

Error Analysis in Spoken English among Grade 12 Students

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Abstract

This study aimed to identify and categorize the errors in spoken English among Grade 12 students based on the Linguistic Category Taxonomy of classification of errors by Dulay et al. (1982). Mixed sequential explanatory research design was used in the study. Participants were chosen from the two Senior High School strand offered at Aguinaldo T. Repiedad Sr. Integrated School using stratified random sampling. Recorded utterances from the picture-description and interview were analysed for errors using frequency count, mean rank, percentage and Mann-Whitney U Test to determine the major errors and the significant differences of these errors when participants were grouped according to academic track and exposure to English-related media. Results showed that students committed more errors in syntax and articulation of consonant sounds. Moreover, they have difficulty with noun and verb inflections in terms of its morphological component. Additionally, in terms of its syntactical component, the three highest number of errors recorded were on verb, preposition, and noun usage. On the other hand, the students' Senior High School track/strand or exposure to English-related media have no direct influence on the extent of errors the students committed in their utterances. Based on the results, it is recommended that English instruction be strengthened especially in teaching grammar and pronunciation and use authentic and relevant assessment tools when teaching to allow students to practice oral fluency of the target language.

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

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1. Introduction

English is used as medium in most professional interactions and various fields like medicine, politics, and education. In the Philippines, English is considered one of the official languages and majority of the subjects use English as medium of instruction. However, the student's ability to communicate in English has become increasingly the subject of concern, especially with the results of the National Achievement Test (NAT) and the 2018 Programme for International Student Assessment (PISA) which have indicated a declining overall performance of students in standardized examinations that uses English as test language. The 2018 PISA test results showed that students in the Philippines scored the lowest in reading while the results of the 2016-2017 NAT revealed that the Mean Percentage Score (MPS) of the English subject is below the national standard of 75%.

According to Mwangi (2009) as cited by Qasim et al. (2019), the use of mother tongue or first language during conversation contributes to poor performance in English. However, the Republic Act No. 10533 or the Enhanced Basic Education Act directs the Department of Education (DepEd) to adhere to the framework of Mother Tongue-Based Multilingual Education (MTB-MLE) where pupils in the Kindergarten to Grade 3 receive instruction, learning materials, and assessment in their respective native language. The learning of the English language often stops in the four corners of the classroom since conversing in English is an uncommon occurrence in the country. This shows that students lack exposure to the target language, English.

Afraid of making grammatical mistakes when speaking, most learners are reluctant to communicate in English inside the classroom. Several factors are plausible but the main reason might be the student's exposure to the English language. The students are not used to using the target language and that it is not the language they use in everyday communication. The continued downward trend in the test results of students taking standardized test that uses English as test language and the student's visible hesitation to speak in English during class discussions are some of the factors that contributed to the subject of this study.

This study was linked to Dulay et al. (1982) as cited by James (2013) that errors are flawed side of learners' speech or writing. The parts of conversation or composition that deviate from some selected forms of mature language performance are considered as errors. According

to Canale (1983) and Canale and Swain (1980) as cited by Chang et al. (2010), achieving effectiveness in communication requires communicative competence which is the mastery of the knowledge of language and the ability to use the knowledge in actual communication.

This study aimed to identify and categorize linguistically the errors in Spoken English among Grade 12 students of Aguinaldo T. Repiedad Sr. Integrated School (ATRSIS) during the S.Y. 2019-2020. The errors in spoken English are categorized according to phonology, morphology and syntax. It also identified language media students are exposed to. The study aimed to prove the following hypothesis:

Ho: There are no differences in the errors in spoken English committed by the Grade 12 students when classified according to (a) track/strand and (b) exposure to English-related media.

2. Literature review

2.1. The Status of English as a Spoken Language

English is the language said to be the most spoken language in the world. In 2017, 20% of the world's population speaks English and is considered to be the most commonly studied foreign language in the world (Lyons, 2017). In the Philippines, the teaching of English language in formal education is deeply rooted. The language was first introduced into the formal educational system on April 7, 1900 when then United States of America President William McKinley issued a Letter of Instruction that declares English as the medium of instruction in all levels of the public educational system in the Philippines.

The fact that the Philippine education system has been using English as a medium of instruction from elementary to university level for decades, indicates the great significance English language plays on the lives of Filipino people. As cited by Mangahas (2016), the 2008 SWS survey revealed that 76 percent of Filipinos nationwide say they could understand spoken English but only 46 percent could speak in English. However, according to Borlongan (2009), most verbal activities of the young generation of Filipinos are dominated by English as the language of current usage. This is in contradiction with the 2018 PISA test results, which revealed that students in the Philippines scored the lowest in reading among 79 countries who took the test.

