

Error Analysis of The Spoken Discourses of Grade 9 Students

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ABSTRACT:

In language learning, errors performed by the learners have become an issue and concern to be analyzed. This study aimed to analyze the most committed errors of Grade 9 students in their spoken discourse. The study utilized the recorded spoken discourse, specifically the extemporaneous speech, of the participants through descriptive analysis to determine the most errors committed by Grade 9 students. The study used prompts or topics related to students' experiences and a researcher-made interview guide. Three raters analyzed the recorded spoken discourse, including the researcher and two other English teachers. The eighteen chosen participants' recorded spoken discourse was chosen as the subject for analysis and evaluation. The study revealed that the most committed errors in a spoken discourse were syntactical errors, morphological errors, and phonological errors. The study revealed that students committed a high percentage of syntactical errors, meaning they still have confusion with regard to the proper application of grammar rules. Therefore, teachers may use engaging and relevant speaking situations to engage students in grammatical exercises, advise students to speak frequently, and emphasize the importance of grammar in speaking.

KEYWORDS: error analysis, morphological errors ,phonological errors ,spoken discourse, syntactical errors

INTRODUCTION

Language is a remarkable and dynamic system through which humans communicate and convey their thoughts, emotions, and ideas. It also holds a special place in the lives of students as they navigate the complexities of formal education (Alzahrani, 2019). Language proficiency, especially in the context of spoken discourse, is a crucial component of effective communication and academic success. The ability to articulate thoughts and ideas coherently and fluently is essential for students as they progress through their educational journey (Nwobia & Onu, 2018).

Language holds a significant role in human existence, serving as an essential component of social interaction and a means for individuals to articulate their needs (Alzahrani, 2019). In the contemporary world, English has gained widespread acceptance as the predominant international language and is increasingly regarded as a fundamental proficiency expected of every student within the educational framework (Habibi et al.,2016). English encompasses four fundamental competencies, namely speaking, reading, listening, and writing. Speaking, among these, is a dynamic process that encompasses the generation and comprehension of information, supporting both interactive and transactional communication (Ahmad et al.,2017). Scholars such as Leong and Ahmadi (2019) and Hamad and Alnuzaili (2022) contend that speaking stands as the most pivotal skill in second language acquisition,

constituting an indispensable component of effective communication. Furthermore, speaking is a subject matter that necessitates acquisition by students, given its paramount role in fostering the development of English language skills (Putri et al., 2020).

The ability to speak effectively involves an interactive process of constructing meaning, generating, processing, and receiving information. In the context of acquiring the English language, speaking necessitates a grasp of grammatical structure, vocabulary, and pronunciation. For students to excel in speaking and communication, the development of their speaking skills is imperative (Kamlasi, 2019). Proficiency in speaking English is contingent on linguistic competence. Proficient speakers can judiciously combine their skills and knowledge to navigate diverse situations successfully, thereby minimizing the risk of misunderstandings and miscommunication during conversations (Yaseen, 2018). Numerous global studies have highlighted the challenges, issues, and errors encountered by EFL students due to various factors. Specifically, EFL students encounter a range of difficulties and errors in their spoken English (Nwobia & Onu, 2018).

Effective spoken communication is not only fundamental to academic achievement but also plays a vital role in shaping students' prospects (Dangin & Wijayanti, 2018). Competent spoken discourse skills enable students to participate actively in classroom discussions, engage in collaborative projects, and convey their thoughts clearly to peers and educators. Furthermore, these skills are transferable to various real-world contexts, including job interviews, public speaking, and everyday social interaction (Ting et al., 2017).

The primary challenge encountered by students during speaking activities pertains to the utilization of proper English grammar, and this challenge is persistent. It is a belief that English differs significantly from the Indonesian language and various local languages worldwide. These languages exhibit notable distinctions in terms of phonetic systems, vocabulary, and sentence structures (Ting et al., 2017). Consequently, language learners require an extended duration to become proficient in a new language as they must acquaint themselves with novel grammatical structures, a multitude of new words, and distinct pronunciation patterns (Dangin & Wijayanti, 2018).

Discourse can be broadly categorized into two primary forms: spoken and written. Spoken discourse is notable for its high degree of informality and complexity. McCarthy (2018) observes that spoken language constitutes a vast and intricate subject, with limited, hard statistical data available regarding the distribution of various speech types in everyday communication. Cook (2016) shares a similar perspective, noting that spoken language, as frequently emphasized, unfolds in real-time, demanding both immediate production and processing. Unlike writing, the spoken language lacks the luxury of revising, re-organizing, or restructuring our words retrospectively.

In reality, acquiring a new language diverges considerably from mastering one's native language. The process necessitates extensive practice for the development of listening, speaking, reading, and writing skills, encompassing sub-skills such as pronunciation, vocabulary, and grammar. Consequently, it is imperative to acknowledge that making errors and mistakes constitutes an inherent aspect of the language acquisition journey (Kamlasi, 2019).

This research is expected to help educators tailor their teaching methods to address specific language challenges. This can lead to improvements in language instruction, ultimately enhancing the quality of education. It could also lead to interventions that improve the communication skills of Grade 9 students, preparing them for academic and real-world situations. The findings could also inform curriculum designers about the specific language needs of grade 9 students, and this can be used to develop more

targeted and effective language programs and resources. Lastly, this study can contribute to a holistic understanding of student development, which extends beyond academic achievement.

MATERIAL, METHODOLOGY, AND LITERATURE REVIEW

Material of the Study

The participants of this study were selected from Grade 9 students. They were chosen through purposive sampling. A Recorded Extemporaneous Speaking Activity with prompts or topics related to the participant's daily life or personal experiences was the instrument used in the study. It involves delivering a speech or discourse with limited preparation, relying on the participant's knowledge and ability to organize thoughts coherently on the spot. The speech activity was recorded to capture the natural flow of spoken language and potential errors. The research employed a descriptive research design because it dealt with the analysis of errors in the spoken discourses of the participants.

Methodology

To gather data on errors in the spoken discourse of grade 9 students, the researcher sought permission from the Dean of the Graduate School for the conduct of the study. Moreover, after the approval, the researcher asked permission from the Principal of the Basic Education Department to conduct a speaking activity for the selected participants. After the permission was obtained, the researcher prepared a consent letter for the participants and an assent letter to the parents and guardians of the participants. Then, a one-on-one recorded extemporaneous speech activity took place exclusively. Participants were provided with prompts or topics related to their daily lives or personal experiences. They were asked to speak on these prompts with little preparation, mimicking real-life spontaneous communication.

Literature Review

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The primary challenge encountered by students during speaking activities pertains to the utilization of proper English grammar, and this challenge is persistent. It is a belief that English differs significantly from the Indonesian language and various local languages worldwide. These languages exhibit notable distinctions in terms of phonetic systems, vocabulary, and sentence structures (Ting et al., 2017). Consequently, language learners require an extended duration to become proficient in a new language as they must acquaint themselves with novel grammatical structures, a multitude of new words, and distinct pronunciation patterns (Dangin & Wijayanti, 2018).

Previous studies have found different errors committed by students' English-speaking performance in a spoken discourse. A study conducted by Francis (2022) examines the errors present in the English Language Spoken by students. The result of the research revealed that many errors stem from inadequate and ineffective learning materials. Additionally, the study identified certain errors that occurred more frequently than others. Yang and Jianguo (2021) conducted a study wherein the participants of this study are the 1st year college students of Northwestern Polytechnical University. It was found that the participants committed errors in performance, phonological errors, lexical errors, grammatical errors, and

pragmatic errors. Reasons for these errors can be explained from the perspectives of interlingual transfer, intralingual interference, cognitive and affective factors, and communicative strategies.

