



ERROR ANALYSIS IN LEARNING ENGLISH AS A SECOND LANGUAGE

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Annotation

This article considers the case study will illustrate the literature review, the learner's profile the research design, data collection along with the outcomes and conclusion with further suggestions in error analysis in learning English as a second language.

Keywords: contrastive analysis, taking interview, systematic description of errors, explanation of errors, error analysis.

Introduction

Learning English becomes more and more important nowadays since we know that English is one of the international languages, which can be used to communicate around the world. Learning English as a second language is becoming more and more important nowadays, especially after VII, when English became a Lingua Franca. Globalization is bringing effects that are notoriously advantageous for English speakers, as it has become the language of international communication and the preferred language of the academic community. Therefore, Second Language Teaching continues trying to find new trends and methods to present the best ways to state English in academic settings are struggling with concept and help build their confidence. In Uzbekistan, English is learnt as a foreign language. Learning a different language is sometimes difficult since the target language has different elements compared to the native language. These differences sometimes cause students to make errors when using it. This paper can contribute error analysis topic observed in one of my pupils, which I began to teach from this year and now he is 8th grade at school №86.

This case study will illustrate the literature review, the learner's profile the research design, data collection along with the outcomes and conclusion with further suggestions.



Literature review

Error Analysis: James in James (1998: 4) stated that in the 1950s and 1960s the favored paradigm for studying FL/ SL learning and organizing its teaching was Contrastive Analysis. The procedure involved first describing comparable features of MT and TL (e.g. tenses, cooking verbs, consonant clusters, the language of apologizing), and then comparing the forms and resultant meanings across the two languages in order to spot the mismatches that would predictably (with more than chance probability of being right) give right to interference and error. According to Johnson & Johnson (1999: 110), "Contrastive analysis is a comparing two linguistics systems, the learners L1 and the target L2 with a view to determining structural similarities and differences. Because of it, making error in learning language is often happens. According to James (1998: 1), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. As Lado (1977), one of the prime movers of contrastive analysis, makes clear, "The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real problems are and can provide the easy way for the teaching and learning process." As a learner, making errors in language process is very common. It involves the making of mistakes and errors. Errors help the learners to establish the closer and closer approximations to the system of the target language. Brown (1980: 163) stated, "...by gradual process of trial and error and hypothesis testing, the learner slowly and tediously succeeds in establishing closer and closer approximation to the system used by native speakers of the language." The students get problems in learning English because there are many differences between Indonesian and English in terms of grammar, vocabulary, etc. As Lado (1977) said, "errors made indication of the difficulties the learner had with certain aspects of language." The study of learners' errors has been a primary focus of foreign language research. It is called Error Analysis. As Ubol (1988: 8) said, "Error analysis is a systematic description and explanation of errors made by learners or users in their oral or written production on the TL. It means that error analysis is concerned with the explanation of the occurrence error and the production of their oral or written expression differs from that of native speaker or TL norm. The error analysis movement is characterized as an attempt to account for learners' error that could not be explained or predicted by contrastive analysis. Error analysis has made a significant contribution to the theoretical consciousness- raising applied linguistics and language practitioners. Error analysis



provided a methodological for investigating the learner language. According to Corder as cited by Richards (1974) noted that errors “could be significant in three ways: they provided the teacher with information about how much the learner had learnt, they provided the researcher with of evidence of how language was learnt, they served as devices by which the learner discovered the rules of the TL.”

Learner’s Profile:

For this case study, I choose to work with my students in 8th grade. At 86th school, this class is good at English, but I choose one of the weakest pupils. The total number of students in this class is 16. 5 males and 11 females. From these students I choose one of them, and his name was changed to Nick. He was brought up in an Uzbek family and can speak in Uzbek and Russian. I talked with him and we took permission from his parents that he can take part in my case study research. Then we began our research about error analysis, what kind of errors he is doing in his grammar and speaking. As he Uzbek native speaker, he said that he could not differ grammar rules. I gave him some grammatical pre-testing, took an interview about theme: how did you spend your summer holiday? How do you spend your summer holiday? And how will you spend your summer holiday?

Research design

In this section, I want to research about the theme error analysis to learning process. In addition, there are some approaches to learn my pupil’s errors.

Firstly, I would like to give him pre-testing activity to analysis his grammar about past simple tense.

Secondly, I would like to interview and give some questions about how does he held his summer holiday in three tenses: present simple tense, past simple tense, future simple tense.

At last, I would like to ask him to write essay about the theme ‘Holidays in Uzbekistan’.

Conclusion

The aims of this study were to find errors in a written corpus collected for the paper, to classify the errors according to their source and type, to present the errors through



some occurrences and also quantitatively, and finally to use the results for a future improvement in ESL classrooms.

In conclusion, I think I should pay attention to the pupils' errors and work harder with them, give more clear explanations and grammar rules with activities, exercises. In addition, I suggested him to read more information, and Grammar Way book, Murphy Essential grammar book.

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