2.2. Linguistic Category Taxonomy of Errors

On phonological error, the results of the study of Purnama (2019) showed that the biggest phonological errors committed by the students were on diphthongs. On the other hand, Al-Rubaat and Alshammari (2020) revealed that learners experienced errors in phonology related to mispronunciation of voiced or voiceless phonemes. In his study, Risdianto (2017) concluded that EFL Sudanese students' greatest errors in spoken English is on mispronouncing consonant minimal pairs such as /f/ and /v/, /s/ and /θ/ and /ð/ and /z/.

Safrida (2016) determined that the students still have a serious problem in terms of grammatical aspect, especially omission of noun inflections and irregular past tenses, and malformation of auxiliaries while the study of Mardijono (2003) revealed that there are more occurrences of syntactic errors compared to morphological errors. The most predominant syntactical error is on the noun phrase category, while the predominant morphological errors are the basic verb or the unmarked verb used after infinitive to. On syntactical errors, Kamlasi (2019) indicated that errors in verb placed the highest followed by errors in preposition and pronoun. Jahan (2017) concluded that the grammatical errors, such as: verb tenses, word order, pronoun, preposition, article, suffix, prefix, and subject-verb agreement are made due to Language 1 (L1) transfer where the influences of Bengali on the students speaking English are manifested.

The conclusion from the study conducted by Mashoor and Abdullah (2020) elucidates several causes of the students' spoken errors in English. These include the student's lack of vocabulary, motivation, and practice. For instance, Leño (2019) observed the speaking difficulties of Philippine indigenous learners and indicated the limited exposure to the English language, especially in oral activities, had caused speaking problems for the students. Moreover, Hind (2018) as cited by Mashoor and Abdullah (2020) concluded that the Arab student's English-speaking skills and weakness in the linguistics were affected by the influences of the first language and differences of the cultures as well as the teaching methods. Similarly, Ramasari (2017) identified that the students' first language acquisition influenced their pronunciation in speaking English.

The study of Castor et al. (2013) indicated that the most committed errors in spoken English were in the usage of pronoun/antecedent, verb, and preposition. Moreover, the students who are fairly exposed to English-related media committed more errors as compared to those who are highly exposed. Al-Zoubi (2018) has revealed that there is a strong impact of exposure

to English language on language acquisition emphasizing that the higher the exposure, the better the learner performs in the target language. Palencia (2009) as cited by Alaga (2015) has also arrived at the same conclusion stating that those learners who preferred watching English shows, movies and documentaries had a higher chance to improve their English performance. The study of Ortega (2011) revealed that the Icelanders have higher English proficiency levels, when compared to those of their Spanish counterparts, because they have more exposure to English media. Similarly, Tabula (2010) found out that there is a significant relationship between the student-related variables on the type of school graduated from, parents' educational attainment, language used at home, and exposure to mass media and their level of oral exposition skills. Thus, Alaga and Palencia (2015) concluded that print and audio – visual media play important roles in the language performance of the students.

3. Methodology

The mixed sequential explanatory research design was used in the study since it involves the combination of elements of qualitative and quantitative research approaches such as the use of qualitative and quantitative viewpoints in data collection, recording, analysis, interpretation and description (Johnson et al., 2007). As explained by Creswell (2009), sequential explanatory design is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data.

The participants of this study were the 15 randomly chosen Grade 12 students of Aguinaldo T. Repiedad Sr. Integrated School for the School Year 2019-2020. This constitutes the 17 percent of the population. In qualitative research, in terms of sample size, the researcher may identify a small number of participants to provide in-depth information, since the key idea of qualitative research is to provide detailed views of individuals (Creswell, 2006).

The participants were selected using the random sampling design through draw lots method wherein the samples were randomly selected. To ensure objectivity, the listing of population units in the sample frame was arranged in a random order. Three external language validators were assigned to analyze the audio recorded utterances of the participants. These language validators include teachers and master teacher who majored in English and has taught grammar and oral communication for more than 10 years.

The researcher used a picture-description task and interview to gather spoken data from the participants. The spoken English test through the picture-description task was used to enable the participants to project their internal feelings and attitude towards the given topic. After these tasks, the participants were given a researcher-made questionnaire to ascertain their exposure to English-related media. The external language validators were given a checklist on the categories of errors to be analyzed. Errors from these utterances were identified and categorized based on Linguistic Category Taxonomy from Dulay et al. (1982). However, only the pronunciation and grammar aspect of the Linguistic Category Taxonomy were analyzed.

Frequency count and percentage were used to determine the category and number of errors that the participants committed and their responses to the researcher-made questionnaire. The Mann-Whitney U Test was used to determine the significant difference on the errors committed when participants were categorized into SHS track/ strand and exposure to English-related media. The decision on the significant difference was determined using the p-value. If the p-value is less than or equal to 0.05, the null hypothesis is rejected. If the p-value is greater than 0.05, the null hypothesis is accepted. To describe the participant's exposure to language media, the following criteria were used: L1 indicated that the participants' exposure to English language is less than 30 percent; L2 showed that the participants used mixed language including English; and L3 denoted 100 percent exposure to English as language media.

