Nam Jothakrome Bhorbhorail Ebong Kochua.
Error caused by syntax	Amader Grame Hindu Oh Musalman Dui Somprodayer Dirghokal Shompritir Sathe Ekotre Boshobash Koreya Asche.	Amader Grame Hindu Oh Musalman Somprodai Dirghokal Ekotre Sompritir Sathe Boshobash Kore Asche.
Error caused by unification	Amader Grame Ekti Mondir Ache. Pujari Deb Chinhito Ashone Upobeshon Kore Puja Path Kore Thaken.	Amader Grame Ekti Mundir Ache. Mundire Debasone Upobesto Pujari Puja Path Kore Thaken.
Error caused by number	Amader Gramer Sokol Chele Meyera Lekhpora Shikte Iskule Jai.	Amader Gramer Sokol Chele Meye Lekhapora Shikte Iskule Jai.

V. CONCLUSION

This study is an attempt to identify the writing problems of a sample of high school students who study Bangla as their mother tongue. The ultimate aim is to pinpoint these problems, and suggest remedial procedures. The sample consists of 30 students. They were asked to write a composition on the description of their own village. Their writing products were then analyzed by 2 teachers of Bangla Grammar. Each composition was analyzed twice by two different teachers. The results have showed that there are various types of writing problems. These can be summarized as follows and in the light of these findings a number of recommendations can be made:

This study conforms to the Cognitive Writing Theory that writing academic essay is a process-oriented skill, which considers different writing categories such as content and ideas, organization, vocabulary and word choice, language use, formality and objectivity and referencing, which all contribute to its overall quality.

Based on the findings and drawn conclusions, several recommendations are offered.

Students should be provided with more academic writing activities to reduce their identified difficulties. They are encouraged to read sample academic essays, which they can use as guides in writing their own. It is recommended that students should have constant exposure to academic writing through various ways.

Teachers are encouraged to use variety of activities and offer constant academic writing practices and drills to the students to minimize the identified writing difficulties. Moreover, teachers should develop materials that will address the identified difficulties of the Secondary High School students. Schools offering SHS should regularly get feedback from students and teachers in order to offer appropriate interventions. School administrators should send teachers for trainings and seminars related to academic writing.

Curriculum developers should devise teaching strategies that will address the identified writing difficulties of the students. These strategies should integrate more academic writing activities and exposure to L1to enriches the learning experiences of the students.

Further, other research enthusiasts are encouraged to conduct a similar study on a wider scope to validate the results and findings of the present study. Also, more studies should be conducted to explore the difficulties of students not only in writing Bangla essays but also to the other academic writing categories such as writing a review paper, concept paper, position paper and technical writing.

On the basis of the above study it can be concluded that the models that are used to teach writing need to be compatible to the students' needs and proficiency level to make the process writing more effective. The study further concludes that the use of models in teaching writing can be effective, because, the model essays may be used as a starting point for students to learn how to write. Last but not least, there is a perception that those students who obtain good grades in public examinations do not know how to write effectively. They struggle when they enter tertiary education or their professional work place. It can be concluded that teachers must adopt innovative writing techniques such as creative writing, self-evaluation and critical analysis to develop and guide students learn effective writing skills in the form of independent writers. To achieve this goal, the attention should not only be focused on the quantity of A+'s obtained by students but it should be also on the quality of the 'A+' produced for the development of the country and nation.

1. Continue effective training on differentiated instruction, integrating reading and writing

instruction, and utilizing data to improve instruction and meet the needs of all students.

2. Teachers need planning time with colleagues.

3. Pre and post writing samples are needed.

4. Homework needs to integrate reading and writing.

5. Further research is needed on reading and writing workshop programs.

6. Bangla writing competition is needed.

7. Bangla writing club is needed in the institution.

8. After proposing the new activities for teaching writing which will be mentioned in the program, the researcher distributes a check list among students to record their errors.

9. To improve teaching writing, the Bangla Language practitioners should adopt the following activities for improving the competence of secondary level students in mastering the writing skills.

10. Practice in writing skills is necessary. Because of that the student should stand more exercises.

11. The teacher has to encourage/motivate the students to work together as much as possible, through group work and pair work.

12. Teachers and students need to know the basic rules of Bangla spelling in Bangla grammar from the very beginning. They need to know which spelling is correct. This will put an end to spelling complications in writing.

As Ferdoushi (2017) rightly stated that too much drilling practice of grammar, lacking of teacher's motivation, rote-learning, syllabus patterns, seating arrangement, context, and many other factors are the reasons of poor writing performance of our students. In this paper researcher will try to find the exact reasons behind poor and dissatisfactory Bangla essay writing performance of secondary level student of Bangladesh. Moreover, researcher will try to short out preferable recommendations to solve those difficulties.

Based on the above discussion the researcher would like to suggest or encourage the stakeholders to follow the above discussed suggestion extensively in order to improve the quality of essay writing in the secondary level school students.

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