In a study by Politzer and Ramirez (2018), the kids were asked to narrate a tale about a silent film they had seen right before being interviewed. Their responses were transcribed after being recorded on tape. The study's primary conclusions were that (a) nonstandard English dialects and improper application of standard English rules appeared to be major causes of deviations from standard English, and (b) there was no significant difference observed in the frequency of deviations from standard English between students in the bilingual and monolingual schools.

Kafifah et al. (2017) cited that there are three types of errors made by the 2nd and 4th-semester students, namely, speech errors, morphological errors, and syntactical errors. Three sources mostly cause speech errors: cognitive difficulty, situational anxiety, and social reasons. Analyzing errors in spoken discourses examines what kinds of errors students make in second language learning (Hinkel et al., 2018). It enables teachers to identify, categorize, and describe learners' errors in spoken discourse (Batu et al., 2018).

Previous studies focused on the types of errors found in the written discourse of language learners. However, limited studies were conducted on the errors committed by language learners in their spoken discourse, especially in English subjects. Thus, this study intended to address this gap in the literature.

RESULTS AND DISCUSSION

Syntactical Errors

Syntactical errors, also known as syntax errors, are mistakes in the arrangement or structure of words and phrases within a sentence. Syntax is the set of rules governing the formation of grammatically correct sentences in a language. Syntactical errors occur when these rules are violated, leading to sentences that are grammatically incorrect or unclear.

As presented in Table 1, there were 46 syntactical errors found that are categorized into subject-verb agreement errors, repetition errors, errors in tense consistency, parallelism, sentence fragment, real consistency placement, conjunction usage errors, run-on sentences, incorrect prepositions, and incorrect articles.

Table 1. Syntactical Errors

Category	Example Errors	Frequency	Percentage
Subject-verb Agreement	<i>“My unforgettable memory is when we go vacation with my family in Cagayan de Oro and Iligan City we go to Divine Mercy ...” (p1)</i>	3	6.52%
Repetition	<i>“So I so I also waited her to my final goodbye....” (p17)</i>	7	15.22%
Tense Consistency/Verb Tense/Verb Form	<i>“it was a normal day till my friend Martin ask me to play chess with him I agree to play chess against him and I lost...” (p11)</i>	17	36.96%

Parallelism	<i>“ They didn’t drink, smoke or even they haven’t also have bad habits like other vices.” (p2)</i>	2	4.35%
Sentence Fragment	<i>“I really miss eating seafoods with him and also sing with him.” (p5)</i>	6	13.04%
Relative Clause Placement	<i>“ My unforgettable memory that happening to my life is when my Lolo is still alive.” (p5)</i>	1	2.18%
Conjunction Usage	<i>“And and and then I started to challenge those who mock me.” (p13)</i>	4	8.70%
Run-on Sentence	<i>“Then we got to the beach where I was with my parents,cousins and grandparents.” (p6)</i>	4	8.70%
Incorrect Preposition	<i>“ I accidentally lost my balance and I bumped into a big rock and I found myself bleeding that time.” (p7)</i>	1	2.18%
Incorrect Article	<i>“ So the private cemetery was peaceful, calm and a little bit windy with the birds were chirping on the trees.” (p17)</i>	1	2.18%
Total Number of Errors		46	100%

Tense Consistency/Verb Tense/Verb Form. Tense consistency, verb tense, and verb form errors involve using different verb tenses or forms in a way that disrupts the logical sequence of actions or events in a sentence. Statement 1 (Table 1.1) was written, *“...even though I am not in Dapitan anymore but the memories will always remain state and unforgettable”*. The verb tense is in "I'm" (contraction of I am), and "will remain" is not consistent. To maintain consistency, both should be in the past tense, inconsistency calling the past. Statement 2 (Table 1.1) was also written: *“I was so sad that moment when I know my Lolo died.”*. The error in this sentence is the use of "know." The past tense "knew" should be used to maintain proper verb tense.

Statement 3 (Table 1.1) *“And the first place we visited was Ocean Park, and there were animals I've never seen before...”*. the error in this statement is the use of "I've never seen," which is in the present perfect tense, since this is recalling the past, so a past perfect tense should be used. So, from "I've never seen," it should be "I had never seen." Statement 6 (Table 1.1) was written, *“It was a normal day till my friend Martin asked me to play chess with him. I agreed to play chess against him, and I lost...”*. this statement is erroneous because the tenses used were not consistent. The errors are in "ask," which is in the present tense, and "agree." Since this is in the past, this verb should be in the past tense. Thus, the correct statement should be, "It was a normal day until my friend Martin asked me to play chess. I agreed to play chess against him and lost". Statement 10 (Table 1.1) was written, *“I drive drive a motor, suddenly I crast crushed the motor...”* The errors in the repeated use of "drive" and "crast". It should be "I drove" and "crashed" for proper verb forms and tenses.

Statement 5 (Table 1.1) was written: *"My unforgettable moment when I was 16 I accident on motor motorcycle..."*. This statement is erroneous; the error is in "I accident." it should be "I had an accident" for proper verb form and tense. Thus, the correct statement should be, "My unforgettable moment when I was 16 was when I had an accident on a motorcycle..." The same errors were committed in statements 4 and 7, which were written: *"So many colorful colors I've seen..."* and *"When I was nine years old we go in Starcity in Manila."* These two statements did not have consistency in the tenses of the verbs, "I've seen consistency in statement 4 is in the present perfect tense, and "we go" in statement 7 is in the present tense. Since these two statements are recalling the experience, these two verbs should be converted into past tense. "I've seen" should be "I saw," and "we go" should be "we went" to maintain tense consistency. Tense consistency, verb tense, and consistency are crucial elements of consistent grammar that contribute to the clarity and coherence of a sentence. Tense consistency refers to the maintenance of appropriateness in semantically linked clauses and sentences (Asiyaban, 2020). On the other hand, Cowan (2018) emphasizes that tense is a linguistic construct that signifies the timing of an action concerning the moment of speaking. Put, tense serves as the linguistic component that situates an action or event within a specific temporal context.

Marquez and Brown (2017) offer a lucid definition, stating that tense, as a grammatical term, pertains to the form of the verb concerning the overall meaning of the sentence and its relationship with other sentence components, such as adverbs of time. They contrast this with "time," which they specify by referring to clock time in our physical world. Weinrich (2018) supports the notion that tense is distinct from time and highlights its manifestation across various languages. He draws his conclusion from the diverse tense systems in many languages that do not neatly align with the conventional divisions of past, present, and future. Consequently, it can be asserted that tense and time are related but not synonymous. The selection of verb tense by speakers reflects their understanding of the temporal context (Stranks, 2019).

With this finding, language teachers need to provide individualized feedback on students' written work, pointing out specific instances of verb consistency and form errors. Teachers should explain correct usage and encourage students to revise their work accordingly. Incorporate targeted grammar instruction that focuses on verb consistency and verb forms, using examples and non-examples to illustrate proper usage, and engage students in exercises and activities that reinforce these concepts.

Table 1.1 Error in Tense Consistency/Verb Tense/Verb Form

Errors	Corrections
<i>" And that was my forgettable and memorable memory, like what they taught me, even though I'm not in Dapitan anymore but the memories will always remain state and unforgettable." (p2)</i>	" And that was my unforgettable and memorable memory. Even though I was no longer in Dapitan, the memories would always remain vivid and unforgettable.
<i>"I was so sad that moment when I know my Lolo died." (p5)</i>	"I was so sad when I learned that my lolo had passed away."
<i>" And the first place we visited was Ocean Park and there were animals I've never seen before..." (p6)</i>	"And the first place we visited was Ocean Park, where I saw animals I had never seen before."
<i>" So many colorful colors I've seen..." (p8)</i>	"So many vibrant colors I saw."

