

ERROR ANALYSIS

**P.G SEM-III
CC-14 UNIT 4**

Definition of Error Analysis

- Error Analysis is "The first approach to the study of SLA which includes an internal focus on learners' creative ability to construct the language" (Saville-Troike 2006: 38)

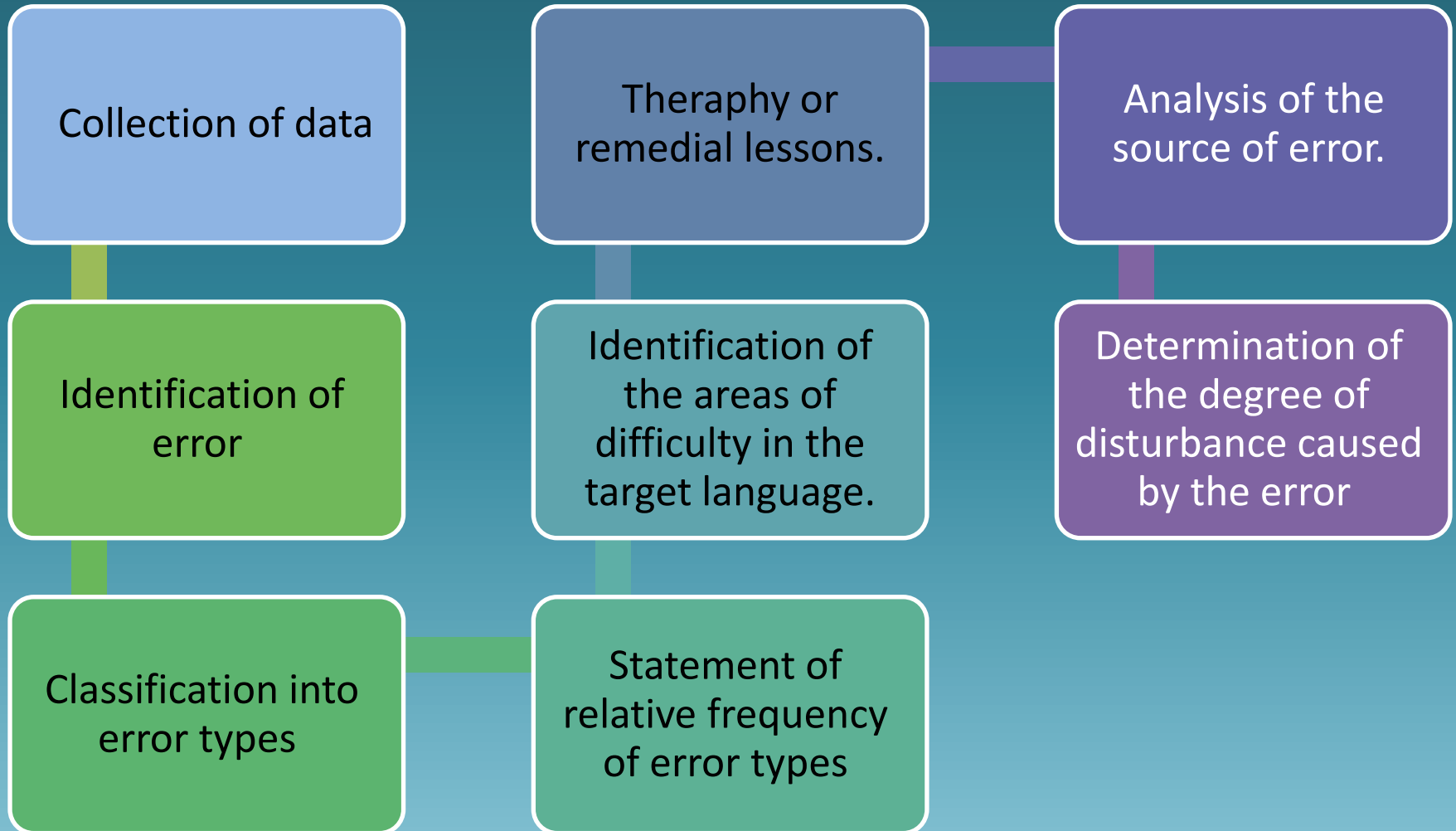
What is the object that will
be constructed???

Language errors

- How do we conduct the Error Analysis???

WE NEED PROCEDURES OR STEP to
conduct it

The Steps of Error Analysis



In science the word “error” does not mean “mistake” but rather the inevitable uncertainty of all measurements. Because they cannot be avoided, errors in this context are not, strictly speaking, “mistakes.” At best, they can be made as small as reasonably possible, and their size can be reliably estimated.

(Taylor and P.V. Bork, 2006: 1)

ERROR

MISTAKES

Error Analysis is "The first approach to the study of SLA which includes an internal focus on learners' creative ability to construct the language" (Saville-Troike 2006: 38).

Mistakes are deviations due to performance factors such as memory limitation, fatigue, and emotional strain. (Fauziati: 2009: 139)

Error

The source of errors is competence

errors are systematic

The duration of errors is long

The linguistic systems of errors are not mastered yet

The correction in error is helped by authorities i.e. teacher, etc

Mistakes

mistakes are performance.

mistakes are unsystematic

mistakes are short

mistake are mastered

the correction is done by students themselves.

The Source Of Error

1. Interlingual Transfer
2. Intralingual Transfer
3. Context of Learning (False Concept)
4. Communication Strategy

INTERLINGUAL TRANSFER

The sources of error can be caused by interference of the learner's mother tongue to the second language that is learned.

For example: The bag *of Andi*. Instead of Andi's bag.

The sentence “**The bag of Andi**” is interfered by the learner's mother tongue (*Tasnya Andi*), which is actually using apostrophe (') Andi's bag.

