A REVIEW ON ERROR ANALYSIS STAGES IN TEACHING ENGLISH STRUCTURE

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Abstract: The goal of this research is to determine the role of error analysis in teaching English as a foreign language, particularly English Structure. Error analysis can provide information on a student's progress in learning a target language, which is then used to improve the teaching process so that they could still properly use the language. The method used is the qualitative and descriptive research design. This research focuses on students of Politeknik Negeri Sriwijaya. Error analysis is essential for teachers to improve the quality of teaching. By doing so, the teacher owns information to improve the methodology including syllabus, teaching material, and teaching techniques. The findings are four main stages of error analysis simplified in this study. They are detecting, locating errors, describing the errors, and classifying the errors. The first stage is done by gathering suspected errors; meanwhile works with unwanted errors that are rejected or put aside. Then, locate the errors found in students' works were done by identifying them without considering the types of the errors. The next step is describing errors where the errors are labeled based on the linguistic category. The final stage is error classification involving the classification and counting of errors. Each stage gives detailed information about student's performance which is beneficial for the teachers to improve the quality of teaching including the material and how to deliver it.

Keywords: *error analysis, error in writing, teaching English structure*

INTRODUCTION

Grammar is an essential component in learning the English language. The grammatical structure must be comprehended by the students. They cannot understand a language until they understand its grammatical foundation Hedge (2001). In addition,

Siregar et al (2022) say that Grammar is a crucial part of the puzzle. Learners can only communicate effectively in a restricted number of settings without grammar.

Grammar covers many aspects of linguistic knowledge like morphology and syntax Purwanto et al., (2022). Morphology refers to word structure and syntax is the order in which words in a sentence appear. Several principles need to be considered in building up sentences such as the usage of parts of speech, articles, and the pattern of subject-verb agreement. Students construct their sentences correctly when they follow the sets of grammatical rules. Therefore, students are suggested to improve their knowledge of grammar to avoid making errors in their sentence production.

To be able to deliver the message correctly without errors, knowledge of grammar is required. For example "The executive room comfortably sleeps two guests in one king bed." and " Apart from being a province rich in natural resources, South Sumatra is also rich in the taste of its cuisine". These sentences are taken from students' writing of English Departmen which is confusing.

Therefore, students need to have grammar instruction where they can acquire grammar knowledge. Although grammar instruction looks boring with its language drills, it still helps students to guide them in constructing sentences or delivering messages in any situation. In addition, As a result, one advantage of grammar training could be the corrective feedback pupils receive on their work (Hassanzadeh & Ranjbar, 2022). Nurmiati (2017) says corrective feedback is a frequent practice in the field of learning and achievement. It typically involves a Learner receiving either formal or informal feedback on his or her understanding or performance on various tasks by an agent such as a teacher, employer, or peer(s).

For that reason, Structure (Grammar) is offered in the curriculum of the English Department at Politeknik Negeri Sriwijaya. It is offered to students for three semesters which is considered on the level of upper-intermediate. To get updated, the materials for the Structure instruction need to be developed periodically. Moreover, the grammatical items need to be selected and sequenced, ranging from basic to advanced level or from Structure 1 to Structure 3.

In developing teaching materials for grammar instruction, error analysis needs to be taken into account. An error analysis has the benefit to get selected and sequenced grammatical items for the Structure subject. Error analysis helps teachers to get deeper

into their students' difficulties, and to be able to describe them, Al-Shujairi and Tan (2017). The description can be put into a database and be selected according to grammar components for teaching materials of Structure subject.

This paper will review the stages of Error Analysis (EA) done by Sari, et al (2021) as the effort to improve the teaching materials of the Structure course at Politeknik Negeri Sriwijaya. This research was conducted in the English Department at State Polytechnic of Sriwijaya Palembang. This research lasted for 6 months, from March to September 2021 of the academic year 2020- 2021. The population of this research is all students of the English department for the three- academic year period from 2018-2020. The sampling technique used simple random sampling. The sample was 50 students from the first year, 25 students from the second year, and 25 students from the third year. Two pieces of writings about tourism destination in South Sumatera and housekeeping activities from each student was analyzed, and the total number of the writings is 200 pieces of writings.

REVIEW OF LITERATURE

The Description of Errors

During the learning process, learners produce errors as a characteristic of systematically and consistently at a certain point of learning, a deviant language system Errors are sections of a conversation or a work that stray from a pre-determined standard of adult language performance. Kuiken and Vedder (2013). Usually, foreign language learners without proficiency in the language will make errors in their sentences Rana (2019). Errors may disclose learners' insufficient competence in producing sentences with correct grammar Berthelsen et al., (2021).