<i>"My unforgettable moment when I was 16 I accident on motor motor cycle..." (p10)</i>	"My unforgettable moment when I was 16 was when I had an accident on a motorcycle..."
<i>"it was a normal day till my friend Martin ask me to play chess with him I agree to play chess against him and I lost..." (p11)</i>	"it was a normal day until my friend Martin asked me to play chess with him . I agreed to play chess against him, and I lost."
<i>" When I was 9 years old we go in Starcity in Manila..." (p12)</i>	"When I was 9 years old, we went to Star City in Manila..."
<i>" and the another day I got my first bike..." (p12)</i>	"and on another day, I got my first bike..."
<i>" When I was 12 years old I don't know how to drive a motor..." (p14)</i>	"When I was 12 years old, I didn't know how to drive a motor..."
<i>"I drive drive a motor, suddenly I crast crush the motor..." (p14)</i>	"I was driving a motorbike when suddenly I crashed it..."
<i>"cause my mom surprised me she got finally home in the Philippines after four years of working abroad." (p15)</i>	"because my mom surprised me,she finally got home in the Philippines after four years of working abroad.
<i>"because like it's our cousins death anniversary I think." (p17)</i>	"because it was our cousin's death anniversary, I think."
<i>"So she noticed me and at the distance and runs towards me excitedly..." (p17)</i>	"So she noticed me at a distance and ran towards me excitedly..."
<i>"But 30 minutes of playing together and chatting I was called to my grandparents..." (p17)</i>	"But after 30 minutes of playing and chatting together, I was called to my grandparents."
<i>"My unforgettable moment I have was last year I've met my father's family." (p18)</i>	"My most unforgettable moment was last year when I met my father's family."
<i>"And on March 2, 2023 I finally met my stepfather, we're spending time together before they going back to abroad." (p15)</i>	"On March 2,2023, I finally met my stepfather, we spent time together before they went back abroad."
<i>"I really thought they won't accept me because I'm illi-illigitimit child but they did."(p18)</i>	"I really thought they wouldn't accept me because I'm an illegitimate child, but they did."

Repetition. Repetition, when used thoughtfully, can be an effective stylistic device in writing, emphasizing key points or creating a rhythm. However, excessive or unnecessary repetition can lead to syntactic errors and negatively impact the overall quality of the writing. For example, in Statement 1 (Table 1.2) was written *"We used to play basketball, and this is where we we see each other"*. This statement is erroneous because of the repetition of the word "we," which is not needed. It should be replaced with "would" to make the sentence grammatically correct. Thus, the revised statement should be *"We used to play basketball, and this is where we used to see each other."* For statement 2 (Table 1.2), *"Then after that, we went home, then visited to meet my cousins and grandparent."* The repetition of

"then" at the beginning of the sentence is unnecessary, and the correction streamlines the expression. Thus, the revised should be "Then after that, we went home and visited my cousins and grandparents." For statement 3 (Table 1.2), it was written, *"I even met my my one of my favorite Disney Princess, which is Merida."* The repetition of "my" is unnecessary. The correction provides a more concise and grammatically accurate statement. Thus, the corrected version should be, "I even met one of my favorite Disney Princesses, which is Merida."

Correcting errors in repetition may also clarify the sequence of events, as statement 5 (Table 1.2) was written: *"Then I practice practice drive a motor and a few months ago suddenly how to drive a motor."* The repetition of "practice" is unnecessary. This word should not be repeated to make the statement correct. Thus, the corrected version should be, "Then I practiced driving a motor, and a few months ago, I suddenly knew how to drive a motor."

Avoiding errors in repetition may also remove redundancy. Statement 7 (Table 1.2) reads, *"So I also waited her to say my final goodbye."* The repetition of "so" is unnecessary, and deleting one removes the redundancy in the statement. Thus, the corrected statement should be, "So I also waited for her final goodbye..."

To enhance the quality of writing, it is important to be mindful of repetition and use it purposefully. This involves varying vocabulary, sentence structures, and overall writing patterns to maintain reader interest and convey more ideas effectively (Mcdaniel et al., 2018). A study conducted by Stuart (2018) also found that there is a group of literary figures called denomination; it is a type of lexical repetition that causes a change in the meaning of a word. In other words, it is a figure in which, using a modification of sound or change of letters, a close resemblance to a given verb or noun is produced so that similar words express dissimilar things. Teachers may use students committing errors in repetition as a guide in modeling effective writing by showcasing well-constructed sentences with diverse structures and providing examples that highlight the use of repetition for emphasis and contrast while also cautioning against excessive and unnecessary repetition.

Table 1.2 Repetition Errors

Errors	Corrections
<i>"We used to play basketball and this is where we we see each other." (p2)</i>	"We used to play basketball, and that's where we used to see each other."
<i>"Then after that we went home, then visited to meet my cousins and grandparents (p6)</i>	"Then after that, we went home and visited my cousins and grandparents."
<i>"I even met my my one of my favorite Disney Princess, which is Merida." (p8)</i>	"I even met one of my favorite Disney Princesses, which is Merida."
<i>"So my so, my unforgettable memory..." (p9)</i>	"So my unforgettable memory..."
<i>"Then I practice practice practice drive a motor and few months ago suddenly how to drive a motor." (p14)</i>	"Then I practiced driving a motorbike, and a few months ago, I suddenly knew how to drive it."

<i>“And also we play pretend Minecraft which is a video game so we stupidly run around the cemetery like little kids.” (17)</i>	“Also, we played pretend Minecraft, a video game, so we stupidly ran around the cemetery like little kids.”
<i>“So I so I also waited her to my final goodbye....” (p17)</i>	“So I also waited for her final goodbye...”

Parallelism. Parallelism refers to the grammatical or structural similarity between parts of a sentence. Lack of parallelism can result in syntactic errors, disrupting the flow and clarity of a sentence. In the provided statements (Table 1.3), faulty parallelism occurs when items in a list or elements in a sentence do not follow a consistent grammatical structure. Statement 1 (Table 1.3) was written, *“They did not drink, smoke or even they have not also have bad habits like other vices.”* This statement is faulty since it has inconsistency in structure. The correction maintains a parallel structure by using the same form for each item in the list. Thus, the corrected version should be *“They did not drink, smoke, or have bad habits like other vices.”* For statement 2 (Table 1.3), *“Me and my siblings have a big age gap from 9 to 13 years apart in age...”* has faulty parallelism. “Me” and “my siblings” are not in parallel structure; thus, the sentence should be corrected by reordering it and using consistent phrasing. “Me and my siblings” is changed to “My siblings and I,” and the structure is adjusted for clarity. Thus, the corrected statement should be, *“My siblings and I have a big age gap, ranging from 9 to 13 years apart”.*

Faulty parallelism can also be observed in spoken discourse, where individuals may not always adhere to strict grammatical structures. While faulty parallelism is generally considered an error in formal writing, it is important to recognize that spoken discourse allows for more flexibility and adaptability (Benmessoid, 2018). In informal conversations, the focus is often on effective communication and mutual understanding rather than strict adherence to grammatical rules. Individuals who aim for clear and polished spoken communication may benefit from being mindful of parallel structures, especially in more formal or professional settings.

Faulty parallelism is characterized by an awkward construction where elements are placed uncomfortably instead of aligning satisfactorily (Raimes, 2017). This phenomenon arises when elements arranged in pairs or series diverge in different directions due to a lack of uniformity in grammatical structure. A study conducted by Maggudayyao and Talosa (2018) also found that errors in parallelism ranked second as syntactic errors committed by participants in academic writing. This implied that students still found it difficult to determine what parallel structures they were going to use in constructing sentences correctly. Teachers may use or provide students with language activities that focus on parallelism. Students should be taught the importance of using parallel structure when constructing sentences correctly. They may also be provided with immediate feedback so they are aware of the errors they have committed.

