



ERROR ANALYSIS IN IMPROMPTU SPEECH AMONG ENGLISH MAJOR STUDENTS

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Abstract:

This study aimed to investigate the impromptu speaking errors made by second, third, and fourth year English major students at a private higher education institution. Using Corder's error analysis method, results showed that most of the errors fell under the category of addition (38.52%), followed by selection (37.78%), omission (22.96%), and ordering (0.74%). This implies that the participants struggled with applying grammar rules in impromptu speaking; thus, they need to enhance their language speaking skills through peer review, creative and adaptive teaching methods, and other resources.

Keywords: error analysis, impromptu speech, English, education, Philippines

1. Introduction

Speaking has been one of the students' natural capacities to communicate their ideas spontaneously, but it is also where errors are evident. Failure to address these errors may lead students to create mistakes they cannot identify or correct. Language learner errors, a concern highlighted by Puspita (2019), are prevalent in spontaneous speeches. These errors often relate to sentence structure, potentially compromising information accuracy. Consequently, many struggle to communicate effectively. Mashoor and Abdullah (2020) noted that these errors span multiple language aspects, encompassing syntax, semantics, phonology, morphology, and spelling. Moreover, Phettongkam (2017) criticized that teachers now prioritize effective communication over accurate grammar, a shift that neglects grammar instruction. Hence, insufficient grammar knowledge can hinder students in expressing ideas clearly in writing and speech.

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Zanoria and Oliva (2019) emphasized that analyzing spontaneous speaking errors among English majors is often overlooked, but it is a concern when students struggle to communicate effectively in English. As Yaseen (2018) and Jahan (2017) pointed out, interruptions during speech lead to errors in ESL learners. Individuals must identify and correct speech errors to enhance communication and reduce misunderstandings. In recent years, many Asian schools have shifted their focus to prioritize fluent English communication at the expense of grammar instruction (Phettongkam, 2017). Many language learners struggle to communicate effectively in their target language during speaking practice (Dayat, 2017). According to Pratiwi *et al.* (2022), the main reason for this is that learners often ignore accuracy in favor of speed, which can lead to errors when speaking.

Chania and Amri (2019) emphasized that speaking is recognized as the most challenging of the four language skills, requiring proficiency in various aspects such as grammar, content, structure, and pronunciation. Difficulties encountered in spontaneous speaking by proficient learners are primarily due to grammar and vocabulary issues, as underlined by several studies (Honrado & Biray, 2022; Aritonang, 2018; Jahan, 2017). It underscores the significance of practice and strong language skills for effective communication. To address these challenges, enhance English grammar and pronunciation instruction and implement real-world assessment methods. These errors provide valuable insights into language learners' grammar and language proficiency, especially future language educators among English major students. To improve their spoken language skills, it is essential to systematically analyze and correct these errors, according to Helmanda *et al.* (2018). This gap highlights the need for further research in error analysis in speaking.

Many people believe that students majoring in English are sufficiently familiar with the language to speak it correctly. Some English students speak the language well, but most feel forced and scared, leading to linguistic errors. As a result, they are afraid to participate because they might make mistakes and get teased or embarrassed (Zanoria & Oliva, 2019). Future English teachers will benefit from this study since it will help them identify errors and teach students the simplest method to avoid them, which will help with pedagogy techniques. We aim to identify the speech errors made by English major students at the University of Mindanao. The findings of this study may not represent all English majors across the university due to several limitations. First, this study only focused on students forced to enroll in the program. Second, this study focuses on English major students and does not involve other programs. Third, this research was conducted solely at the university. Since no previous research exists in this area, we aim to explore the mistakes made by English major students, as they will be responsible for teaching English to future students.

This qualitative research study aimed to examine and transcribe errors occurring in the spontaneous speech of English major students at the University of Mindanao. It follows Corder's methodology for error analysis. Specifically, this study sought to answer the following questions: Syntactic errors observed in the students' spontaneous speech in terms of (1) Omission, (2) Selection, (3) Addition, and (4) Ordering. This study focused

solely on students in the English Teacher Education program who were required to take the course or had no other option.