Errors are caused by the following different factors. The first is the performance factor. It is defined as a systematic departure in learners' evolving knowledge of the target language rule system. The second is the competence factor which refers to the lack of understanding of the target language's rules Husna and Multazim (2019)

Error identification serves three purposes. First, it gives teachers how far the students have progressed toward their objective and what they still need to learn. Second, it provides Researchers are looking for evidence of how language is learned and the tactics that learners are employing in their language exploration. Thirdly, it is an

important tool for learners to learn the language (Owu-Ewie & Williams). Meanwhile, studying learners' errors has two main purposes. They are supplying data from which teachers and curriculum developers can draw inferences about the nature of the language learning process, as well as suggesting to teachers and curriculum developers which parts of the target language children have the greatest difficulty producing correctly and which error types subtract the most from a learner's capacity to communicate effectively Maulany (2013).

Sources of Errors

Brown (2000) formulated four sources of errors, i.e. *interlingual transfer*, *intralingual transfer*, *the context of learning*, and *communicative strategies*. In addition, James (2013) says that There are four types of errors. Interlingual errors, intralingual errors, communication strategy-based errors, and induced errors are all examples of these types of errors. The first is the interlingual errors. The interlingual errors are errors that are caused by grammatical rules transferred from the learners' native language to the second language. The learner's native language is the sole linguistic system from which he or she can draw before becoming acquainted with the second language's system. Majidova (2022), In addition, Anggreni and Bochari (2021) Interlingual errors may be caused by two factors: (1) situations that cause the L2 to be used prematurely, and (2) specific elicitation tasks.

The intralingual errors, then, refer to the errors occurring when students start to master portions of the target language's new system Brown (2000). The learners ignore the target language form and do the following to learn the form They can either learn the required item using their learning techniques or they can try to fill the gap using communication strategies, both of which might lead to errors James (2013). Furthermore, James (2013) explains the errors that are made by the learners based on false analogy, misanalysis, partial rule application, exploiting redundancy, ignoring co-occurrence limits, hypercorrection, and overgeneralization are some of the learning strategies. In addition, errors of overgeneralization are considered a negative intralingual transfer Brown (2000). Meanwhile, Onta et. al., (2014) mention that overgeneralization, ignorance of rule limitations, insufficient rule application, and erroneous notions posited are the four main sources of intralingual errors.

The third context of learning is a source of error Brown (2000). It is the same with induced errors given by Rustipa (2011). James (2013) states that this source of the term "error" refers to student mistakes that occur in the classroom. such as the teacher who delivers in the case of school-based learning (textbooks), the materials, or in the case of untutored second-language learning, the social setting. For example, Students frequently make mistakes as a result of how definitions, examples, explanations, and practice opportunities are presented by the teachers (for example, a memorized drill but not properly contextualized). Both teacher and textbook can cause faulty hypotheses for the learner to make about the language in a classroom context Brown (2000).

The last source of learner error is communication strategies. Zou (2022) defines that when precise linguistic forms are not available to the learner at the point of communication, communication strategies are defined as the deliberate use of verbal or nonverbal processes for communicating an idea. The learners' strategies (holistic strategies) due to a lack of the appropriate form, learners have learned another near-equivalent L2 item Furthermore, rather than expressing the notion directly, the students use analytic tactics to express it indirectly through allusion (circumlocution) (Cai & Fang (2022).

The Concept of Error Analysis

Learners are indicated as having if they make mistakes, it is an indication of mislearning and considered undesirable to normal process learning. A lack of understanding is a learner's error reflecting underlying competence in the language that he/she is learning M. Mohamed (2012). The error identification is done by observing, analyzing, and classifying. It is conducted to demonstrate a part of the learner's system that results in error analysis. (Owu-Ewie & Williams (2017).