Table 1.3 Parallelism

Errors	Corrections
<i>“ They didn’t drink, smoke or even they haven’t also have bad habits like other vices.” (p2)</i>	“ They didn’t drink, smoke, or have bad habits like other vices.”
<i>“me and my siblings have a big age gap from 9 to 13 year apart in age...” (p3)</i>	“ my siblings and I have a big age gap, ranging from 9 to 13 years apart.”

Sentence Fragment. A sentence fragment is an incomplete sentence that lacks either a subject, a verb, or a complete thought. Sentence fragments are considered syntactic errors in formal writing because they do not express a complete idea on their own.

Statement 1 (Table 1.4) was written, "*...and we take a picture picture, and we pray, and after that, we go to Tinago Falls at Iligan City because that moment my mom is going home the first time...*". This statement is erroneous since it lacks proper punctuation and structure. To make it grammatically correct, it should be added with commas to separate the actions and provide a clearer expression. Thus, the corrected version should be "*...and we took a picture, prayed and after that, we went to Tinago Falls in Iligan City because that is the time my mom came home...*". Statement 3 (Table 1.4) was written, "*I really miss eating seafood with him and also sing with him.*" The original sentence incorrectly uses "seafood" and "sing" should be corrected to "singing." Thus, the corrected version should be "I miss eating seafood with him and also singing with him."

Statement 4 (Table 1.4) was written: "*Then after that when we got home, we visited Davao, where I saw crocodiles for the first time, as well as the Philippine eagle.*" This statement is erroneous, and it should be added with commas to improve the flow and structure of the sentence. Thus, the corrected statement should be, "Then, after that, when we got home, we visited Davao, where I saw crocodiles and the Philippine Eagle for the first time."

Correcting and editing sentence fragments clarifies the expression and improves sentence coherence. As statement 5 (Table 1.4) states, "*And I still remember that when I was like 9, I was so excited turning ten because I wanted to feel what two numbers in my age feels like*". Moreover, the corrected version of this should be, "And I still remember that when I was around 9, I was so excited about turning ten because I wanted to know what having two numbers in my age feels like". These corrected statements now achieved coherence.

According to Greenbaum & Nelson (2022), a sentence fragment refers to a group of words punctuated as a sentence despite lacking grammatical completeness. While a complete sentence offers a comprehensive thought, a fragment fails to convey essential information about the topic (the subject) or the action (the verb) (Fulwiler & Hayakawas, 2018). Consequently, a sentence fragment is deemed an incomplete thought, as Yaqin (2020) has mentioned. This occurs when a dependent phrase is not linked to an independent phrase, rendering it incapable of expressing a complete thought. In alignment with this perspective, Yaqin (2020) also concurs that a sentence fragment resembles a phrase or a dependent clause. It articulates an incomplete thought and cannot function or stand alone as a simple sentence.

In summary, sentence fragments hinder effective communication and can confuse readers. Developing an understanding of sentence structure, ensuring proper pronunciation, and carefully reviewing writing for completeness are essential steps in avoiding and correcting sentence fragments. Teachers may provide language activities that focus on constructing sentences properly.

Table 1.4. Sentence Fragment

Errors	Corrections
<p><i>"...and we take a picture picture and we pray and after that we go to Tinago falls at Iligan City because that moment my mom is go home first time..." (p1)</i></p>	<p><i>"... and we took pictures. We prayed, and after that, we went to Tinago falls in Iligan City because it was the first time my mom had come home."</i></p>

<i>“ Though I don’t have any experience in taking care of children, I still try me best to be their ideal brother.” (p3)</i>	“ Although I didn’t have any experience in taking care of children, I still tried my best to be their ideal brother.”
<i>“I really miss eating seafoods with him and also sing with him.” (p5)</i>	“ I really miss eating seafood with him and also singing with him.”
<i>“Then after that when we got home, we visited Davao where I saw crocodiles for the first time, and the Philippine Eagle.” (p6)</i>	“ After that, when we got home, we visited Davao, where I saw crocodiles and the Philippine Eagle for the first time.”
<i>“And I still remember that when I was like 9, I was so excited turning 10 because I wanted to feel what 2 numbers in my age feels like.” (p9)</i>	“ I still remember that when I was about 9, I was so excited about turning 10 because I wanted to feel what having two numbers in my age feels like.”
<i>“And then one day I ask my friend Martin to play chess against me and then that day I won and I was so happy.” (p11)</i>	“ And then one day I asked my friend Martin to play chess against me. On that day, I won , and I was so happy.

Subject-Verb Agreement Error. Subject-verb agreement errors occur when there is a mismatch between the subject (the noun or pronoun that acts) and the verb (the action word) in a sentence. These errors can disrupt the grammatical structure of a sentence, leading to confusion and lack of clarity. Subject-verb agreement errors exhibit variation and can be categorized based on taxonomies.

Statement 1 (Table 1.5) was written, *"My unforgettable memory is when we go vacation with my family in Cagayan de Oro and Iligan City we go to Divine Mercy..."*. This statement is erroneous since there is a mismatch between the singular verb "is" and the plural subject "we go on vacation." "Go" should be replaced with "went" to match the past tense of the verb. Thus, the corrected statement should be "My unforgettable memory is when we went on vacation with my family in Cagayan de Oro and Iligan City. We visited Divine Mercy..." For statement 2 (Table 1.5), *"My unforgettable day is that the day and loving memory when I met every people in every journey."* This statement contains an error in subject-verb agreement. "Every person" should be corrected to "every person," and "met" should agree with the singular subject. Additionally, the phrase "is that the day and loving memory" can be simplified for clarity. Thus, the corrected version should be "My unforgettable day is the day and loving memory when I met every person in every journey." By addressing these subject-verb agreement errors, the corrected sentences become more grammatically accurate and clearer in conveying the intended meaning.

Subject-verb agreement is one of the fundamentals of grammatical knowledge, as every sentence consists of a subject and a verb. While some subject-verb agreement rules may be simple in theory, such as third-person singular verbs taking the 's' ending in most cases where the subject is singular, there are some more complex rules (Harmer, 2017). Fauzati (2020) provides the first categorization, classifying subject and verb agreement errors into four types according to surface taxonomies. This taxonomy focuses on how learners alter the surface structures of the language when using it incorrectly. According to Fauziati (2020), errors can occur due to changes in surface structure in specific and systematic ways. This taxonomy identifies four types in which learners modify target forms systematically and specifically: omission, addition, misinformation, and misordering (Sompong, 2017).

In the study conducted by Dinamika and Hanafia (2019), it was found that the use of subject-verb agreement (SVA) occurred 117 times. It was constituted using a number agreement and a past tense agreement. The number of agreement errors occurred 22 times, caused by three inter-language errors and 19 intra-language errors. Meanwhile, the tense agreement errors occurred 95 times, caused by six inter-language errors and 89 intra-language errors. A huge number of errors were found in 20 students' writing results. Differences in the structure of the Indonesian language and English language might have caused the occurrence of SVA errors. In the Indonesian language structure, change of tenses does not exist, so there are no verb or predicate changes. Moreover, several subjects do not affect the changes of verbs. These findings may be a stepping stone for language instructors to incorporate focus grammar instruction on Subject-Verb Agreement rules. Use clear examples and non-examples to illustrate proper usage and discuss the implications of incorrect agreement on communication.

