Utilizing Error Analysis in Teaching Practice: Is It Meaningful?

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Abstract: Studies on error in language learning have been largely researched but utilizing error analysis in teacher education remains a question. The present study aims at investigating the use of errors in prospective teacher's spoken language to enhance their subject matter competence. Involving 13 prospective English language teachers of a public teacher education institution, the data were collected by teaching observation and interviews and were analysed by content analysis under three barriers dimensions proposed by Yang and Carless (2013). The findings indicate that all prospective teachers committed errors. The errors made are among others grammatical, pronunciation, and vocabulary errors, and code switch. The errors made can be categorized as errors and mistakes. Those errors are due to their limited knowledge and lack of practice. The prospective teachers can immediately correct their errors when feedback is provided by their supervisors. The findings suggest that it is necessary for teacher education institutions to provide and train their prospective teachers fundamental trainings and practice on subject matter. These trainings and practices may reduce the prospective teachers' anxiety and in implementing their mastery of subject matter. There is highly recommended to provide sufficient feedback provision that serve dialogicity, meaningfulness, and timeliness and insights.

1 INTRODUCTION

Studies on error analysis in language learning have been largely researched but utilizing error analysis in teacher education remains a question. In the meantime error analysis is "a 'device' the students use in order to learn" (Khansir, 2013). Besides, the prospective teacher can make use of their errors made to help themselves to connect their prior knowledge and the new material or skills presented (Abushihab, 2014).

Research on error analysis has shown their contribution to the enhancement of subject matter competence. First, a study to 30 ESL students in UAE shows that error analysis influences them to boost their second language acquisition (Alahmadi, 2014). Second, a study to five transcripts of Indonesian high school students' speaking performance have indicated that they fail to fill in the gaps of their grammatical errors (Rini, 2014). Third, a study to Chinese high school students shows error analysis helps them identify their errors, when, and how to cope with the errors (Xie and Jiang, 2007). Fourth, a study to ESL students in Bangladesh indicates that error analysis helps students to make balance when to give corrective feedback and when not when students perform their speaking (Kayum, 2015). Fifth, a study on error analysis supports scaffolding to make students learn more effectively to succeed compared to giving direct feedback (Maolida, 2013). Sixth, a study on error analysis helps students to identify the effect of students' native language and their second language acquisition (Habibullah, 2010; Mustafa et al., 2017).

Those studies serve a strong argument that error analysis on subject matter delivered through feedback—defined as inputs on one's progress towards their improvement (Lewis, 2002) promote betterment. This argument encourages prospective teachers to make a reflection on their own mastery and performance. Furthermore, it promotes better and more systematic feedback provision in teacher education institutions in particular. Based on those arguments, it is necessary to conduct a research on error analysis that supports feedback provision to

enhance English prospective teachers' subject matter competence.

To be a competent professional teacher is a desirable and high demand for every teacher, including an English teacher. Language teaching experts assert that professional teachers must have the following competencies: professions/fields of study, pedagogy, social, and personal.

To obtain the competencies mentioned, training for teachers is required. Teaching practicum and teaching practice as part of teacher education is considered not strong enough to help prospective English teachers to become professional and competent in their field of expertise.

In this research, error analysis is used as a tool to improve the competence of field of study of English teacher candidate. Amid the diversity of understanding of mistake and errors, this study uses the definition of error as "the mistakes which cannot be corrected by students themselves (Harmer, 2008) that occurs as the result of the unknown language rules. the reflection of gaps in the students' knowledge "(Ellis, 1997, p 17). When viewed from the final state of the error, it is shown that the student's ignorance of the rules of the language he is aware of or not (Yang & Xu, 2001, p.17) thus requires others to correct him.

