Error Analysis in Spoken English among Grade 12 Students

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ABSTRACT

This study aimed to identify and categorize the errors in spoken English among Grade 12 students based on the linguistic category taxonomy of classification of errors by Dulay, Burt and Krashen. Mixed sequential explanatory research design was used in the study. Participants were chosen from the two Senior High School strand offered at Aguinaldo T. Repiedad Sr. Integrated School using stratified random sampling. Recorded utterances from the picture-description and interview were analyzed for errors using frequency count, mean rank, percentage and Mann-Whitney U Test to determine the major errors and the significant differences of these errors when participants were grouped according to academic track or strand and exposure to English-related media. Results showed that students committed more errors in syntax, and in the articulation of consonant sounds. Moreover, they have difficulty with noun and verb inflections in terms of its morphological component. Additionally, in terms of its syntactical component, the three highest number of errors recorded were on verb, preposition, and noun usage. On the other hand, the students' Senior High School track/strand or exposure to English-related media have no direct influence on the extent of errors the students committed in their utterances. Based on the results, it is recommended that English instruction should be strengthened especially in teaching grammar and pronunciation and use authentic and relevant assessment tools when teaching to allow students to practice oral fluency of the target language.

Keywords: error analysis, linguistic category taxonomy, phonology, morphology, syntax, English-related media