Table 1.5. Subject-Verb Agreement Errors

Errors	Corrections
<i>“My unforgettable memory is when we go vacation with my family in Cagayan de Oro and Iligan City we go to Divine Mercy ...” (p1)</i>	“My unforgettable memory is when we went on vacation with my family in Cagayan de Oro and Iligan City. We visited Divine Mercy...”
<i>“my unforgettable day is that the day and loving memory when I met every people in every journey.” (p2)</i>	“My unforgettable day was the day and loving memory when I met every person in every journey.

Relative Clause Placement. Relative clause placement errors occur when the placement of a relative clause disrupts the clarity or grammatical structure of a sentence. A relative clause provides additional information about a noun, and its proper placement is crucial for understanding. There was only one error in relative clause placement that was found in this study; out of 18 participants, only one committed an error in relative clause placement, as stated in statement 1 (Table 1.6), which was written: *“My unforgettable memory that is happening to my life is when my lolo is still alive.”* The relative clause “that happening to my life” is awkwardly placed within the sentence, disrupting its clarity and grammatical structure. To correct this statement, the sentence must be rephrased to ensure that the relative clause is appropriately positioned. Thus, the corrected version should be, “My unforgettable memory that happened in my life is when my Lolo was still alive.” In this corrected version, the relative clause is placed after the noun it modifies “Lolo,” providing additional information in a clearer and more grammatically correct manner.

It is important to place relative clauses close to the noun they modify to maintain clarity and ensure the sentence flows smoothly. Additionally, whether the relative clause is restrictive (essential to the meaning) or non-restrictive (providing additional information) can affect its placement within the sentence. According to Azar (2017), a relative clause operates as a dependent or subordinate clause that serves as a substitute to connect to a noun in an independent clause. Furthermore, Lester and Beason (2019) describe a relative clause as an adjective clause primarily employed to replace the noun or its antecedent.

Concurrently, Cho and Lee (2016) define relativization as a process wherein a sentence is anchored in another sentence, both of which represent or refer to the same noun.

In the study conducted by Dinamika and Hanafia (2019), it was found that the use of relative pronoun errors occurred only seven times. The errors were mostly caused by six intra-language errors and one inter-language error. This was the least syntactical error that occurred because the students wrote fewer relative clauses than other clauses. However, writing English relative clauses was demanded to be practiced more by the students since there is only one relative pronoun unit in the Indonesian language, namely "yang." At the same time, English has five, namely who, which, whose, whom, and that.

Based on these findings, language instructors should engage students in guided practice where they manipulate relative clauses in sentences. They should provide prompts that require them to choose the appropriate placement based on context. They may also provide explicit instruction on relative clause placement rules and clearly explain the difference between restrictive and non-restrictive clauses and how their placement affects the meaning of the sentence.

Table 1.6. Relative Clause Placement

Errors	Corrections
<p><i>"My unforgettable memory that happening to my life is when my Lolo is still alive."</i> (p5)</p>	<p><i>"My unforgettable memory that happened in my life is when my Lolo was still alive."</i></p>

Conjunction Usage Error. Conjunction usage errors occur when there is a mistake in the way conjunctions are employed to connect words, phrases, or clauses. In this study, four errors in the use of conjunctions were found. Statement 1 (Table 1.7) was written, *"And the next day, we are going to the province to visit my grandparents there, and we are spending time together."* The use of "and" at the beginning of both clauses is redundant. Thus, this should be corrected so that the sentences are clear. The corrected statement should be, *"The next day, we are going to the province to visit my grandparents and spend time together."* Statement 2 (Table 1.7) states, *"So like 10 minutes later, I was chilling and relaxing at the peaceful area"*. Still, the repetition of "and" creates redundancy. It should be eliminated, and the revised version should make the statement clear and free from errors. Thus, the corrected version should be *"So, like 10 minutes later, I was chilling and relaxing at the peaceful area"*.

Statement 3 (Table 1.7) was written, *"But but I did expect..."* and also has errors in conjunction usage. The repetition of "but" is unnecessary. The revised version should use a single "but" for smoother expression. Thus, the revised statement should be *"But I did expect..."*. Lastly, statement 4 (Table 1.7), which was written, *"And and and then I started to challenge those who mock me,"* also had errors in conjunction usage. Excessive repetition of "and" disrupts the sentence's flow. It should only use a single conjunction for clarity. Thus, the corrected version should be *"And then I started to challenge those who mocked me."* In each case, the revised versions aim to eliminate unnecessary repetition of conjunctions, making the sentences more concise and improving their overall readability and coherence. Based on the table, it was found that there are still students who found it difficult to know what conjunctions to use in written and spoken discourse.

According to Pangaribuan and Manik (2018), understanding conjunctions is crucial for learners aiming to develop grammar skills, as grammar is the most vital aspect of any language. Before constructing

sentences, one must grasp the fundamentals of grammar. Rules derived from language grammar are employed to articulate specific ideas within the sentences. Proficiency in grammatical rules enables the arrangement of sentences to convey the intended meaning effectively. Conjunction plays an important role in English language production. If the writers make an error in using a conjunction, the readers will misunderstand the message they are trying to convey, and the readers will have difficulty comprehending the text (Ong, 2020).

Language teachers should provide explicit instruction on the different types of conjunctions and their appropriate usage. They should explain the functions of coordinating, subordinating, and correlative conjunctions and illustrate how they connect ideas in sentences. Teachers should also model the correct usage of conjunctions in various contexts, either written or spoken, by using examples and demonstrating how to effectively use conjunctions to convey clear and coherent meaning.

Table 1.7. Conjunction Usage Errors

Errors	Corrections
<i>“And the next day we’re going to the province to visit my grandparents there and we are spending time together.” (p15)</i>	“The next day, we went to the province to visit my grandparents, and we spent time together.”
<i>“So like 10 minutes later I was chilling and relaxing at the peaceful area.” (p17)</i>	“So, like 10 minutes later, I was chilling and relaxing in the peaceful area.”
<i>“But but I did expect...” (p9)</i>	“But I did not expect”
<i>“And and and then I started to challenge those who mock me.” (p13)</i>	“And then I started to challenge those who mocked me.”

Run-on Sentence. A run-on sentence is a type of syntactic error that occurs when two or more independent clauses are joined without proper punctuation or conjunctions. Run-on sentences can make the text confusing and hinder readability. In this study, four run-on sentences were found. Statement 1 (Table 1.8) was written, “...Cagayan de Oro and Iligan City we go to Divine Mercy at Cagayan de Oro we hang out there...”. This sentence lacks proper punctuation to separate the ideas. It seems like the writer is trying to convey two separate actions. Thus, the corrected version should be “We went to Divine Mercy in Cagayan de Oro and Iligan City. We hung out there.” For statement 2 (Table 1.8), it was written, “Most of these memories is where we we have, we have to use this free time.”. There are redundant words in this sentence. Additionally, the subject and verb agreement is incorrect. The revised version should be “Most of these memories involve using our free time whenever we have it.”

One of the most common reasons for a run-on sentence is the absence of appropriate punctuation to separate independent clauses. Without proper punctuation, such as commas, semicolons, or conjunctions, the sentence can become excessively long and confusing. Statement 3 (Table 1.8) was written, “When the summer started, I went to a vacation with my mom, dad, sister, brother, and the rest of the family”. This sentence lacks proper punctuation, and there is a misuse of the word “to.” Putting the proper punctuation would make the sentence grammatically correct. Thus, the corrected version should be, “When the summer started, I went on vacation with my mom, dad, sister, brother, and the rest of the family.”