Error Analysis (EA) is the process of determining the frequency, nature, causes, and effects of unsuccessful language known as error analysis (EA) James (2013). Furthermore, he refers to error analysis defined as the study of a learner's errors by contrasting what they have learned with what they lack. In addition, İşman & BİROL (2015) said It is the exploration of what people do not know about linguistics and how they seek to cope with their ignorance. The mistakes analysis approach examines errors committed by EFL and ESL students (Kuiken & Vedder (2013). It helps show the

tactics employed by students to acquire a language and provides support to teachers to know what difficulties improve their teaching. EA is also a method to collect a selection of grammar items related to the error to get data for improving students' productions in the target language, mostly focused on intermediate and advanced learners Singh et al (2017). This is done for the accuracy of students' production in expressing their thoughts using the target language. Berthelsen et. al., (2021) adds that it also covers the language acquisition process covering the process of interaction of the learner's input with their external environment.

Errors were viewed as valuable information for three beneficiaries. Firstly, it has made a substantial contribution to applied linguistics and language practitioners' theoretical awareness. It then draws teachers' attention to a variety of sources of learners' errors. Finally, it changes the status of a research object, a curriculum guide, and a learning stage indicator Zou (2022). EA is also confirmed to be beneficial and can let teachers prepare precise and correct lessons that are appropriate for their students Simpson (2022).

Stages of Error Analysis

James (2013) mentions that the method covers several activities such as detecting errors, identifying them, characterizing them, and classifying them are all part of the error detection process. Error detection refers to the identification of errors. This is the process of gathering sentences that look suspicious, have errors, and are potentially grammatically wrong James (2013). The sentences with errors in them are considered as the units of analysis. But, with further and deep analysis of the errors, the sentences with errors may be rejected as ungrammatical sentences James (2013). Next, Locating errors is pointing to the errors found in the sentence. Kuiken & Vedder (2013) suggest identifying errors with the reference to the target language. While (James, 2013) says that not all errors are identifiable; rather, they are dispersed across the sentence or larger text unit (global errors). Then describing the errors is aimed to be a prerequisite for counting errors to make sure how many instances of certain types of errors and create categories of errors. Finally, error classification refers to organizing a collection of errors into categories. The followings are the classificatory systems of errors that have been used in Error Analysis James (2013): 1) Dictionaries of errors, 2)

Dictionaries of 'false friends', 3) Linguistic Category Classification Zou, (2022), 4) The Surface Structure Taxonomy R. A. K. Mohamed and Ali (2022).

METHOD

The method used is qualitative and descriptive research design. This qualitative research is usually used for social science research referring to non-numerical data including text that looks for the meaning, concepts, opinion or experiences Rana et al (2019). The data are the result of documenting a certain activity by a researcher through observing, experimenting, and testing. with the purpose to explain and predict a phenomena based on the data acquired in the field. This research is only trying to draw clearly and sequentially towards the questions of research which had been determined before researcher come to the field Kerryn Dixon et. al., (2018). This study was completed in the English Department at State Polytechnic of Sriwijaya Palembang. This research lasted for 6 months, from March to September 2021 of the academic year 2020-2021. The population of this research is all students of the English department of the three- academic year period from 2018-2020. This research used total population sampling is a type of purposive sampling technique where you choose to examine the entire population Fraenkle et al (2012). In sampling, units are the things that make up the population. Units can be people, cases. pieces of data, and so forth. When using total population sampling, it is most likely that these units will be people Hardani,Ustiawaty (2020). The sample consisted of 50 first-year students, 25 second-year students, and 25 third-year students. Two pieces of writings about tourism destinations in South Sumatera and house-keeping activities from each student were analyzed, and the total number of the writings is 200 pieces of writings.

FINDINGS AND DISCUSSION

Findings

The research reveals that the sentences created by the students contain 217 grammatical mistakes. In analysing the error, the Surface Strategy Taxonomy developed by R. A. K. Mohamed & Ali (2022) and the Linguistic Category Taxonomy developed Hinnon (2014) were used. The classification of the errors is shown in the following tables Sari et al (2022).

Table 1. The Classification of Surface Strategy Taxonomy Errors

No	Error Types	F	%
1	Omission	107	49%
2	Misformation	95	44%
3	Addition	15	7%
Total		217	100%

Table 2. The Classification of the Omission Errors

Linguistic Category	F	%
Omissions of article	29	27%
Omission of third person singular	23	21%
Omissions of plurals	20	19%
Omissions of irregular and regular past tense	13	12%
Omissions of verb to be (copula)	11	10%
Omissions of prepositions	6	6%
Omissions of surrogate subject	3	3%
Omissions of auxiliary do, is/are	2	2%
Total	107	100 %