Intra-lingual Transfer

The source of error can also happen on intralingual transfer, which is caused by negative intralingual transfer (overgeneralization) in target language.

For example: *Does* Rudi can sing? Instead of *Can*
Rudi sing?

In the sentence above, a learner puts *does* word in the beginning of interrogative sentence, which is actually *can* word.

Context of Learning (False Concept)

Context refers to the classroom with its teacher and its materials in the case of school learning, or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learner to make fully hypotheses about the language (false concept or induced errors) – wrong explanation by the teachers and books.

Communication Strategy

Communication strategies – conscious employment of verbal or non verbal mechanism for communicating an idea when precise linguistic forms are not readily available. They involve avoidance, prefabricated patterns, cognitive and personality style, appeal to authority (native speaker) and language switch.

ATTENTION...!!!!

Thus, sentences can be considered as free from errors when they fulfill two criteria: **Grammatically** and **Acceptability**

ERROR IDENTIFICATION

Grammatical	Acceptable	Free from ERROR
Grammatical	Unacceptable	ERRORNEOUS
Ungrammatical	Acceptable	ERRORNEOUS
Ungrammatical	Unacceptable	ERRORNEOUS

Is it Grammatical and Acceptable.....???

“Look at him! Wayne Rooney looks gorgeous in his new dress.

YES

NOT ACCEPTABLE

“Hi, how are you today, old man...???

YES

NOT ACCEPTABLE



ERROR CLASSIFICATION

- ❑ The Linguistics Category
- ❑ The Surface Strategy :
 - Omission
 - Addition
 - Misformation Error
 - Misordering
- ❑ Comparative Taxonomy
- ❑ Communicative Effect

1. Linguistics Category

The linguistic category taxonomies classify errors according to either the language component or the particular linguistic constituents the error effects. Linguistic components include phonology, syntax and morphology, semantic and lexicon, and discourse, while linguistic constituents include the elements that comprise each language component.

2. Surface Strategy

- A classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”. (James, 1998: 106)
- By using Surface strategy taxonomy the error classification can give a clear description about cognitive processes that underline the learner’s reconstruction of the language being learned

Dulay (1982: 154-162) states that based on the surface strategy taxonomy, errors are classified into four types :

- a. Omission
- b. Addition
- c. Misformation
- d. Misordering

a. Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It may be the omission of nouns, verbs, adjectives, or adverbs in a sentence.

For example :

Marry a president of the new company

The sentence above omits the verb “**is**”, the sentence should be :

Marry is a president of the new company.

b. Addition errors

It is characterized by the presence of an item which must not appear in a well-formed utterance. It can be in the form of double markings and regularization. Double marking is accurately described as the failure to delete certain items which are required in some linguistic contractions but not in others.

Dulay, Burt, Krashen (1982: 156) divides addition errors into three types,

- 1) double marking
- 2) regularization, and
- 3) simple addition

1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in others.

For example:

- a. The girl does not dresses up appropriately.
- b. The teacher did not arrived on time.

In the utterance (a) *The girl does not dresses up appropriately* is incorrect because **the tense is simple present tense**. So the correct is *The girl does not dress up appropriately*.

In the utterance (b) *The teacher did not arrived on time* is incorrect because the tense is **simple past tense**. So the correct is *The teacher did not arrive on time*.

2) Regularization

Regularization error refers to an error having exceptional items of the given class that do not take a marker.

For example:

- Incorrect-correct

mans :men (plural from man)

buyed :bought (past tense from buy)

childs :children (plural from child)

The examples above are regularization errors, in which the regular plural noun and tense markers respectively have been added to items which do not take markers.

3) Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

For example:

a. I am is a student

b. You can to swim in the swimming pool anytime.

In the utterance a the sentence *I am is a student* is incorrect sentence because add with word *is*. So the correct sentence is *I am a student*. And in the utterance b the sentence *You can to swim in the swimming pool anytime* is incorrect sentence because add with word *to*. So the correct sentence is *You can swim in the swimming pool anytime*.

c. Misformation errors

It is characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something although it is incorrect.

- There are three subtypes of misformation errors such as
 - 1) regularization error,
 - 2) archi-form, and
 - 3) alternating form.

1) Regularization Errors

Regularization errors are errors in which regular marker are used place of irregular ones.

For example, the verb *run* does not become *runned*, but *ran*; the noun *sheeps* is also *sheep in plural*.

Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization.

2) Archi-forms

The selection of marker of one member of a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. The forms selected by the learner is called archi-form. The following examples are dealing with the use of demonstrative noun *this, that, these, and those*.

For example: that tables, this student, these book, and those table.

This type of misformation errors has been called archi-form. *That* should be followed by singular form, while *these* should be followed by plural.

3) Alternating Form

As learner's vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternative of various member of class with each other.

For example:

a. I see her yesterday.

b. He would have saw them.

The utterances above have incorrect use of the verbs **see** and **saw** instead of **saw** and **seen** respectively.

d. Mis-ordering errors

It is an incorrect placement of a morpheme or group morphemes in an utterance.

For example :

He is all the time late.

It should be *He is late all the time.*

Do you know who is she?

It is incorrect sentence, because there is misordering of word. So the correct sentence is *Do you know who she is?*

SUMMARY

- Error analysis is a method for studying second language acquisition (SLA) that focuses primarily on learner errors and the evidence that these errors might reveal information about the underlying mechanisms of second language learning. Teachers will continue to find error analysis to be quite appealing. Error analysis is a useful tool for educators who are always at ease with the mistakes made by their students.
- Finding the guiding principles for fixing an emotional error is the goal of error analysis. In order to help students learn the target language more effectively and build a strong interlanguage system, it assists teachers in finishing remedial lessons. Error management is therefore a normal aspect of learning in second language schools. It really aids in the interlanguage growth of the students.