Lastly, statement 4 (Table 1.8) reads, *"Then we got to the beach, where I was with my parents, cousins, and grandparents."* The sentence is unclear and could benefit from additional detail. Therefore, the corrected version should read, *"Then, we arrived at the beach, where I spent time with my parents, cousins, and grandparents."*

Oshima and Hogue (2019) state that a run-on sentence is a sentence in which two or more independent clauses are written one after another with no punctuation. A run-on can happen when we have forgotten to limit our sentences. The carelessness in punctuation and a period matter between sentences, making the sentence then permitted to "run on" into the next (Warriner,2020). To correct run-on sentences, it is important to use appropriate punctuation and conjunctions or separate the independent clauses into distinct sentences. Additionally, careful editing for clarity and conciseness can help eliminate redundancy and improve overall sentence structure (Kayoshi & Oktavia, 2022).

Language teachers should provide explicit instruction on punctuation rules, especially focusing on the use of commas, semicolons, and conjunctions to properly join or separate independent clauses.

Table 1.8 Run-on Sentences

Errors	Corrections
<i>"...Cagayan de Oro and Iligan City we go to Divine Mercy at Cagayan de Oro we hang out there..." (p1)</i>	<i>"...Cagayan de Oro and Iligan City. We went to Divine Mercy in Cagayan de Oro and hung out there..."</i>
<i>"Then we got to the beach where I was with my parents,cousins and grandparents." (p6)</i>	<i>" Then, we got to the beach, where I was with my parents, cousins and grandparents."</i>
<i>"When the summer started, I went to a vacation with my mom, dad, sister, brother and the rest of our family." (p4)</i>	<i>"When the summer started, I went on vacation with my mom, dad, sister, brother, and the rest of our family."</i>
<i>"Most of these memories is where every time we we have, we have to use this free time." (p2)</i>	<i>"Most of these memories are from the times when we had to use our free time."</i>

Incorrect Prepositions. Prepositions are words that indicate relationships between other words in a sentence. In this study, only one error in the use of prepositions was found. Statement 1 (Table 1.9) was written, *"I accidentally lost my balance, and I bumped into a big rock, and I found myself bleeding that time."* This sentence contains a series of actions, and it lacks appropriate prepositions to indicate the relationship between these actions. This absence of prepositions makes the sentence structurally unclear. To improve clarity, prepositions should be added to connect the actions more effectively. Thus, the revised version should be *"I accidentally lost my balance, collided with a big rock, and found myself bleeding at that time."* In the revised version, prepositions like "with" and "at" are added to specify the relationships between the actions, making the sequence of events more coherent and easier to understand.

The use of correct prepositions can influence the quality of information in spoken language. However, errors often occur in the use of prepositions, especially in, on, and at (Suzzane, 2017). Mastering prepositions is a crucial aspect of understanding grammar. These linguistic elements play a key role in describing the relationship between two entities, encompassing aspects such as direction, position, time,

and various emotional and mental states. Numerous rules govern the usage of prepositions in English sentences. In the realm of English grammar, prepositions serve as connectors, illustrating how nouns or pronouns relate to other words within the same sentence. Often linked to "widgets," they function as small but significant components that establish connections between words in a sentence. Additionally, prepositions introduce information details, answering questions about where, when, and why something occurs or providing a general description of information (Laka, 2017).

There are several reasons why people may use incorrect prepositions in their writing or speech. Some individuals may not be fully aware of the correct prepositions to use in a particular context. This lack of awareness can lead to the selection of an incorrect preposition. A study conducted by Nawangsasi and Wihana (2019) found that 15 prepositions are used incorrectly in the students' utterances, such as about, among, as, at, because of, by, during, for, from, in, of, through, to, and with.

A study conducted by Tulabot et al. (2018) also found that students tend to choose inappropriate prepositions that are out of context. The result showed that students were confused with the multiple functions of prepositions. Setyaningrum and Fatmawaty (2020) also describe the reasons why preposition errors occur by analyzing the students' writing. The result is that the student's first semester still produces some errors, such as omission, addition, misformation, and misordering. The type of error produced by the students is misformation errors, with a percentage of 44.93%. This means that teachers have to pay more attention to teaching prepositions.

Incorrect preposition usage by students can impact the clarity and precision of their spoken discourse. Addressing this issue requires targeted instructional strategies. Teachers should identify and analyze common patterns of incorrect preposition usage in students' writing and understand whether the errors are influenced by language transfer, lack of preposition knowledge, or other factors. Language instructors should provide explicit instruction on common prepositions, their usage, and the context in which they are appropriate. Emphasize the importance of choosing the correct preposition to convey precise meaning.

Table 1.9. Incorrect Preposition

Errors	Corrections
<p><i>"I accidentally lost my balance and I bumped into a big rock and I found myself bleeding that time." (p7)</i></p>	<p>I accidentally lost my balance, collided with a big rock, and found myself bleeding at that time".</p>

Incorrect Article. Incorrect article usage is a common syntactic error in English. Articles "a," "an," and "the" are used to indicate whether a noun refers to something specific or general. Making errors in the use of articles is a frequent challenge encountered in the process of learning English. For individuals whose native language lacks articles, determining the appropriate article for a given speaking or writing situation can pose difficulties.

In this study, only one error in article usage was found. Statement 1 (Table 1.10) was written, *"So the private cemetery was peaceful, calm, and a little bit windy with the birds were chirping on the trees."* In this statement, the incorrect article usage is found in the phrase *"with the birds were chirping on the trees."* The issue is with the use of the definite article "the" before "birds. When describing general activity or condition, such as birds chirping, the indefinite article "a" or no article is typically more appropriate. Thus, the revised version should be *"So the private cemetery was peaceful, calm, and a little bit windy,*

with birds chirping in the trees." In this revised version, "the" before "birds" is removed, making the sentence grammatically correct. The use of "with birds chirping in the trees" implies a general activity of birds chirping, creating a more natural and accurate expression.

There is no established article system in numerous Asian, Slavic, and African languages (Murcia & Freeman, 2019). Despite articles representing a relatively small aspect of English grammar, they rank among the most frequently employed words in conversations. Many English learners find articles challenging to master; even those who have dedicated extensive time to their studies often grapple with selecting the right article in conversation.

The complexity does not only lie in learning English articles but extends to teaching them, especially to students whose native language lacks articles. According to Yamada and Matsuura (2020), native English teachers observe that students' choice of articles often does not align well with the existing English language system. A common tendency among ESL students is to arbitrarily select articles, omitting them regardless of definite contexts, using "a/an" incorrectly for "the" or vice versa, and misapplying articles in various contexts when speaking English. Ionin and Wexler (2018) note that learners may occasionally misinterpret the use of "the" and "a/an" due to incorrect application of definiteness or specificity.

In the study conducted by Dinamika and Hanafia (2019), it was found that the use of article errors was sub-categorized into the type of article with the addition or omission. The omission of 'a/an' occurs nine times, which is entirely caused by the intra-language error. The omission of 'the' occurred 69 times, which was entirely caused by the intra-language errors. Meanwhile, the addition of 'a/an' occurred ten times, and the addition of 'the' occurred 37 times, so the additions to the article were entirely caused by intra-language errors as well. These results showed that the students had not completely mastered using the article in the English language. No interference from L1 in this type of syntactical error happened, for there is no function of article use in the Indonesian language, just like what the English language has.

Incorrect use of articles in spoken discourse can impact both fluency and clarity. Teachers should integrate article exercises into contextually rich learning experiences and use real-world examples and scenarios to demonstrate how articles contribute to the specificity of language. By addressing incorrect article usage through a combination of explicit instruction, practice, and immediate feedback, teachers can help students develop more accurate and clear spoken communication skills.