2. Material and Methods

The researchers selected 50 out of 299 English major students from the College of Teacher Education at the University of Mindanao-Matina Campus. Since these students would become English instructors, their proficiency in speaking was significant. The researchers aimed to assist them in comprehending the factors that impacted their spontaneous communication. The researchers included 50 participants who had chosen BSED-English as their second or third choice or forced to take the course. The selection of participants in the study by Hairori *et al.* (2023) depends on the specific research goals of the investigators and the community under investigation.

The researchers selected the participants using purposive sampling. According to Sari (2018), the study employed purposive sampling, a nonprobability method that selected participants based on specific characteristics aligned with the study's goals. According to Saunders and Townsends (2016), 30 individuals in the case of a single analysis and 50 participants in the case of multiple analyses are reasonable starting estimates for doing this kind of research.

Meanwhile, the research instruments consisted of an interview and transcription of audio/video recordings for data analysis. To collect impromptu speech responses, the researchers conducted structured interviews in which each participant was asked the same open-ended question consistently and standardized. Their answers were collected alone without further questions. By using an open-ended question, the researchers aimed to give participants greater freedom to elaborate, thus offering the researchers more contextually relevant information (Cleave, 2017). Moreover, the selected open-ended question had no connection or relation to the academic field. This choice ensured authentic student responses without any basis or preconceived influence. The researchers designed the interview questions to establish rapport with the participants and encourage full explanations of their perceptions. The errors made in the participants' impromptu speeches were recorded and subjected to analysis using audio/video recordings.

Finally, regarding this study's design and procedure, the first step involved distributing surveys to English major students to identify those compelled to enroll in the English Program. This study employed a qualitative research design, utilizing the Error Analysis method developed by Corder *et al.* (1967). The research focused on identifying errors in impromptu speech. This research design served as both data collection and analysis. The researchers classified the types of errors made by students using the error analysis approach proposed by Corder *et al.* (1967), which classified, identified, disclosed, and evaluated the gathered data containing errors. It started with learners' errors and examined them in a broader context (Johnny, 2020). Using Corder's Error Analysis method, the researchers investigated learners' various grammatical errors and identified the most prevalent ones. The researchers employed the following research methods to

gather the necessary data: conducting interviews and transcribing the collected data. During the process, students encountered a structured open-ended question: "Would you kill the one you love to save 100 people? Or would you kill 100 people to save the one you love?" allows them to respond spontaneously, in their own words, following the approach described by Geer (1988).

3. Results and Discussion

3.1 Errors in Omission, Selection, Addition, and Ordering

Presented in Table 1 is the overall result of the frequency of errors committed by English major students in their impromptu speeches.

Table 1: Errors in Omission, Selection, Addition, and Ordering

Type of Error	Count	Percentage (%)
Omission	31	22.96
Selection	51	37.78
Addition	52	38.52
Ordering	1	0.74
Total	135	100

3.2 Errors in Omission

An error in omission is when essential elements are missing from a sentence. Table 2 presents the results of errors in omission observed during impromptu speeches given by English major students. The categories causing the most difficulty under Omission are verbs (36.67%), nouns (20%), and prepositions (13.33%).

Table 2: Omission and its types of errors

Type of Error	Count	Percentage (%)
Verb	11	36.67
Noun	6	20
Preposition	4	13.33
Pronoun	3	10
Adverb	3	10
Conjunction	2	6.67
Determiner	1	3.33
Total	30	100

3.2.1 Omission of Verb

Omission of verbs refers to a grammatical error where a verb is missing from a sentence where it is necessary, which can make the sentence grammatically incorrect and difficult to understand.

"...the one I love is umm he or she[is] the one umm with me..." (S13)

"... the one I love understand[s] why I choose to save 100 people..." (S6)

One example of omission is the lack of a linking verb (Helmanda *et al.*, 2018). In the first excerpt, S13 committed the omission of a linking verb *is*. The linking verb is important because it connects the relationship between the subject *he or she* and its complement *the one with me*. In English, forgetting the linking verb *is* makes the sentence unclear because it is the most important word (Beltran, 2014). In Timok varieties of speech, omission of the verb is a common feature (Escher, 2021). In the second excerpt, S6 said *understand* instead of *understands*. The word *understands* is the present tense third-person singular, meaning that your loved one not only gets your choice but is likely to continue to support or accept your reasoning.