The role of error analysis on the provision of feedback on competencies in the subject matter competence of the teacher candidate is no doubt. The results of error analysis provide information related to the dimensions of feedback (content, social-affection, and structure) that can be a source of barriers to the acquisition and improvement of competencies when not well exploited by the candidates of English teachers resulting in a lack of student understanding of the material being taught. This condition encourages the present study to utilize and promote the use of error analysis within a dialogic feedback process (Stern and Backhouse, 2011; Sutton, 2009). The competence of subject matter in teaching is not only a matter of transmitting knowledge, but must have a capacity-building orientation of learners "to engage in dialogue." In these dialogues, knowledge is constantly being built, deconstructed and reconstructed" (Wegerif, 2006).

To examine how error analysis in supporting the feedback process as part of improving the competence of the field of English teacher candidates can be seen in Figure 2. The three dimensions of Yang and Carless (2013) will be the basis and source of error- in this study. These three dimensions can be illustrated in the following figure.
The three dimensions as the source of error analysis become important information in the feedback

process. The first dimension is the cognitive dimension associated with the content that indicates the quality of the work of the learner. The content of feedback in this context is not limited to academic knowledge. This dimension can include the nature of the task and the learning needs of the learners. This dimension will encourage learners' involvement to learn independently, the ability to independently monitor their learning. Some of the following focus are examples of this dimension, including: discussion of concepts, techniques, task completion strategies, procedures, skills, values, attitudes, beliefs, and principles (Yang and Carless, 2013).

The second dimension is the socio-affective dimension related to negotiation between feedback. Yang and Carless (2013) define it as "social practice" in which relationship management is the emotional centre affecting the way of learning. They emphasize the concern of the inner dimension of how social role responses in their learning environment and how the emotions of learners are involved to carry out learning and do learning tasks. Yang and Carless (2013) state that effective learners use feedback to channel their emotions toward self-learning. Such self-learning ability can support strategies to motivate and assure emotions as part of natural learning.

The third dimension is the structure dimension consisting of organization and feedback management. Yang and Carless (2013) add this component must work with resources to generate and provide feedback. They advise teachers and institutions to be part of the two feedback processes.

There are four ways error suppression is given in helping learners learn to do well. First, error analysis helps learners to verify that they are capable of reaching their learning target. Second, error analysis allows them to assess their strengths and weaknesses. Third, error analysis can encourage learners to grow in line with the process. Finally, error analysis can help them recognize and share insights about the world (London and Sessa, 2006).

Associated with the competencies required as a professional teacher, error analysis becomes a provider of feedback information empirically assisting prospective teachers. Error analysis can identify gaps between existing abilities and desired capabilities (Price et al., 2011). In addition, error analysis can clarify misunderstandings and can identify weaknesses of learning strategies and skills (Sadler, 2010). It can also contribute to independent learning (Pekrun et al., 2002) and can nurture the potential and ability of aspiring teachers to be independent, solve problems, self-evaluate, and reflect (Sadler, 2010).

To be competent is the main goal of every teacher. This is certainly true for English teachers. Various characteristics of being a competent teacher are required for prospective English teachers who are expressed from experts and educational institutions as well. One suggested by The National Academy of Education (Darling-Hammond et al., 2005). It is proposed that the teacher be competent when he has the following knowledge. First, teachers have learners' knowledge and their development. Second, teachers have knowledge of the subject matter and curriculum objectives. Third, teachers have knowledge of teaching. This competency requires the teacher to have knowledge of the content, learning process, and learning process of the learner related to the content. Finally, he is able to assess student learning outcomes and be able to manage the class.