4. Findings and Discussion

Table 1
Phonological Categories of Errors in Spoken English of Grade 12 Students

| Categories of errors | English word | Standard utterance based on IPA | Errors in student's utterances | f |
|----------------------|--------------|---------------------------------|--------------------------------|---|
| vowel | photo | /fʊtəʊ/ | /fʊtʊ/ | 1 |
| | was | /wɒz/ | /wʊz/ | 1 |
| | financial | /faɪ'nænfəl/ | /fɪ'nænf(ə)l/ | 1 |
| | mental | /mɛn tɪ/ | /'mɪntɪ/ | 1 |
| | stolen | /'stəʊlən/ | /stɔlən/ | 1 |
| | many | /'meni/ | /'meɪni/ | 1 |
| | image | /'ɪmədʒ/ | /ɪmeɪdʒ/ | 1 |
| | stories | /stɔrɪz/ | /stɔrɪz/ | 1 |
| | suicide | /'suɪ,sɑɪd/ | /'sʊ sɑɪd/ | 1 |
| consonant | youth | /ju:θ/ | /ju:t/ | 3 |
| | their | /ðeər/ | /deər/ | 3 |
| | that | /ðæt/ | /dæt/ | 3 |
| | this | /ðɪs/ | /dɪs/ | 2 |
| | they | /ðeɪ/ | /deɪ/ | 1 |
| | thought | /θɔt/ | /tɔt/ | 1 |
| | through | /θru/ | /tru/ | 1 |

Table 1 reveals the phonological categories of errors committed by Grade 12 students in Spoken English. The results showed that there was a total of 23 phonological errors.

The errors in articulating vowel sounds commonly occur when the learners utter the long /u/ instead of its corresponding diphthongs or short vowel sound as in the word “photo” pronounced as /footu/ instead of /footoʊ/, “was” articulated as /wuz/ as opposed to /wɒz/ and the word “suicide” spoken as /'su said/ instead of /'suɪ,said/. In addition, learners would replace an open-mid front unrounded vowel and schwa with diphthongs as in the word “many” pronounced as /'meni/ rather than /'meni/ and the word “image” articulated as /'imeɪdʒ/ instead of /'ɪmədʒ/. These results coincide with the findings of Purnama (2019).

In terms of errors in consonant sounds, majority of the errors are committed in the articulation of voiced /ð/ and voiceless /θ/ dental fricative where learners replaced the sounds with voiced alveolar plosive and voiceless alveolar plosive respectively. Participants would pronounce the word “their” as /dɛər/ instead of /ðɛər/, “this” as /dɪs/ rather than /ðɪs/, and “that” as /dæt/ instead of /ðæt/. The errors in voiceless dental fricative can be observed when the participants pronounced the word “youth” as /ju:t/ instead of /ju:θ/ and “through” as /tru/ instead of /θru/. These results concur with the findings of Al-Rubaat and Alshammari (2020) who emphasized that the mispronunciation of voiced or voiceless phonemes is a common error among EFL learners. In addition, Risdianto (2017) also concluded that students’ greatest errors in spoken English are on mispronouncing consonant /θ/ and /ð/.

In this study, the participant’s first language, Akeanon, does not have the diphthongs /oʊ/ and /uɪ/ as well as the consonants /θ/ and /ð/. For this reason, the participants would unconsciously copy the sound from their mother tongue to replace the English phoneme. According to de la Cruz and Zorc (1968), Akeanon has three vowels that are native to the dialect and two which have been adopted under Spanish and/or English influence. The phoneme /u/ is categorized in Akeanon as high back vowel which sounds quite similar to the American English vowel sounds in the words: “root” or “too”. The sounds of /θ/ and /ð/ on the other hand are substituted by /t/ or the voiceless dental stop and /d/ or the voiced dental stop in the Akeanon language. The voiceless dental stop sound is usually formed by bringing the tip of the tongue against the back of the upper teeth while the /d/ is formed like /t/, but with the addition of voice. (de la Cruz & Zorc, 1968)

From the data obtained, the students have confusion pronouncing English phonemes that do not appear in their first language. The production of English phoneme is affected by the sounds that the participants are familiar with in their mother tongue. The same conclusion was presented in the study of Purnama (2019).