3.2.2 Omission of Noun

Nouns are words that represent people, places, things, or ideas. Omission of nouns refers to grammatical errors where a noun that is necessary for the completeness or clarity of the sentence is missing.

“...umm, since we are human being[s]...” (S1)

“...those people are stranger[s] to me they are...” (S30)

S1 contains a noun error in subject-verb agreement. *since we are human being* is grammatically incorrect because of the subject *we* and the noun *human being*. The noun *human being* should be pluralized to match the subject *we*, representing more than one person. The sentence should read, *since we are human beings*. Fanani and Fathoni (2021) found that a common error among the participants was forgetting to add the -s or -es ending when forming plurals. This implies that they had difficulty changing singular nouns to plural forms.

In the second excerpt, the word *stranger* should be *strangers*. Adding *s* to *stranger* makes it grammatically correct in this sentence because *stranger* functions as a noun, and in English, most nouns take a plural form to indicate more than one person. Hamidah (2022) found that a common omission error among students is forgetting to add the -s ending to form regular plural nouns, likely because the general rule in this area is for plurals to have an -s, -es, or -ies ending.

3.2.3 Omission of Preposition

A preposition is a word that shows the relationship between a noun, pronoun, or noun phrase (a group of words functioning as a noun) and other words in a sentence. Omission of prepositions refers to the grammatical error where a preposition is missing from a sentence, even though one is necessary for proper meaning and structure. Helmanda *et al.* (2018) found that the students in the Tarbiyah Faculty of Muhammadiyah University mostly omitted using prepositions.

“...I think I would choose to kill the 100 people instead [of] the one that I love...” (S2)

"...the fer-person I love...matters [to] me the most..." (S21)

A preposition is one of the highest contributors to incorrect omission errors in students. (Dayat, 2017) As shown in the first excerpt, S2 omitted the preposition *of* before the word *the*. Omitting the preposition implies a strange comparison between 100 people and *the one* you love, but it is unclear which group you would choose to kill. This suggests they had difficulty changing singular nouns to plural forms.

As observed in the second excerpt, S21 omitted the preposition *to*, which makes the sentence unclear. The word *to* links the relationship between *the person I love* (indirect object) and the verb *matters*. The lack of the preposition *to* alters the sentence's meaning (Indro, 2017).

3.2.4 Omission of Pronoun

A pronoun is a word that takes the place of a noun or noun phrase. Pronouns used to avoid repetition and make sentences flow more smoothly. Omission of pronouns refers to grammatical errors where a pronoun is missing from a sentence, even though one is necessary for clarity and proper sentence structure.

"...when you love the person, [it] won't matter to you..." (S9)

"...the question is... [I] would rather kill the one that I love..." (S27)

In the excerpts, both speakers committed the error of pronoun omission. Specifically, S9 omitted the subject pronoun, the third person *it*. The corrected sentence would be, *When you love the person, it won't matter to you*. This omission results in a loss of clarity. Firdausi (2014) found that subject pronoun errors were the most frequent type of personal pronoun error in students' work.

S27 omitted the pronoun *I* before the word *would*. The pronoun *I* plays an important role in the sentence as it clarifies who would decide—the speaker. This positioning indicates that the speaker *I* is the subject of the sentence and expresses a personal preference or choice. Dayat (2017) notes that unclear pronouns can lead to confusion in students' speech, and this error was common in their work.

3.2.5 Omission of Adverb

Adverbs are words that add detail and modify other words in a sentence. Omission of adverbs refers to a grammatical error where an adverb is missing from a sentence, even though one could be used to provide additional detail or nuance. While not always strictly necessary for grammatical correctness, adverbs can enhance a sentence's meaning and clarity.