The present study focuses on the competence of teaching English teacher candidates. Their teaching competencies are demonstrated over three months of Teaching Practice Program supervised by lecturers from the university and teachers from the target schools. Improved teaching competence is considered one of the most frequently used competency demands as an analytical variable to explain why some teachers are more effective than others (Hendriks et al., 2010).
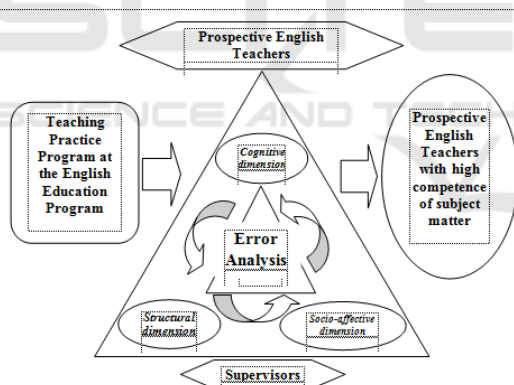

Figure 1: *Error Analysis* in Teaching Practice towards Subject Matter Competence

2 RESEARCH METHODOLOGY

Prospective English teachers and their supervisors were involved as respondents. The prospective English teacher is the fourth year college students of a public university in Bandung, Indonesia. They were enrolled as students of the Teaching Practice Program (known as PPL) at high schools as a requirement. The supervisors are lecturers from the university and the cooperating teachers of the target schools assigned by their institutions as mentors.

Both of them were on duty to provide English teacher candidate support during the Teaching Practice Program. Prospective English teachers and their supervisors were engaged in communication and open sharing of understanding during the feedback process.

Data collection was done by using observation instruments and recorded interviews. From the observation instrument, data related errors were collected in the oral prospective teachers through presentation and/or teaching simulations. From the interviews, collected data that validate data from previous instruments and complete it with data causes of the error. In-depth interviews with prospective English teachers were recorded periodically after they teach; their teaching performance is a result of a revision of their previous teaching performance based on the feedback given by the supervisors. The data collected were categorized into a feedback dimension trilogy.

After collecting the data, they were converted into dimensions trilogy: cognition dimension; what cognitive dimension, the social-affection dimension; how prospective teachers interact and respond to errors made (socio-affective dimension), and organizational and management dimensions; in what way the error is managed (structural dimension). Furthermore, the collected data is analyzed using content analysis with the framework: content, organization, grammatical aspects, and pronunciation.

3 RESULTS AND DISCUSSION

From the data collection conducted either through observation or interviews, there was found four categories of mistakes made by prospective teachers whether consciously or subconciously. Cognitively, the error is divided into: grammatical errors, pronunciation errors, errors in vocabulary use, and code switches.

Grammatical errors dominate the mistakes made by the prospective teachers. There are 51 errors consisting of the use of the word article, the use of WH Question, the use of subject-verb agreement, the use of plural-singular, the use of prepositional verbs, the use of prepositional phrases, the use of many-much, the use of gerund, the use of tense, the use of command sentence (imperative), use of introductory "there". Here are some examples of grammatical errors made by prospective teachers as displayed in Table 3.1.

The pronunciation errors were made 22 times. In general, they were made at word level. The errors made is presented in the following Table 3.2.

From the example in Table 3.2, there appears to be a number of pronunciation that are not in Indonesian pronunciation, such as the sound of the word focus, the /ɵ/ in word *mouth*, and the /tʃ/ in *pouch* . In addition, there is a difference in English pronunciation between what is read and what is written that causes errors of pronunciation to occur.

Furthermore, the vocabulary error is done six times. The error lies in the use of some English words that do not fit the context. The following errors are presented in the vocabulary. The details are presented in Table 3.3.

Table 3.3 shows to be an indirect effect of Indonesian on the misuse of vocabulary use, especially on *presentate* as the translation of *present*, *matery – material* , and *raise up – raise hands.*

Finally, the next mistake made by the prospective teacher lies in the transfer of code from the Indonesian language into English. Found 14 mistakes made by the prospective English teachers. The errors are presented in the following Table 3.4.

From Table 3.4 regarding errors of code switch, they appear that there are errors in translating Indonesian speech or using English utterances that are commonly used by the English native speakers.

From the above findings, the prospective English teachers generally made errors based on two reasons. First, permanent errors are due to ignorance and second due to temporary error. A temporary error can just be identified when the prospective teachers are asked to revisit the mistakes made and they are able to correct the mistake after being assisted by their mentors. This is clearly in line with statements, both from Harmer (2007) and from Ellis (1997). They both argue that the cause of their mistakes can stem from their ignorance of the rules (in this case related rules in English) or by mistake that is not intentional.

