Error analysis of the Jeep Start 1 students’ second language production

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ABSTRACT
The study aimed to examine the errors of the JEEP Start 1 students in second language production in relation to their language background at Cotabato City State Polytechnic College during the school year 2016-2017. This study used the descriptive – comparative design. The students’ language spoken at home and the type of school attended in basic education shall be correlated with the errors of JEEP Start 1 students in second language production. The researcher utilized the oral reading test and communicative speaking test. The data were collected from 25 pre-selected third Year College students of CCSPC enrolled in the College of Education. The study covered error analysis of the JEEP Start 1 students’ second language production. This study was solely conducted at Cotabato City State Polytechnic College which is located at Sinsuat Avenue, Cotabato City. It is also included the significant relationship of the identified skills. The subjects of the study were oriented by the researcher about the nature of activity. It is concluded that the degree of errors of the JEEP Start 1 students in phonology and syntax can’t be predicted by their gender and language spoken at home.

Keywords: error analysis, phonology, syntax, descriptive – comparative, descriptive statistics, department of education, philippines.

1 INTRODUCTION

Error analysis is a type of linguistic analysis that focuses on the errors learners’ make. For the teacher, it is an extremely useful source of information. The students' errors help teachers to correct students’ and also improve the effectiveness of their teaching. According to Behaviourism, errors are considered as a failure which had to be avoided since they might delay the learning process.

There are various findings on the error analysis like those on grammatical errors as mentioned by Alonso (1997), Özşk, (2014), and Erarslan (2014) in line with phonological problems. Bada (2001) and Lekova (2010) express that errors happen to different participants because of distinct linguistic and cultural backgrounds.

As studied by the native English-speaking country, students who are having trouble learning a foreign language are similar to those poor readers and spellers in that they do not perceive and manipulate the sound system and its corresponding written code effectively. It means that even foreign language
learners have difficulty in phonology. Furthermore, to improve their phonological skills, students who were struggling to learn foreign language like English must explicitly learn the target language fairly and successfully.

The major goal of all English language teaching is to give learners the ability to use English effectively and accurately in communication (Davies & Pearse, 1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge (Asian Journal of Educational Research, 2015). The knowledge in grammar is the vehicle towards good, confident and accurate way of communicating when in speaking the language production without being affected by the mother tongue or cultural backgrounds. By fusing in the knowledge in phonology, one will acquire the desired result in producing the second language.

The researcher aims to guide students achieve proficiency in English language both in speaking and written form. Analyzing the students’ errors in second language production will provide the English teachers feedbacks of the students’ difficulties in second language production. This will lead to appropriate institutional methodologies that lead to the solution of the problems in the English classroom. It is in this context the study is considered important.

1.1 FRAMEWORK

Learners’ errors have been studied in order to reconstruct stages in language learning, to design teaching method, and to individualize language instruction (Corder 1981, Dulay, Burt and Krashen 1982; Hull 1986; Kroll and Schaefer 1987; Schaughnessy 1977). Since the analysis of learner’s errors for the purpose of building parser-based language instruction is as yet a new field, it can benefit from the knowledge gained by earlier researchers (quoted in Sanders, 2008). In addition, Russel and Spada (2006) stress that there is growing evidence that error correction is overall useful and can be helpful in L2 learning.

According to Al-Saidat (2010), in his study, first language learning is complete as compared to second language learning in the sense that learners have no choice to leave certain aspects of L1 as they need it for their daily life communication. As far as the former is concerned, L1 learners have no difficulty in producing most words in their language after the age of puberty because it is only one linguistic system that the learner's mind tries to understand and he/she is exposed to the language all the time; whereas, in the learning of L2, L1 features play a kind of role which results in a clash between the system of L1 and that of L2.
Miller (2000) believes that changing and not changing speech patterns is affected by how much responsibility the learner takes, how much the learner practices outside of class, and how ready the learner is.

According to Lass (1984) (quoted in Vidal and Bastamante, 2010), phonology is a sub-discipline within linguistics which concerns with “the sounds of languages”; therefore, it organizes all the sounds of a language as a linguistic item. Owing to the fact that phonology and phonetics are linked to each other, there has been a general misconception of the terms if analyzed separately.

Research has provided empirical evidence pointing to emphasis on learners’ errors as an effective means of improving grammatical accuracy (White et al, 1991; Carroll and Swain, 1993). Indeed, as Carter (1997) notes, ‘Knowing more about how grammar works is to understand more about how grammar is used and misused’.