"... it's about how you show what truly love is because you're choosing to save 100 people [rather] than just choosing only one..." (S43)

"...maybe those people are just strangers and then and practical[ly] if I lose the person that I love it is very sad..." (S36)

In S43, the adverb *rather* is omitted between *people* and *than*. *Rather* indicates one's preference in a particular matter. It highlights the contrast between saving 100 people and saving just one. *Rather* implies that the participant is presenting an alternative to the previous option, simply choosing one. Rahmawelly (2018) states that ignorance of the proper use of rules, particularly regarding adverb usage, is the primary cause of omission errors among Indonesian students.

In S36, the adverb *practically* indicates that something is true or applicable in a practical or realistic sense. In the sentence, the word *practical* should be *practically*. Here, it modifies the verb *lose* and makes the sentence more understandable. Mustafa (2021) claims that most of the mistakes the students make involve manner adverbs. The inability of the students to comprehend and apply the proper adverbs was the root of their problems. This difficulty made it harder for some learners to organize their sentences, further complicating the learning process.

3.2.5 Omission of Conjunction

Conjunctions are words that connect words, phrases, or clauses within a sentence. They play a crucial role in establishing relationships between elements and creating a smooth flow of ideas. Omission of conjunctions refers to a grammatical error where a conjunction is missing from a sentence, even though one is necessary for clear meaning and proper structure. It can lead to choppy, unclear, or grammatically incorrect sentences.

"...I will save [and] I will not kill the person that I love..." (S36)

"... It would not gonna really matter if those like unknown individuals, even [if] their numbers are like a lot or like multiple than the one that I love..." (S38)

The responses above both contain errors of omitted conjunctions. In S36, the conjunction *and* is omitted between the words *save* and *I will*. The conjunction *and* connects two separate promises *I will save* and *I will not kill* become distinct actions the participant intends to plan. Without the conjunction, it is unclear if she would save the person, avoid killing them, or do both. Despite understanding the purpose of coordinating conjunctions, eleventh graders still make mistakes using *and* to connect clauses (Ma'shum, 2021).

The missing conjunction *if* between *even* and *their* in S38 causes an error in meaning. To make the conditional relationship between the numbers and the unknown individuals clearer, the conjunction *if* should be used in the phrase. It would improve the sentence's clarity and properly communicate the intended message. In Mahmoud's (2013) study, third-year university students do, in fact, still commit omission errors, as part of their culture in Bangladesh is the standard of interpretation, according to which learners' ages and explanations don't always align. Learners appear to lose interest in the training

and comprehension of grammar due to this absence of harmony and diversity, leading to errors.

3.2.6 Omission of Determiner

Determiners are words that come before nouns to provide more information about them. They can indicate things like definiteness, quantity, possessiveness, and demonstration. The omission of a determiner refers to a grammatical error where a determiner should be present in the sentence.

"...So I would kill [a] hundred people because of that person..." (S13)

As shown in the excerpt, S13 omitted the article *a* in the utterance between the words *kill* and *hundred*. *A* is used before sounds typically made by consonants, even if the word starts with a vowel (Kusumawardhani, 2017). Using the article *a* before *hundred* in the sentence helps clarify that the speaker is referring to an unspecified or indefinite number of people. Without *a*, the sentence might imply a specific and singular group of a hundred people. Adding *a* makes it clear that the speaker is talking about a hypothetical scenario involving a hundred people rather than a particular set of them.

3.3 Errors in Selection

Error in selection is when the incorrect form is used instead of the correct one. Table 3 presents the results of errors in selection observed during impromptu speeches delivered by the participants.