Permanent errors are mostly done in categories of grammatical errors, vocabulary errors, and language overrides. The errors in pronunciation tends to be temporary. This happens because nervousness when observed by supervisors and when expressing certain words in rush. This finding shows similar findings of Yang and Xu (2001) stating that they made a mistake in the language because of ignorance consciously or subconsciouly. Therefore they need others to identify and correct them.

Grammatical errors and misconduct are possible because the prospective teachers are less or less likely to use English in their day-to-day language use, especially in the classroom or their negligence in using acceptable English Rini (2014). The habit of using the Indonesian language or the mother tongue of the students strongly does not support the preservation of English mastery that should be used in the classroom. This can also lead to many details related to aspects of grammatical rules and pronunciation in English cannot be functioned properly.

Table 1: Grammatical Errors

Types of Errors	Descriptions	The Correct Grammar
Use of article		
*What kind of **the** text?*	Unnecessary use of article	*What kind of text is it?*
Use of W-H Question		
***Who** is the announcement for?*	Misuse of WH Question	*Whom is the announcement for?*
Use of subject-verb agreement		
This is consist of... *I have been fill for you.*	Subject-verb disagreement	*This consists of...* *One has been filled out for you.*
Use of plural-singular		
Five sentence	No suffix "s"	*Five sentences*
Use of prepositional verb		
...according with... *...related with...*	Inappropriate phrasal verbs	*...according to...* *...related to...*
Use of prepositional phrase		
This part body of...	Inappropriate prepositional phrase	*This part of body...*
Use of pronouns		
*For **our** today. What is someone doing?*	Inappropriate pronouns	*For us today. What is he/she doing?*
Use of many-much		
*Collect this stick as **much** as you can.*	Misuse of "much" for countable nouns	*Collect this stick as many as you can.*
Use of gerund		
***After watch** video...* ***Before continue**...*	Inappropriate use of "gerund"	*After watching video...* *Before continuing...*
Use of tense		
*She **introduce** you to me via email.*	Misuse of "tense"	She introduces you to me via email.
Use of imperative		
***Telling** to your friend.*	Inappropriate imperatives	*Tell it to your friend.*

*You **ask** your group...*		*Ask your group...*
Use of introductory "there"		
*There are **two classification about**...*	Inappropriate use of "introductory 'there'"	*There are two classifications of...*

Table 2: Pronunciation Errors

Types of Errors	Descriptions	The Correct Pronunciation
Focus	Pronounced /fɔkjus/	/fɔkəz/
Mouth	Pronounced /mɔt/	/mauθ/
Rough	Pronounced /rɔg/	/rʌf/
Height	Pronounced /heit/	/hait/
Purpose	Pronounced /purpɔs/	/pɜːpəs/
Effort	Pronounced /efɔːt/	/efə:t/
Pouch	Pronounced /pɔʧ/	/pauʧ/

Tabel 3: Use of Vocabulary Errors

Types of Errors	The Correct Vocabularies
Presentate	*Present*
Matery	*Material*
*Whether you still **remind** of that?*	*Whether you still **remember** of that?*
*I want you to **change** with your friend.*	*I want you to **swap/swop** with your friend.*
Train station	*Railway station*
Raise up.	*Raise your hand.*

Tabel 4: Errors in Code Switch

Types of Errors	The Correct Words/Utterances
What is storage?	*What is the Indonesian for "storage"?*
Who wants to answer?	*Can anyone answer the question?*
I want to make groups consist of...	*I'd like you to work in groups of...*
Okay, can.	*Yes, it can be the answer.*
Any else?	*Anything else?*
Attention here.	*Attention please.,ncx*
Make me sure.	*Make sure.*

Errors in the vocabulary category can be caused by several factors. First, it is related to the vocabulary mastery of the intended teachers in their learning. When the mastery of vocabulary is a little, it allows the limitations in utilizing the owned vocabulary. The higher the level of vocabulary mastery of the prospective teachers is, the higher the likelihood of using the variety of vocabularies they have (Abushihab, 2014; Khansir, 2013) in tiered and continuous (Maolida, 2013).