1.2 OBJECTIVES OF THE STUDY

This study attempts to examine the errors of the JEEP Start 1 students in second language production at Cotabato City State Polytechnic College during the school year 2016-2017. This includes the degree of errors in Phonology specifically the vowels, diphthongs, consonants. This also determines the degree of error in syntax specifically the word choice and word order.

2 METHODOLOGY

This study used the descriptive – comparative type of research in determining the errors of the JEEP Start 1 students in second language production. The students’ degree of error in phonology and syntax shall be correlated with the errors of JEEP Start 1 students in second language production. The subjects of the study were pre-selected third Year College students of CCSPC enrolled in the College of Education. Two sets of research instruments used by the researcher to find out the students’ errors in phonology and syntax. In finding out the errors on phonology, the researcher used oral reading test. The test consisted sentences with English vowels, consonants, and diphthongs which shall be read aloud by the students in a maximum time of 1 hour. The second set of research instrument is a communicative speaking test. It gauged the students’ error in syntax. It comprises situations which were orally explained or elaborated by the students in a maximum time of 1 hour. Their oral responses’ errors on the use of appropriate words and word orders shall be considered in rating. To make it valid and reliable, two major English raters rated by the oral test. The raters are seasoned teachers who are master’s degree holder of English Language Teaching.
3 RESULTS AND DISCUSSION

This section presents the data gathered, analyzed and interpreted based on the statistical result to measure the degree of errors of the students in phonology and syntax.

3.1 STUDENTS’ DEGREE OF ERRORS IN PHONOLOGY

Phonology is sub-divided into vowels, consonants, and diphthongs. The degree of errors committed by the students in the three areas is presented in Table 3 on the next page.

<table>
<thead>
<tr>
<th>Areas of Phonology</th>
<th>Mean</th>
<th>Description of Degree of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowels</td>
<td>25.62</td>
<td>High Error</td>
</tr>
<tr>
<td>Consonants</td>
<td>8.50</td>
<td>Low Error</td>
</tr>
<tr>
<td>Diphthongs</td>
<td>1.92</td>
<td>Very Low Error</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The students’ degree of errors in phonology is gauged through finding out their degree of errors in vowels, consonants, and diphthongs. In the area of vowels, the mean of errors obtained by the students is 25.62 described as high error. The data indicate that the students have committed many errors in the production of the correct vowel sounds in English. It further reveals that the students have difficulty in correctly pronouncing the words with English vowels.

In the area of consonants, the area mean of 8.50 labeled as low error. This means that the students have minimal errors in the production of English consonants sounds. The data suggest that only minimal reinforcements are needed for this group of students.

In the area of diphthongs, the students got a mean of error of 1.92 described as very low. This is an indication that the students have very minimal in the production of diphthongs. Hence, they can usually produce the diphthong sounds with minimal errors.

3.2 STUDENTS’ DEGREE OF ERRORS IN TERMS OF SYNTAX

Table 4 presents the respondents’ degree of errors in syntax. The data include the respondents’ degree of errors in word choice and word order.

<table>
<thead>
<tr>
<th>Parameters of Syntax</th>
<th>Overall Weighted Mean</th>
<th>Degree of Error</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word choice</td>
<td>4.35</td>
<td>8.25</td>
<td>Low</td>
</tr>
<tr>
<td>Word order</td>
<td>3.45</td>
<td>8.25</td>
<td>Low</td>
</tr>
</tbody>
</table>
Syntax is divided into 2 categories which include word choice and word order. The students are given 6 questions to answer their ability in syntax is analyzed and the result shows that the students’ overall weighted mean in word choice is 4.35, the degree of error is 8.25, and the description of the degree of error is low. The data explicate that the students have minimal errors in the area of word choice. The data further explain that the students select appropriate words to be used in conversational English, but they also committed minimal flaws in this area.

In the same perspective, the students have also committed minimal error in word ordering. This means that in a communicative situation, the students follow the correct structure in expressing themselves in English but with less error.

4 CONCLUSION

Based on the findings of the study, it is concluded that the degree of errors of the students in phonology have high error in vowels, low error in consonants and very low error in diphthongs in the production of English sounds. In syntax, the students explicate minimal error in using words in conversational English. In the same manner, students have also minimal error in following correct structure.

RECOMMENDATION

The school administrators may consider making a program or a seminar workshop that will enhance students’ speaking ability and knowledge in grammar of the students. The teacher in-charge in the language may integrate activities that may enhance speaking and grammar skills of the students. The students should also give focus and involved themselves on any classroom activities in their English subjects to improve their speaking ability, pronunciation and grammar.
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