Table 1.10. Incorrect Article

Errors	Corrections
<p><i>“ So the private cemetery was peaceful, calm and a little bit windy with the birds were chirping on the trees.” (p17)</i></p>	<p>“ So the private cemetery was peaceful, calm , and a little bit windy, with birds chirping in the tress</p>

Morphological Errors

Morphological errors refer to mistakes or inaccuracies in the structure and formation of words. These errors can occur at various levels of linguistic analysis, involving morphemes, which are the smallest unit of meaning in a language. As what is shown in Table 2, students commit morphological errors. These errors are categorized into two types: Inflectional and Derivational.

Table 2 Morphological Errors

Category	Example Errors	Frequency	Percentage
Inflectional	<i>“But but I did expect that after becoming more older, it feels like nothing” (p9)</i>	11	64.70%
Derivational	<i>“My most memorial day... (p3)</i>	6	35.30%
Total Number of Errors		17	100 %

Inflectional Errors. Inflectional errors involve mistakes or inaccuracies of inflections, which are modifications or additions to a word that indicate grammatical features such as tense, number, gender, case, or mood. These errors typically occur when a learner applies inflectional morphemes incorrectly or fails to use them when required. Inflectional errors can manifest in various ways depending on the grammatical context (Ninsiana & Hakim,2020).

In this study, eleven errors on inflections were found. Statement 1 which was written “... because my mom is go home first time...”. This statement has an inflectional error in the verb form " is go", since this is recalling the past, the verb should be in the past tense. "Is go" should be converted to " went" to make it grammatically correct. Thus, the corrected version should be " ...because at that moment, my mom went home for the first time...". Statement 2 (Table 2.1) was written “because gikan sya ug abroad and I was so happy that time...”. This sentence is erroneous, in the sense that it has inflectional errors in "gikan" and "was". The correct form should be "came" and "were". Therefore, the corrected statement should be " because she came from abroad, and I was so happy at that time...". For statement 4 (Table 2.1), " while me and my cousin walk on the way to our house...", the inflection error in this statement is " walk" which is in the present tense. To correct this, " walk" should be converted to "were walking" for past continuous tense. Thus, the corrected version should be " while my cousin and I walked on the way to our house...". For statement 6 (Table 2.1) it was written “But but I did expect that after becoming more older, it feels like nothing”. This statement also has an inflectional error in " more older". it should be converted to " older" only. Therefore, the revised statement should be " But I did not expect that after becoming older, it would feel like nothing."

Most errors in inflections are due to wrong verb tenses. In this study, since the participant's speech is recalling the past unforgettable experience, their tenses should be in the past. But then, it was observed that most errors in inflection are because participants used " present tense" instead of " past tense". The same reason with statement 8 (Table 2.1) that was written " And then one day I ask my friend Martin to play chess against me...”. The inflectional error in this statement is “ask”. It should be “asked” for past tense. Thus, the corrected version should be “And then one day I asked my friend Martin to play chess against me...”

In the study conducted by Dewi, et.al (2020), the finding revealed that the students tended to commit omission errors and addition errors in the use of inflectional morphemes. Furthermore, it was found that these inflectional morpheme errors were caused by intralingual factors. Moreover, based on the type of intralingual factor, the students were found to commit errors caused by overgeneralization and ignorance of rules and restrictions. Sunandar (2018) also concluded that the error of inflectional affixes that most frequently appeared was plural –s/es with a percentage of 58,46 %, and the error of inflectional affixes which the least frequently appeared was comparative –er with a percentage of 1,40 %. Mastering

inflectional affixes is important to make precise sentences. Therefore, students should perform well in applying inflectional affixes.

According to Safrida (2017) and Mardinojo (2023), these errors in verb inflection appeared due to misapplication of linguistic rules and interference with the respondent's first language. The occurrence of errors can be attributed to the fact that English is not the first language of the participants and the translation between mother tongue to English has affected their application of the linguistic rules. Also, spoken English is more spontaneous than written and the thinking time given is shorter.

Inflectional errors in spoken discourse, which involve errors in verb tenses, numbers, or other grammatical inflections, can impact communication clarity. Instructors should design activities that focus on verb conjugation. Practice exercises that involve conjugating verbs in different tenses and moods can be beneficial for reinforcing proper inflection.

Table 2.1 Inflectional Errors

Errors	Corrections
"... because that moment my mom is go home first time..." (p1)	"... because at that moment, my mom went home for the first time..."
"Because gikan sya ug abroad and I was so happy that time..."	"Because she came from abroad, and I was so happy at that time..."
"The reason why my Lolo died is because he fell at the stairs..." (p5)	"The reason why my lolo died is that he fell down the stairs"
"while me and my cousin walk on the way to our house..." (p7)	"while my cousin and I walked on the way to our house..."
"But but I did expect that after becoming more older , it feels like nothing" (p9)	"But I did not expect that after becoming older, it would feel like nothing."
"... and my arms is broken..." (p10)	"...and my arms were broken..."
"it was a normal day till my friend Martin ask me to play chess..." (p11)	"it was a normal day until my friend Martin asked me to play chess..."
"And then one day I ask my friend Martin to play against me..." (p11)	"And then one day I asked my friend Martin to play chess against me..."
"But as time pass I started to learn about it..." (p13)	"But as time passed, I started to learn about it..."
"i really cant believe it how I met them." (p2)	"I really cant believe how I met them."
" I always get excited when its my birthday..." (p9)	"I always got excited when it was my birthday..."

Derivational Errors. Derivational errors involve mistakes or inaccuracies in the application of derivational morphemes, which are affixes added to a base word to create a new word with a different meaning or part of speech. Unlike inflectional morphemes, which primarily indicate grammatical features like tense or number, derivational morphemes result in a change in the lexical category or meaning of a word. Derivational morphemes are morphemes used to make new words but not necessarily in a change in a

syntactic category, for example, the addition of derivational morphology re-changes the meaning of the word open if they are combined into reopening (Kusumawardhani, 2018)

Six derivational errors were found in this study. Statement 1 (Table 2.2) was written “*My unforgettable memory that happening to my life...*”. This statement contains derivational error in the word " happening". This should be corrected to " that happened to my life" to make it grammatically correct. Thus, the corrected version should be " My unforgettable memory that happened in my life..." For statement 2 (Table 2.2) was written, “*My unforgettable memory is when we go to Hongkong Disneyland, the day is one this.*” contains a derivational error in " one this". It should be " on this". Therefore, the corrected version should be " My unforgettable memory is when we went to Hongkong Disneyland, the day was a unique one.". Same with statement 6 (Table 2.2) which was written “*I accident on motor motor cycle...*”. The derivational error in this statement is in the word “accident”. It should be “had an accident”. Thus, the corrected version should be “I had an accident on a motorcycle”.

Kusumawardhani (2018) concluded that there is some derivational morphology found in this research: derivation of a noun, adverb, gerund after a preposition, gerund after the verb, to-infinitive, present participle, passive participle, modals, and adjective. Santoso's (2017) research study also showed that the students showed that errors happened in learners' English narrative composition about derivational in plural form. The researcher analyzes that: 1. The learners don't understand that the word many should be in plural form. The errors happened because they are lack of grammar knowledge. 2. The learners don't understand that after the word many should be nouns. The errors happened because they are lack of knowledge and carelessness.

Students may commit errors in derivation for various reasons, and these errors are often part of the natural process of language acquisition. Understanding the reasons behind derivational errors can help educators tailor their instruction to address specific challenges. Addressing derivational errors involves providing explicit instruction, offering exposure to correct language models, and creating a supportive learning environment that reinforces derivational patterns consistently.