Table 3. The Classification of the Mis-formation Errors

Linguistic Category	F	%
Misformations of prepositions	18	19%
Misformations of passive sentences	15	16%
Misformations of possessive pronouns	12	13%
Misformations of using -ing form	11	12%
Misformations of verb construction	9	10%
Misformations of auxiliary system	7	7%
Misformations of gerunds after prepositions	7	7%
Misformations of plural nouns	5	5%
Misformations of regular past	5	5%
Misformations of quantifier	3	3%
Misformations of regular past participle	3	3%
Total	95	100%

Table 4. The Classification of the Addition Errors

Linguistic Category	F	%

Simple additions of third person singular		15	100%
Total		15	100%

No	Linguistic Category	F	%
1	Omission of the article	29	13.4%
2	Third person singular verb incorrect	23	10.6%
3	Substitution of singulars for plurals	20	9.2%
4	Misuse of preposition	18	8.3%
5	Disagreement between the subject and the verb (subject and number)	15	7%
6	Substitution of simple non past	13	6.1%
7	Use of wrong possessive	12	5.5%
8	Omission of verb to be	11	5.1%
9	Simple verb uses instead of -ing	11	5.1%
10	Active order but passive form	10	4.6%
11	The past marker is attached to the dependent verb	9	4.2%
12	Misformation of the next verbal word	7	3.2%
13	Misformation of gerunds after preposition	7	3.2%
14	Omission of preposition	6	2.9 %
15	Regularization by adding -ed	5	2.3%
16	Substitution of plurals for singulars	5	2.3%
17	Misformation of passive verbs	5	2.3%
18	Past participle incorrect (omission of –ed)	3	1.4 %
19	Misformation of quantifier	3	1.4%
20	Omission of surrogate subject	3	1.4%
21	Formation of no or not without the auxiliary do	2	0.5%
	Total	217	100%

Error analysis is executed in several consecutive stages. This research took four stages of analysis. Error detection, error location, error description, and error classification are the four steps.

Stage 1 Error Detection

Error detection is a process of gathering sentences indicating errors. In this stage students' works with suspected errors are gathered, meanwhile works with unwanted errors are rejected or put aside. Some works are found and suspected done using google translate or translating tools. As it is known that some students tend to express their ideas in their mother language and translate them using translating tools into English. For example :

South Sumatera special food *that is not far away from* pempek"

And some cakes and other typical Palembang dishes *that are no less delicious* and are still enjoyed by the people of South Sumatra today.

Long story short, in the past Pempek was made from Belida fish meat, along with the development of the time the main raw material for pempek changed to Gabus fish, because the population of Belida Fish was increasingly rare.

Gulo puan is *a friend* to eat bread as jam,

Those in italics are considered as translated work from google translation where the source is influenced by the mother language. For examples: tidak jauh jauh dari = that is not far away from; kurang lebih enak = no less delicious; singkat cerita= long short story.: and friend = teman. All sentences that are translated from the mother language become meaningless.

Those kinds of errors are rejected or not considered in the analysis due to ungrammatical sentences. The errors found failed to categorize. The students wrote using their mother language (L1) and translated by using google translate application which is then difficult for the teachers to find the error category. Therefore stage one should be done in the classroom and get the work without delay. Supervising students while doing their work should be strictly done. The homework assignment should be avoided to get more valid data.

Stage 2 Locating Errors

Locating the errors found in the students is the second stage. In this stage, errors found on students' works were identified without considering types of the errors. Error

refers to checking the consistency of L2 learners' performance. The errors are random. Therefore, this stage needs to consider only errors on grammatical items.

For example: 1) *if you want to visit to Ampera..... . It was while I was far away from home that I had a negative encounter.* Perhaps the students want to say When I was far away from home, I had an unpleasant experience. The students becomes hard to identify due to addition its, and omission of verb to be. As it is known that verbs plays important role in understanding a sentence. 2)*Lots of dry leaf litter because it is the dry season.* The students actually want to express that there are many fallen dry leaves due to the dry season. The errors are hard to identify linguistically.

The same errors are found frequently which is not only in grammar but the errors are in meaning, spelling, punctuation, and choice of words used.

For example: 1) Because of the soup, this food is more suitable to eat when it's still hot, and is perfect to eat when *the air* is cold, and indeed, burgo is still *foreign* to the public. (Those are errors in the choice of words); 2) *Its* free. (in punctuation); and 3) But who would have thought that there was a food processed that was no less delicious, Burgo? (in meaning).