Table 2

Morphological Categories of Errors in Spoken English of Grade 12 Students

| Categories of errors | Errors in student's utterances | f |
|---|---|---|
| Nominalization and plural inflections of nouns | <p>"...Umm there so many teenager that has been pregnant ..."</p> <p>(U1)</p> <p>"...Many youths like me are lack of financial." (U2)</p> <p>"...teens are have--have a difficulty to tell their stories or worries to their parents because of feeling shy and ... and awkwardness..." (U3)</p> <p>"...Uhhm as a youth, I can help him or her uh that victims by-- by just treating him or her nicely...(U4)</p> | 4 |
| Verb inflections that indicate tense and number | <p>"...Uhm they cut the hair of the girl and they even split a water in her head..." (U5)</p> <p>"...And sometimes uhm they stammering and in physical activities uhm the the students will not enjoy it..." (U6)</p> <p>"...we should know how to respect uhm each of us by simply not to bully them uhm by her or his uhhh physical appearance..." (U7)</p> <p>"...If they will continue bully her I can I can see in the picture that the girl is weak and can't fight for herself..." (U8)</p> <p>"...As far as I know uhhm the most common problems that a youth like me (utterance) experiencing nowadays are the lack of self-confidence..." (U9)</p> | 5 |
| Inflectional and derivational morphology (adjectives) | <p>"...Physical and cyber bullying isn't that easy for a victim because uhh it leads to so many problems to him or her that eventually he or she will uhh feel alone, depressed or worst suicide..." (U10)</p> | 1 |

Legend: U - utterances of the participants during the picture description task and interview.

The results in Table 2 show that the participants committed a total of 10 morphological errors. The following are examples of errors in verb inflections:

In U5, the participant used the wrong formation of simple past tense when she said, "...and they even split a water..." instead of using the past form of the verb, "spilled". In U7, the participant used the infinitive form "...by simply not to bully them uhm by her or his..."

The data suggested that the participants would use the infinitive form of the verb instead of adding -ing inflection. Moreover, the errors in the formation of plural nouns frequently occur.

The utterances of the participants also contain numerous fillers which denote hesitations and pauses during the utterance.

According to Safrida (2016) and Mardinojo (2003), these errors in verb inflection appeared due to misapplication of linguistic rules and interference of 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 have affected their application of the linguistic rules. Also, spoken English is more spontaneous than written and the thinking time given is shorter.

Table 3

Syntactical Categories of Errors in Spoken English of Grade 12 Students

| Categories of errors | Error in student's utterances | f |
|--|--|----|
| Pluralization and noun usage | "...because of feeling shy and ... and awkwardness ..." (U1) "...eventually he or she will uhh feel alone, depressed or worst suicide ..." (U2) "...I can help him or her uh that victims by..." (U3) "...And uhh because of teenage pregnancy some teenager get scared..." (U4) "...Umm there so many teenager that has been pregnant in an early age..." (U5) "...Many youths like me are lack of financial ." (U6) "...Many youth are experiencing lack of confidence..." (U7) | 7 |
| Verb tense, number and auxiliary verbs | "...there are one girl who (utterance) bullied by three girls..." (U8) "...and they even split a water in her head and taking photos and videos of her...she already experience bullying..." (U9) "...Many youths like me are lack of financial..." (U10) "...If they will continue bully her I can..." (U11) "...This picture shows that the girl are being bullied by the group of girls that might (utterance) her or cause her depression..." (U12) "...Umm there (utterance) so many teenager..." (U13) "...By simply not to bully them uhm by her or his uhhh physical appearance..."(U14) "...It (utterance)because they believe that they are old enough for taking their own decisions ...And also they don't want their parents to get involve of what they want to do..." (U15) "...the most common problems that a youth experience nowadays I think..." (U16) "...some of them may be lead to depression..." (U17) "...from the picture the victim being abused by his fellow..." (U18) "...teens are have --have a difficulty to tell their stories..." (U19) "...the most common problems that a youth like me (utterance) experiencing ...this (utterance)most commonly experience by the youth..."(U20) "...Lastly, uhh depression wherein, a person experience of a feeling of being lonely..." (U21) | 20 |