Table 3: Selection and its types of errors

Type of Error	Count	Percentage (%)
Verb	22	46.81
Noun	12	25.43
Determiner	5	10.64
Pronoun	5	10.64
Preposition	3	6.38
Total	47	100

3.3.1 Selection of Verb

A verb is a part of speech used to describe an action carried out by the sentence's subject. This action can range from intentional physical or mental activities to natural processes or passive states of being. A verb error often encountered among BSED English major students is the use of modal verbs. The sentence below is an example of an error in the selection of the verb committed:

*"...I would kill the one that I love tapos i-save uhh I **will** save 100 people..." (S5)*

*"...since, basically, I know the person, and also...the other 100 **is** just random strangers for me..." (S18)*

S5 contains a verb error, specifically with a modal verb. The modal *will* should be *would*. In hypothetical situations, past tense forms of modal verbs should be used. In S18, the phrase includes a subject-verb agreement error. The appropriate formulation must be *are* instead of *is* since *100 people* is a countable quantity, prompting the usage of a plural verb. Sembiring *et al.* (2021) show that students' understanding of the correct use of auxiliary verbs in good and correct English sentence structure is still low. They added that the dominant errors that students always make are auxiliary verbs.

3.3.2 Selection of Noun

Nouns identify people, places, animals, objects, and ideas within language. There are different types of nouns. The sentence below is an example of an error in the selection of noun committed:

*"...instead I will sacrifice the one I love because one life is not equivalent to **100 life**..."*
(S20)

*"...So I would rather save, that one person rather than the 100 **person**..."* (S11)

S20 and S11 contain noun errors, specifically with a plural form of a noun. Students encounter difficulties with English plurals due to two main reasons: firstly, confusion between regular and irregular forms, and secondly, a lack of awareness of the existence of these two distinct plural types. Mustaidah (2016) and Nofriani (2018) explained that irregular nouns have different forms from singular and plural nouns. The sentence above refers to a specific number of individuals. The correct plural form must be *100 lives*. Quantities referring to countable items need plural forms when they represent countable items. While *people* is the plural form of *person*.

3.3.3 Selection of Determiner

A determiner is a particular type of word that restricts the scope of the noun it modifies by specifying what type of noun it is. It limits the reference of the noun to a single object or a specific group of objects. In other words, it determines the nature of the noun that follows it.

*"...I'd...rather be with someone **that** know me who love me that much..."* (S33)

*"...I love him or her and the fact that he or she has **the** special part of me is enough reason for me to kill..."* (S22)

In S33, *that* is usually used to introduce restrictive relative clauses that provide necessary information regarding the noun they modify. However, when referring to people, *who* is more suitable than *that* to convey clarity and emphasize that it is an individual. Therefore, replacing *that* with *who* will enhance the sentence's precision.

In S22, using *a* and *the* can be deemed appropriate, depending on the intended significance. If *the* is used, it denotes only one singular and significant component the person possesses. In contrast, *a* implies that there could be various outstanding parts of you, and the person possesses one. Therefore, both iterations can be accepted, given the desired effect. However, in the case of the student's answer, there is no specific person that the student is referring to since the student is only speaking hypothetically. Therefore, using *the* in this instance would be inappropriate given the context. This statement underscores people's patterns for when to use and omit articles and determiners. However, because the individuals in question are language learners, these tendencies may not apply uniformly, especially to specific lexical items. Additionally, cognitive burden while generating words can cause variation in the surface forms (Gressang, 2010).

3.3.4 Selection of Pronoun

Langan (2003) states that pronouns are words that take the place of nouns (words for person, place, or things). Errors in the selection of pronouns occur when an incorrect pronoun is used instead of the appropriate one, confusing the understanding of the context. The sentence below is an example of an error in the selection of the pronoun committed:

*"...I would rather than to kill him than killing **that** 100 people..." (S3)*

*"...I would sacrifice the person I love, but I will choose to sacrifice **it** rather than to kill those 100 people." (S20)*

That is a demonstrative pronoun typically used to refer to specific things or people nearby or mentioned. However, in S3, *that* attempts to function as a demonstrative pronoun but used inappropriately. *That* is singular, whereas *100 people* is plural. Therefore, the correct sentence would be *those 100 people*. Paturusi (2016) reported that students learning English as a second language have trouble in using demonstrative pronouns correctly in context. The issue arises due to the diversity of demonstrative pronouns and their functions, and the student's knowledge of these pronouns while speaking or writing. Moreover, a similar study found that when students were asked to construct a sentence using a demonstrative pronoun, they demonstrated that they mostly understood the meanings of *this* and *that*, but they lacked knowledge of *these* and *those*.