Stage 3 Describing Errors

In this stage the errors are labeled based on linguistic classification such as omission of the article, incorrect third person singular verb, substitution of singulars for plurals, misuse of preposition, subject and verb are at odds (subject and number),, substitution of simple non past, use of wrong possessive, omission of verb to be, simple verb use instead of ing, active order but passive form, the past marker is attached to the dependent verb, misformation of the next verbal word, misformation of gerunds after preposition, omission of preposition, The addition of –ed, the substitution of plurals for singulars, the misformation of passive verbs, and the erroneous use of the past participle (omission of –ed) are all examples of regularization, misformation of quantifier, formation of no or not without the auxiliary do Owu-Ewie & Williams (2017).

He or she works *in travel* industry (no article)

We swept *on t*he floor (unnecessary preposition)

It is near *of* main road (unnecessary preposition, and no article)

She had to *go m*y grandmother's house (no preposition)

Stage 4: Error Classification

This stage involves classification and counting errors. In classification, there are two kinds used: the Surface strategy taxonomy and the Linguistic Category Taxonomy. The first one focuses on errors of omission, mis-formation and addition. For example, the omission found is in the area of articles, omission of third person singular, plurals, irregular and regular past tenses etc. Mis-formation covers prepositions, passive sentences, possessive pronouns etc. For the addition, it is a simple addition of third person singular. The latter is the error classification of grammatical items. In counting errors, the same error appearing on one student is counted. The numbers of errors are used to rank the error quantity of grammatical items. Some errors found in the students' works are not classified as error types given in the Linguistic Category Taxonomy.

For example:

This section *is has*… and It *is must* to be careful; (no category of error type for double verbs)

I don't need *to opening* a shop; (no category of error type for the attachment of ing marker to the dependent verbs)

Much customers came and *Many* useful information (no category of error type for the use of quantifier)

We swept *on* the floor and If you want to visit *to* Ampera (no category of error type for unnecessary prepositions)

If those errors are not classified , it will influence the amount of errors made by the students and it will miss the information of grammatical items needed to be taught to them.

Discussion

The students made several faults in various areas of grammar, according to the analysis. Making mistakes is a necessary element of learning, and learners cannot acquire a language without first making a series of mistakes. As students develop new rules, they must incorporate them into their understanding of English grammar, and this information must be reconstructed as the student progresses through the stages of development. Among the categories (addition, omission, selection, and ordering) given by Basri (2020) and the categories (omission, addition, misformation, and misordering) given by Sari et al (2022), omission errors hold the most frequently made mistakes by pupils In omission errors, there are 107 errors., 95 errors in misformation, 15 fifteen in addition errors, and no errors in mis-ordering errors. According to Sabarun et al (2021), the most common error is omitting grammatical morphemes. Moreover, they say that during the early phases of L2 acquisition, omission errors are more common and affect a wider range of morphemes.

Omission of articles is in the first rank of errors made by the students. Omission of the article is categorized as intra-lingual errors in the application of the article. English learners from a variety of native language backgrounds frequently make errors in the use of articles Majidova (2022). Omission of third person singular verb incorrect, plurals, and omission of irregular and regular past tense are in the second, third, and fourth ranks of errors respectively. Third-person singular –s, plural –s, past tense –ed, and progressive – ing are the most crucial. Grammatical morphemes are omitted far more frequently than content words by language learners Rana et al (2019). Within the set of grammatical morphemes, it has been observed that verb to be(copula), the –ing marker, simple past tense, and third-person markers are likely to be omitted.

CONCLUSIONS AND SUGGESTIONS

Conclusions

EA is essential for teachers to improve the quality of teaching. By doing so, the teacher owns information to improve the methodology including syllabus, teaching material and teaching techniques. There are several stages offered but this paper simplifies into 4 main stages : collecting samples of students' works in TL, detecting, describing, and explaining the faults that were discovered in the pupils' work. Each stage gives information about students' performance in detail and the progress that they

have achieved. It is expected that this method is that make to improve the quality of teaching materials and how to deliver it.

Suggestions

After conducting this research, the researchers suggest to the English learners, teachers, lectures, and other researchers who read this article and who will conduct the research related to this topic. For English learners, the reserchers suggest to give attention related to the form, meaning, and context in error analysis in teaching english structure that they will use in their performance either in oral or written form and read many English articles in various topics to expand their knowledge about the use of error writing. For teachers and lectures, the researchers suggest that they should always notice and give corrected feedback related to the lexical item that the students use in their performance.

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