| Categories of errors | Error in student's utterances | f |
|---|--|----|
| Pronoun/ antecedent relation- ship | <p>"...Uhm it will be hard for a youth of course uhm for example when they are reporting in front of the class..." (U22)</p> <p>"...By simply not to bully them uhm by her or his uh physical appearance..."(U14)</p> <p>"...Examples to this are posting their uhh image or pictures without his or her permission, telling stories about the victim even if it is not true..." (U23)</p> <p>"...Also, they bully others to post it in social media to be famous and attract attention to his or her follower..." (U24)</p> | 5 |
| Articles/ determiners | <p>"...there are one girl who (utterance) bullied by three girls..." (U8)</p> <p>"...and they even split a water in her head..." (U9)</p> <p>"...teens are have--have a difficulty to tell their stories..." (U1)</p> | 3 |
| Adjectives (degree of comparison and inflections) | <p>"...Many youths like me are lack of financial..." (U10)</p> <p>"...to prove that they are most popular to that person..." (26)</p> <p>"...because of feeling shy and and awkwardness..." (U1)</p> <p>"...he or she will uhh feel alone .. depressed or worst.. suicide..." (U25)</p> | 4 |
| Adverbial clause | <p>"...And as a student we should stop bullying because we can't get something about it and because of bullying we can hurt feelings..." (U26)</p> | 1 |
| Prepositional idioms and phrases | <p>"...and they even split a water in her head..." (U9)</p> <p>"...their faces look uhm so satisfied for what they are doing..." (U27)</p> <p>"...bully them uhm by her or his uh physical appearance...we should accept them of what they really are..." (U14)</p> <p>"...thinks that they can do anything by their own shoulders..." (U28)</p> <p>"...old enough for taking their own decisions ... get involve of what they want to do..." (U15)</p> <p>"...attract attention to his or her follower..." (U24)</p> <p>"...a feeling that you are burdened of certain problems..." (U29)</p> <p>"...the most common problem of a youth like me..."</p> <p>"...we can't get something about it..." (U26)</p> | 11 |
| Conjunctions | <p>"...And as a student we should stop bullying because we can't get something about it and because of bullying we can hurt feelings..." (U26)</p> <p>"...And uhh because of teenage pregnancy some teenagers get scared to tell their parents umm that cause them family problems in case the parents find out about it..." (U30)</p> <p>"...This most commonly experience by the youth like ummm for example academic factors .. uhh being rushed on paper works and other activities..." (U31)</p> | 4 |
| Word Order | <p>"...And sometimes uhm they stammering and in physical activities uhm the the students will not enjoy it because they are afraid to make a wrong move to cause embarrassment..." (U33)</p> <p>"...And when the pe—when wo-- and when the father is not responsible with the teenage mom some of them may be lead to depression that is hard to overcome and may be lead to suicidal thought..." (U17)</p> | 2 |

Table 3 reflects that a total of 54 syntactical errors were committed by Grade 12 students in Spoken English. The following were examples of errors in verb, preposition and noun:

a.) for verb tense, number and auxiliary verbs

The participant in U8 committed a subject-verb agreement error when she said: “As I describe the picture, there are one girl who bullied by three girls...” The statement in U9 “...and they even split a water in her head and taking photos and videos of her” contains errors in verb tense, parallelism and proper use of preposition.

Errors in verb tense and preposition were noted from the statement in U15 when the participant said “...to get involve of what they want to do...”, instead of “...they don’t want their parents to get involved in what they want to do...” The participant in U18 omitted the helping verb in the statement “...the victim (utterance) being abused by his fellow...” and committed errors in verb inflection and article in the statement “...teens are have a difficulty...” (U19)

b.) for prepositional idioms and phrases

The participant committed an error in the use of preposition in his statement “a feeling that you are burdened of certain problems” (U29) instead of “...burdened with...” Moreover, he also used the wrong preposition and pronoun in the statement “we should accept them of what they really are” (U14) instead of “... for who they really are...”

c.) for the use of noun

In U1, the participant committed an error in her statement, “because of feeling shy and awkwardness...” instead of “because of shyness and awkwardness...” Furthermore, in U2, the participant committed an error in his statement, “he or she will uhh feel alone depressed or worst suicide” instead of “...feel alone, depressed or worst suicidal.”

The analysis of the utterances showed that learners have confusion in the use of auxiliary verbs and formation of verb tenses; formation of prepositional idioms and phrases that begin with on, in, of, with, for and to; and nominalization as well as noun inflection using -s. In relation to tense formation, the data revealed that learners were uncertain when to use the progressive form of verbs, how to form the past tense of irregular verbs, and when to use auxiliary verbs. This was seen when they mixed tenses in their spoken English during the picture-description task and interview. In most instances, learners tend to use the wrong prepositions in their utterances. The dominant errors in verb formation and correct usage of prepositions were also noted from the study of Kamlasi (2019) and Jahan (2017). These errors

might have occurred due to the student's misunderstanding of the use of rules in grammar, lack of practice and the influence of the respondent's first language. The study conducted by Mashoor and Abdullah (2020) have also stated the same factors.

Table 4

Summary of Errors in Spoken English of Grade 12 Students

| Errors in Spoken English | f (90) | Percentage 100% |
|---------------------------------|-------------------|----------------------------|
| Phonological Errors | 23 | 25.6 |
| Morphological Errors | 10 | 11.1 |
| Syntactical Errors | 57 | 63.3 |

In view of the data from the table 4, the highest number of errors committed by Grade 12 students fall under the syntax category with 63.3%. This indicates that the learners still have confusion with regards to the proper application of grammar rules. Jahan (2017) has also noted the same decision.