Table 2.2. Derivational Errors

Errors	Corrections
“ <i>My unforgettable memory that happening to my life...</i> ” (p5)	“My unforgettable memory that happened in my life...”
“ <i>My unforgettable memory is when we go to Hongkong Disneyland, the day is one this.</i> ” (p8)	“My unforgettable memory is when we went to Hongkong Disneyland, the day was a unique one.”
“ <i>cause my mom surprised me she got finally home...</i> ” (p15)	“Because my mom surprised me , she finally got home...”
“ <i>My most memorial day...</i> ”(p3)	“My most memorable day...”
“ <i>especially my mom brought a price.</i> ” (p4)	“especially, my mom brought a prize.”
“ <i>I accident on motor motor cycle...(p10)</i> ”	“I had an accident on a motor cycle...”

Phonological Errors

Phonological errors in spoken English refer to mistakes or deviations from the expected or standard pronunciation patterns of words or sounds. These errors can occur for various reasons, including develop-

ental stages in language acquisition, regional accents, or speech disorders.

In this study, 14 phonological errors were found and are categorized into Substitution errors and Omission Errors.

Table 3 Phonological Errors

Category	Example Errors	Frequency	Percentage
Substitution Error	/trumə/	9	64.29%
Omission Error	/mɛmri/	5	35.71%
	Total No. Of Errors	14	100.00%

Substitution Errors. A substitution error in phonology occurs when one sound in a word is replaced by another sound. This type of error involves the substitution of a phoneme (distinctive sound) with another, resulting in mispronunciation of the word. Substitution errors can occur for various reasons, including developmental stages in language acquisition, speech disorders, or influence from a speaker’s native language.

In this study, there were 9 errors in substitution were found. 4 out of 9 errors were errors in vowel substitution while 6 were errors in consonant substitution. Word 1 (Table 3.1) which is written as " even" is pronounced and transcribed in IPA as /i:vən/, while the participant's pronunciation is /i:vɪn/. In this instance, the vowel sound / ə / is replaced with /ɪ/. The same error with words 3 and 9 (Table 3.1) which are spelled as " air" and "trauma" wherein the IPA transcription of these two words are /ɛər/ and /trɔ:mə/, but the participants pronounced it as /ɛr/ and /trumə/. / ə / in “trauma” is replaced with / u / sound.

For consonant substitution, 5 errors were found. Word 2 (Table 3.1) which was written as “prize” has IPA transcription as “/praɪz/ but the participant pronounced it as /praɪs/. /z/ sound is being replaced with /s/ sound. For word 6 (Table 3.1) which was written as "crash" has IPA transcription as /kræʃ/ but the participant pronounced it as /krast/, /ʃ/ sound is being replaced with /st/ sound.

With that, it is found that substitution errors committed by participants may be more likely to occur with phonetically complex sounds. Sounds that are more challenging to articulate or distinguish may be subject to substitution, especially in the early stages of language development. Wetzner, et.al (2018) conducted a study and found that there were differences in the predominant type of error in speech indicating that substitution was the most occurring type of error. Substitution was the most frequent type of error for the most severe children while for the less severe ones, the study did not indicate a prevalent type of error. The analysis of the total sample and the correlation analysis indicated that the higher the occurrence of substitution less the number of distortions. In general terms, substitution was the most frequent type of error. Equivalence of the type of errors was observed for the less severe children while substitution was the most frequent type of error for the more severe group of children. Absolute indexes were effective and efficient in indicating the most frequent type of error according to the severity of the disorder.

Substitution errors in spoken discourse involve the use of incorrect words or phrases in place of the intended ones. Addressing these errors required targeted pedagogical strategies. Teachers should offer individualized support for students who consistently struggle with substitution errors. Teachers may also provide additional vocabulary-building resources, one-on-one discussions, or extra practice opportunities tailored to their needs.

Table 3.1 Substitution Errors

English Word	Standard utterance based on IPA	Errors in student's utterances
even	/i:vən/	/i:vin/
appreciate	/əpriʃiət/	/əpriʃit/
Air	/ɛər/	/er/
Prize	/praɪz/	/praɪs/
There	/ðer/	/dər/
Crash	/kræʃ/	/kræst/
Illegitimate	/ɪlɛdʒɪtɪmət/	/ɪlɛgitɪmət/
Moment	/məʊ.mənt/	/məʊ.məns/
trauma	/trə.mə/	/trumə/

Omission Error. An omission error in spoken discourse occurs when one or more sounds, such as consonants or vowels, are left out or omitted from a word. This type of phonological error can impact the intelligibility of speech and may be observed in both natural language development and instances of speech disorders. Omission errors can occur for various reasons, ranging from typical language acquisition processes in children to challenges related to articulation to phonological processing.

In this study, 5 omission errors were found as shown in Table 3.2. Word 1 (Table 3.2) which was written as "pray" is pronounced and transcribed in IPA as /preɪ/, but the participant pronounced it as /per/, omitting the sound /eɪ/. For word 2 which is written as "family" and is pronounced and transcribed as /fæm.ə.li/, yet pronounced by the participant as /fæm.li/, omitting the vowel sound /ə/. Word 3 (Table 3.2) was written as "saddest" and has IPA transcription as /sædɪst/, yet the participant pronounced it as /sædɪs/, omitting the sound /t/. For word 5 which was written as "memory" and has IPA transcription as /mɛməri/ was pronounced by the participant as /mɛmri/, omitting the sound /ə/.

Omission errors can be attributed to phonological processes that simplify speech. These processes include cluster reduction, weak syllable deletion, and other simplification strategies used by learners, particularly during early language development. It may also occur when speakers find it challenging to articulate certain sounds, especially complex consonant clusters or challenging vowel combinations. The omission may serve as a simplification strategy to ease the articulatory demands (Mirman, 2019).

In the study conducted by Herlina (2017), it was found that there were four types of error according to surface strategy taxonomy. One of these errors is omission. In her study, omission errors occurred in 56 items with an average of 27.80%. this implied that students still omit some phonemes either vowels, consonants, or diphthongs in a spoken discourse.

With this, language instructors should identify and analyze common patterns of omission errors in student's spoken discourse and understand whether these errors are related to language proficiency, pronunciation difficulties, or lack of awareness. Teachers should also conduct phonemic awareness activities to improve students' ability to hear and produce sounds accurately. Conduct phonemic awareness activities focusing on commonly omitted sounds or syllables and provide practice exercises to enhance pronunciation.

Table 3.2 Omission Errors

English Word	Standard utterance based on IPA	Errors in student's utterances
pray	/preɪ/	/pɛɪ/
family	/fæm.ə.li/	/fæm.li/
saddest	/sædɪst/	/sædɪs/
communicating	/kəmju.nɪ.keɪtɪŋ/	/kəmju.nɪ.kɪŋ/
memory	/mɛməri/	/mɛmri/

Summary of Errors in Spoken Discourse of Grade 9 Students

Given the data from Table 4, the highest number of errors committed by Grade 9 students fall under the syntax category with 59.74%. This indicates that the learners still have confusion about the proper application of grammar rules. Jahan (2017) has also noted the same decision.

Table 4 Summary of Errors in Spoken Discourse of Grade 9 Students

Errors in Spoken English	Frequency	Percentage
Syntactical Errors	46	59.74%
Morphological Errors	17	22.08%
Phonological Errors	14	18.18%
Total No. Of Errors	77	100 %

CONCLUSION

The study's findings have led to several important conclusions. Firstly, the students required comprehensive understanding of accurate sentence structure, adherence to grammatical rules and mastery of proper pronunciation for a thorough grasp of the language. Secondly, the students are still confused with the correct application of grammar rules, as evidenced by the frequent occurrence of syntax errors. And lastly, with syntactic errors as the most committed, teachers may incorporate interactive exercises and activities that focus on syntax. Engage students in sentence construction exercises, peer editing, or collaborative projects to practice applying correct syntactical structures.

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