Second factor is the prospective teachers' efforts in using the new vocabulary. If there is any doubt about using a new vocabulary, then there is a great possibility that no vocabulary will increase or be dominated by prospective teachers (Alahmadi, 2014). Third factor is the efforts of prospective teachers to use the vocabulary that they already have. The more vocabulary is commonly in use, the more likely it is that the vocabulary is often used and the more controll in various contexts of use (Kayum, 2015; Khansir, 2013).

Because of the mistakes made above due to basic knowledge problems, these permanent errors can be categorized into cognitive constraints (Yang and Carless, 2013). Yang and Carless suggest that to overcome such errors it is necessary to provide suggestions. This suggestion is presented in the feedback given by the mentor in particular, both from the coperating teachers and the university teachers. In addressing these errors, the dialogic feedback process will greatly enhance knowledge as well as exploiting and exploring the knowledge that these aspiring teachers have (Xue-mei, 2007; Maolida, 2013). This is in line with London and Sessa (2006) and Price, et al. (2011) who state when prospective teachers can identify their shortcomings and potentials through error analysis, they are recognizing their world, recognizing their profession as teachers. The prospective teachers will be able to choose their learning strategies as independent learners (Pekrun, et al., 2002), independent, be able to solve problems, be capable of evaluating, and be able to reflect (Sadler, 2010).

Mistakes over code switch may be due to the influence of the mother tongue on the process of mastering English and/or the influence of learning English on the acquisition of English. Through error analysis, it is expected that how the process of learning English continues even though the prospective teachers will devote themselves as a professional. This is in line with the findings of Habibullah (2010) and Mustafa et al., (2017) who found that error analysis can help acquire the English language as of that the prospective teachers are doing.

Feedback delivery from both mentors and peers allows prospective teachers to develop themselves

better over time. Through the feedback they receive will provide great opportunities to find their potentials to improve their subject matter competence and the potential to further develop themselves through the feedforward process (Xue-mei, 2007; Maolida, 2013).

This study clearly shows that prospective teachers who are the subject of this study show their deficiencies in four categories. Through the error analysis of the four categories described above, prospective teachers will be able to identify their faults independently (Xie and Jiang, 2007) and be able to improve on their own competence (Kayum, 2015) as well as a solution to the problems they face in the future day.

4 CONCLUSION

Based on the findings and discussion of this study, the following conclusions can be drawn. Firstly, not all mistakes made by the prospective teacher is a permanent mistake. Most of these are temporary errors. They realize that they know they are wrong. Giving prospective teachers a chance to identify all errors including their strengths becomes crucial in identifying and making use of the mistakes made in order to become a lesson for not making similar mistakes. Secondly, mistakes made by prospective teachers must be acknowledged to always exist and is a potential that can be used as input for mentors as well as learning materials that can be utilized by prospective teachers to improve the quality of mastery of their field of study. Thirdly, systematic efforts through feedback both from mentors and colleagues enable prospective teachers to identify existing weaknesses and then design programs to address them through the utilization of their respective potential.

Related to the findings and discussion, the following suggestions are in need to be done. Firstly to prospective teachers, it is necessary to improve the practice of using English as the language of instruction in the classroom. Secondly to mentors, cooperating teachers, university teachers, or similar related professions can take error analysis as a study to enrich their learning and teaching process. Thirdly to the school or related institution managing the education, it may lead teachers, lecturers, instructors, or related professions to improve their competence, especially in the field of study. They are expected to have the ability to detect errors, find causes of errors made, and design follow-ups or feedforward in the form of programs that can help prospective teachers

to find solutions to overcome the problems experienced.

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