Table 5

Language Media Exposure of Grade 12 Students

| Media Exposure | Language Used | | | | | |
|--|--|----|---|-----|----------------------|----|
| | About 70 percent of the language used is not in English | | Uses mixed language including English | | Uses pure English | |
| | f | % | f | % | f | % |
| Mass Media | | | | | | |
| Favorite local or international TV program | 12 | 80 | 0 | 0 | 3 | 20 |
| Songs listened to in the past weeks | 0 | 0 | 3 | 20 | 12 | 80 |
| Movie or video watched in the past weeks | 0 | 0 | 12 | 80 | 3 | 20 |
| Books/publication/printed materials read in the past weeks | 12 | 80 | 3 | 20 | 0 | 0 |
| Social Media | | | | | | |
| Medium/ language used in social media platforms | 0 | 0 | 15 | 100 | 0 | 0 |
| Medium or language used when surfing the internet | 0 | 0 | 15 | 100 | 0 | 0 |
| Communication Context | | | | | | |
| Medium or language used when talking with friends | 0 | 0 | 15 | 100 | 0 | 0 |
| Medium or language used when talking with family members | 9 | 60 | 6 | 40 | 0 | 0 |

Table 5 reveals the languages used by the participants in the different English-related media such as Mass Media, Social Media and Communication Context.

Mass Media

Favorite TV program. 12 or 80% of the participants watched TV programs which use Filipino as medium while three or 20% watched TV programs which use pure English as medium.

Songs. The results showed that 12 or 80% of the participants listened to English songs while three or 20% listened to songs sung using mixed language including English.

Movie or Video. 12 or 80% of the participants have watched movies or videos that use mixed language including English as medium while three or 20% have watched English movies or videos.

Books/Publications/Printed Materials. The results revealed that 12 or 80% of the participants have read books/publications/printed materials written in language of which majority is not in English while three or 20% have read books/publications/printed materials in mixed language including English.

Social Media

Medium/ Language Use in Social Media Platforms. 100% of the participants of the study used mixed language including English when communicating or commenting in the different social media platforms.

Surfing the Internet. 100% of the participants used mixed language including English in surfing the internet.

Communication Context

Talking with Friends. 100% of the participants of the study used mixed language including English in talking with friends.

Talking with Members of the Family. Nine or 60% of the respondents communicated with members of the family in Mother Tongue and only used English sparingly while six or 40% used mixed language including English.

The data indicated that the participants have little to no exposure to language media that uses pure English. This clearly showed that the participants have limited opportunities to practice using the target language. This result contradicted with the findings of Alaga and Palencia (2015) asserting that majority of their participants used the English language when accessing various forms of print, audio and audio-visual media.

Table 6

Difference in the Errors in Spoken English among Grade 12 Students when Classified as to their Track/Strand

| Errors | Strand | Mean Rank | Z | p-value | Interpretation |
|----------------------|---------------|------------------|----------|----------------|-----------------------|
| Phonological Errors | TVL | 4.00 | 1.155 | 0.248 | Not Significant |
| | GAS | 2.33 | | | |
| Morphological Errors | TVL | 3.50 | 0.609 | 0.543 | Not Significant |
| | GAS | 2.67 | | | |
| Syntactical Errors | TVL | 2.75 | 0.296 | 0.767 | Not Significant |
| | GAS | 3.17 | | | |
| Overall Errors | TVL | 4.00 | 1.291 | 0.197 | Not Significant |
| | GAS | 2.33 | | | |

The results in Table 6 reflect that there is no significant difference in the overall errors in spoken English of Grade 12 students when classified according to their strands as shown by the p-value of 0.197. Likewise, Grade 12 students' phonological errors (p-value = 0.248), morphological errors (p-value = 0.543), and syntactical errors (p-value = 0.767) are not significantly different when the students are grouped according to their strands.

The results showed that regardless of the strand of the students, the variation in the extent to which they commit errors in spoken English, is not significant. This confirmed the study conducted by Castor et al. (2013) stating that there was no significant difference in the Linguistic Category Taxonomy errors committed by BSED English Majors when participants are grouped into college level.

Table 7 shows that there is no significant difference in the phonological errors committed by the participants regardless of whether they watched L1 or L3 TV programs (p-value = 0.157), listened to L2 or L3 songs (p-value = 0.480), read L1 or L2 printed materials (p-value = 0.480),

watched L2 or L3 movies (p-value = 0.157), and talked with family members in L1 or L2 (p-value = 0.76).