In S20, the student intended to refer to *it* as the person S20 loves, which is incorrect. *It* is typically used for inanimate objects or animals and is unsuitable for people. In this context, a gender-neutral pronoun such as *him*, *her*, *them*, or *that person* could be used to make the sentence more accurate and appropriate. In Lacar's (2018) study, the respondents found selecting the appropriate grammatical item for a certain context more challenging. As a result of their lack of awareness of the rules' restrictions, learners apply rules to contexts in which they are not applicable, which is apparent from their incorrect selection of linguistic features.

3.3.5 Selection of Preposition

Prepositions are words that come before nouns to indicate the relationship or position of different things or ideas. Placed before a noun or a pronoun to express a particular meaning or relation. (Brown, 2000).

*"... if that person whom I love is destined really to have that kind of faith I will let God do its, do His thing and abide **to** what is right..." (S45)*

*"...no matter how many people there are... it is not equivalent to my love **to** that person and those people are stranger to me..." (S30)*

The excerpts show errors in the preposition *to*. In S45, *abide* is a verb that expresses the idea of following or conforming to rules, regulations, or principles. It can be followed by either *to* or *by* to indicate the nature of the expressed compliance. However, when the message's meaning is subject to or controlled by a rule or set of rules, the preposition *by* should be used after *abide*.

In S30, the preposition *to* might cause ambiguity in this situation because *to* typically implies direction or a destination, it can introduce unintended connotations of movement or transfer. Furthermore, using *for* instead of *to* implies that the affection addressed is directed at or related to the person mentioned, signifying that the love felt is concerning or as about that particular individual. Wrong use of prepositions and articles may impact language production. Furthermore, learners may have some knowledge of prepositions and their general functions. However, they can be confused when selecting the appropriate preposition for a certain context (Anjayani *et al.*, 2016).

3.4 Errors in Addition

An error in addition occurs when a word is present in the sentence but should not be there. Table 4 presents the results of the errors in addition to the impromptu speech of the participants.

Table 4: Addition and its types of errors

Type of Error	Count	Percentage (%)
Simple Addition	46	88.46
Double Marking	6	11.54
Total	52	100

3.4.1 Simple Addition

An error in addition is when a word or phrase that does not necessarily appear in a sentence appears in a sentence (Damaiyanti, 2021). A simple addition includes a word that does not belong in a coherent sentence. It frequently occurs in the later phases of second language learning or acquisition, when the second language learner has already picked up some of the target language's grammatical rules. According to Setiyorini *et al.* (2020), the addition is the presence of an unnecessary item within a sentence or an

utterance. The insertion of unnecessary components, which might result in erroneous or uncomfortable phrases, is one way to identify this problem.

“...Well, for me I'd rather kill **a 100 of people**...” (S25)

“...than **to** kill 100 people to save my love...” (S23)

“...I would rather..kill... **the** 100 people for the one I love...” (S24)

“...because first **is**...those 100 of people...” (S25)

In S25, *100* is not a noun but a quantifier modifying the noun *people*. The number *100* already specifies a specific quantity, or the noun is already plural, which indicates that there are exactly 100 people. In this case, the indefinite article *a* chosen by the speaker is unnecessary and incorrect. The correct form would be to omit or diminish the article *a*. In S23, the preposition *to* must not have been used before the verb *kill* in the sentence *than to kill 100 people to save my love*. The correct sentence would be, *than kill 100 people to save my love*. Budiarta *et al.* (2018) found that interlingual transfer may be a contributing factor in errors. As a result, students may encounter more difficulty using prepositions of place and direction than prepositions of time due to interference from their mother tongue. They claimed that the inability to employ the proper preposition to create coherent sentences and a lack of knowledge of usage were the causes of the errors. Oroujlou and Vahedi's (2011) study states that learners' mistakes linked to their disregard for motivating elements and attitudes, which might cause problems for students learning a language.