Table 7

Difference in the Phonological Errors in Spoken English among Grade 12 Students when Classified according to the Language Used in English-Related Media

| Errors | Language Used in English-Related Media | Mean Rank | Z | p-value | Interpretation |
|-----------------------------|--|-----------|-------|-----------------|-----------------|
| Phonological Errors | TV Programs | | | | |
| | L1 | 3.50 | 1.414 | 0.157 | Not Significant |
| | L3 | 1.00 | | | |
| | Songs | | | | |
| | L2 | 4.00 | 0.707 | 0.480 | Not Significant |
| | L3 | 2.75 | | | |
| | Books/Printed Material | | | | |
| | L1 | 2.75 | 0.707 | 0.480 | Not Significant |
| | L2 | 4.00 | | | |
| | Movie/Video | | | | |
| | L2 | 3.50 | 1.414 | 0.157 | Not Significant |
| | L3 | 1.00 | | | |
| Talking with Family Members | | | | | |
| L1 | 2.33 | 1.155 | 0.76 | Not Significant | |
| L2 | 4.00 | | | | |

Legend: L1 – About 70 percent of the language used is not in English; L2 - Uses mixed language including English L3 - Uses pure English

As reflected in the table, the students prefer to use mixed languages when communicating in various contexts. This implied that the students have very little contact with the different forms of media that use pure English. Because of this, they were not exposed to native speakers of the language as well as the international standards of pronunciation which resulted to the errors in utterances. This concurs with the result of the study of Leño et al. (2019), who emphasized that the limited exposure of students to the English language cause speaking problems.

Table 8 shows that there is no significant difference in the morphological errors committed by the participants regardless of whether they watched L1 or L3 TV programs (p-value = 0.264), listened to L2 or L3 songs (p-value = 0.136), read L1 or L2 printed materials (p-value = 0.136), watched L2 or L3 movies (p-value = 0.264), and talked with family members in L1 or L2 (p-value = 0.543).

Table 8

Difference in the Morphological Errors in Spoken English among Grade 12 Students when Classified according to the Language Used in English-Related Media

| Errors | Language Used in English-Related Media | Mean Rank | Z | p-value | Interpretation |
|-----------------------------|--|-----------|-------|-----------------|-----------------|
| Morphological Errors | TV Programs | | | | |
| | L1 | 2.63 | 1.118 | 0.264 | Not Significant |
| | L3 | 4.50 | | | |
| | Songs | | | | |
| | L2 | 1.00 | 1.491 | 0.136 | Not Significant |
| | L3 | 3.50 | | | |
| | Books/Printed Material | | | | |
| | L1 | 3.50 | 1.491 | 0.136 | Not Significant |
| | L2 | 1.00 | | | |
| | Movie/Video | | | | |
| | L2 | 2.63 | 1.118 | 0.264 | Not Significant |
| | L3 | 4.50 | | | |
| Talking with Family Members | | | | | |
| L1 | 2.67 | 0.609 | 0.543 | Not Significant | |
| L2 | 3.50 | | | | |

The data revealed that students rarely read printed materials or talk to family members in English. However, they did listen to songs and watch TV programs and Movies/Videos in different languages including English.

This signified that majority of the participants were not exposed to media that use pure English which resulted to “not significant” interpretation in the difference in the morphological errors in spoken English of students. Since the students have little exposure and practice in using the target language, this resulted to errors in the application of linguistic rules. This conformed with the study of Castor et al. (2013) and Al- Zoubi (2018), which highlighted that exposure to English media has a strong impact to the language acquisition of learners; where the higher the exposure, the better the learner performs in the target language.

Table 9 shows that there is no significant difference in the syntactical errors committed by the participants regardless of whether they watched L1 or L3 TV programs (p-value = 0.147), listened to L2 or L3 songs (p-value = 0.717), read L1 or L2 printed materials (p-value = 0.717),

watched L2 or L3 movies (p-value = 0.147), and talked with family members in L1 or L2 (p-value = 0.767).

Table 9

Difference in the Syntactical Errors in Spoken English among Grade 12 Students when Classified according to the Language Used in English-Related Media

| Errors | Language Used in English-Related Media | Mean Rank | Z | p-value | Interpretation |
|--------------------|--|-----------|-------|---------|-----------------|
| Syntactical Errors | TV Programs | | | | |
| | L1 | 2.50 | 1.451 | 0.147 | Not Significant |
| | L3 | 5.00 | | | |
| | Songs | | | | |
| | L2 | 3.50 | 0.363 | 0.717 | Not Significant |
| | L3 | 2.88 | | | |
| | Books/Printed Material | | | | |
| | L1 | 2.88 | 0.363 | 0.717 | Not Significant |
| | L2 | 3.50 | | | |
| | Movie/Video | | | | |
| | L2 | 2.50 | 1.451 | 0.147 | Not Significant |
| | L3 | 5.00 | | | |
| | Talking with Family Members | | | | |
| | L1 | 3.17 | 0.296 | 0.767 | Not Significant |
| L2 | 2.75 | | | | |

The figures in the table reflected that students watched TV programs and Movies/Videos, as well as, listened to songs in different languages including English but seldom talked to family members or read printed materials in the target language, English. This indicated that the participants have too little exposure to media that use pure English which resulted to “not significant” interpretation in the difference in the syntactical errors in spoken English of students. On the contrary, if students were exposed to media that use pure English, the results might have been significant. As Tabula (2010) found out, there is a significant relationship between the language used at home and exposure to mass media and the level of communication skills of students.

Table 10

Difference in the Overall Errors in Spoken English among Grade 12 Students when Classified according to the Language Used in English-Related Media

| Errors | Language Used in English-Related Media | Mean Rank | Z | p-value | Interpretation |
|-----------------------|---|------------------|----------|----------------|-----------------------|
| Spoken English Errors | TV Programs | | | | |
| | L1 | 3.00 | 0.00 | 1.00 | Not Significant |
| | L3 | 3.00 | | | |
| | Songs | | | | |
| | L2 | 3.00 | 0.00 | 1.00 | Not Significant |
| | L3 | 3.00 | | | |
| | Books/Printed Material | | | | |
| | L1 | 3.00 | 0.00 | 1.00 | Not Significant |
| | Movie/Video | | | | |
| | L2 | 3.00 | 0.00 | 1.00 | Not Significant |
| | Talking with Family Members | | | | |
| | L1 | 2.33 | 1.291 | 0.197 | Not Significant |
| L2 | 4.00 | | | | |

Table 10 shows that there is no significant difference in the overall errors committed by the participants regardless of whether they watched L1 or L3 TV programs (p-value = 1.00), listened to L2 or L3 songs (p-value = 1.00), read L1 or L2 printed materials (p-value = 1.00), watched L2 or L3 movies (p-value = 1.00), and talked with family members in L1 or L2 (p-value = 0.197).

The students have limited exposure to media that use pure English since they prefer to communicate using mixed languages in various contexts. This resulted to “not significant” interpretation in the difference in the overall errors in spoken English of students. However, the results might have been significant if students were to exposed to English-related media. As Palencia (2009) as cited by Alaga (2015) has suggested, learners who watched English shows had a higher chance to improve their performance, compared to those who do not. Consequently, Ortega (2011) also confirmed that students who have more exposure to English media have better English proficiency than those who have limited exposure.

5. Conclusion

This study revealed that the highest number of errors committed using Linguistic Category Taxonomy were errors in syntax with 57 errors or 63.3%, when Grade 12 students are taken as an entire group. The students have recorded a high number of errors in the articulation of the consonant sounds with 14 errors, when categorized according to phonological errors; the highest number of errors recorded for morphological errors were verb inflections with five errors; while in syntactical errors, the three highest number of errors were recorded under verb, preposition and noun with 20, 11 and seven errors, respectively. Moreover, the Grade 12 students preferred to use mixed language including English when interacting in different settings such as mass media, social media and communication contexts. Majority of the learners were inclined to watch TV programs as well as read books and other printed materials in Mother Tongue or Filipino. However, 80% of the participants did listen to English songs. Results further revealed that there was no significant difference in the overall errors in spoken English of Grade 12 students when classified according to their track/strands as shown by the p-value of 0.197. There was no significant difference in the overall errors in spoken English of Grade 12 students when classified according to their exposure to English-related media as shown by the p-value of 1.00 and 0.197.

The students still have confusion with the appropriate use of grammar rules as observed from the high frequency of errors in syntax. In terms of phonological categories of errors, it can be concluded that students have difficulty articulating consonant sounds such as /ð/ and /θ/. The errors occur because the English phonemes do not appear in the first language of the participants and the articulation of sounds were influenced by the participant's mother tongue. In terms of morphological errors, the participants committed the highest number of errors in verb inflections indicating poor application of the rules governing word formation. The errors in this linguistic component was caused by the misapplication of linguistic rules and interference of the participant's first language. For syntactical errors, the students were still confused with subject-verb agreement, proper use of preposition and noun usage. This occurred because of the participant's confusion about the grammar rule restrictions and their incomplete application of these rules, the influence of the mother tongue transfer, lack of practice and motivation, and their own English learning habits.

The Grade 12 students have little exposure to English-related media as shown in their preference to watch non-English TV programs and movies as well as read books and other publications written in Filipino or Mother Tongue. Most of the participants used mixed language including English when interacting in different settings such as mass media, social media and communication contexts. This indicated that the students have very limited opportunities to practice communicating in English. Concerning this result, the exposure to English-related Media as well as students' track/strand have no significant effect to the errors in spoken English of Grade 12 students. Since the students have limited exposure to media that use pure English, this resulted to "not significant" interpretation. On the contrary, if students were exposed to media that use English as medium, the results might have been significant.

Sufficient opportunities to practice speaking in the English language, whether inside or outside the classroom, should be emphasized such as encouraging students to speak in English during class discussions as well as initiating club and extra-curricular activities where students can have access to various English media. In addition, English instruction should be strengthened, through the production of speaking drills and activities as well as grammar worksheets suitable to the developmental needs of Senior High School students, to improve their oral communication competence. A balance between teacher's guidance and corrections whenever errors occur as well as students' self-correction of grammatical errors while speaking should be always emphasized to help refine the students' English-speaking skills.

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