In S24, placing *the* before *100 people* suggests that you are talking about a specific 100-person group that the listener already knows. However, based on the context and the nature of the question, it is a hypothetical situation in which you choose to harm 100 people to defend the person you love, you do not have to determine a specific group. It would be appropriate and more correct to say, *I would rather kill 100 people for the one I love*, rather than *the*, as this conveys the intended message without referring to a specific group of people. Atibrata (2012) explained that English Department students' improper usage of determiners resulted in certain structural changes to the determiners that may change the meaning of the sentence, meaning that even though they are in the English Department, they continue to make mistakes, particularly regarding determiners.

In S25, a misadded word is *is*. Without the verb *is*, the phrase should read, *because first, those 100 people*. The verb *is* is unnecessary and disrupts the sentence's grammatical structure, confusing the listeners. According to a study by Sembiring *et al.* (2021), the formal learning environment of a classroom contributes to students' difficulties with auxiliary verbs. Students could assume the wrong things about language because of their teacher or the textbook. Students make many mistakes due to misleading explanations given by lecturers or inaccurate wording or structural presentation in textbooks. English teachers must provide their students with a thorough explanation of auxiliary verbs and

pertinent context for their learning, so their mistakes can be corrected rather than simply providing them with materials that are not context-driven.

3.4.2 Double Marking

Nichols (1986) described a language that uses double markings as one in which the grammatical markers indicating the relationships between the various parts of a phrase are often positioned on both heads, also known as the nuclei, and the modifiers, also known as the dependents. Consequently, double marking occurs when a sentence contains a grammatical feature utilized twice or redundantly, leading to an error or unclear language. It occurs when two already-stated grammatical elements express the same meaning or sense.

*"...like saving my loved one would gonna save us so my **whole entire** life..."* (S38)

*"...because... basically because...**he or she I love him or her**..."* (S22)

Moreover, Saputri (2018) elucidated that double marking is when two things are marked for the same feature, as opposed to only one. Double marking is the repetition of the concepts that can lead to confusion for the listeners. In S38, aside from the grammatical error caused by *would gonna*, the student also used double markers like *whole* and *entire*. Hapsari *et al.* (2019) justified that most learners are still developing knowledge of the second rule system they need to learn.

In S22, *he or she* and *I love him or her* have double marking errors. *He or she* and *him or her* allude to an individual whose gender is unknown, and by repeating the phrase, the listener will think that the speaker is too redundant. It will lead to confusion and uncertainty about their point if the listener fails to understand the whole point, as the phrase's repetition makes the excerpt or their answers lengthy. However, using both phrases in the same sentence is unnecessary and redundant. You might choose a sentence and apply it *to the person you love* to make things right.

In the study of Qismullah *et al.* (2019), there are two possible reasons why learners could make errors in their productive skills in the target language: intralingual and interlingual. Students apply structural similarities from their home language to the target language and combine parts from both languages. They make errors in the interlingual category and end up giving themselves double marks or possibly making errors entirely. Students who are forced to learn are expected to perform poorly and may even have low self-esteem, as widely believed. That is why, in the study of Gustaman (2015), self-esteem positively and directly affects language acquisition and English-speaking abilities. Specifically, higher self-esteem among students is associated with better performance in speaking English, indicating that developing self-esteem is critical for students to succeed in language acquisition or in learning and speaking English. Conversely, students with lower self-esteem should not be viewed as being the same as forced students.

In contrast to Gustaman's findings, Marpaung's (2018) study demonstrates no correlation between self-confidence and English competence. It does note, however, that

other scholarly studies typically bolster the notion that students' progress in English is positively impacted by their self-confidence or by being required or forced to take the course. Furthermore, Dilshad *et al.* (2019) found that the primary factors contributing to students' demotivation to learn the language were their lack of confidence, difficulty speaking the language, and ignorance of grammar. As a result, these students began to use more incorrect words in their sentences.

3.5 Error in Ordering

The error in ordering refers to when the right elements are used in a sentence but are arranged in the wrong order. This can also apply to the incorrect placement of morphemes or groups of morphemes in a sentence. Table 5 shows ordering errors in impromptu speaking committed by participants. However, only one error was spotted: the misplacement of adverbs. Safrida and Kasim (2016) claimed that error in ordering has the fewest errors among the rest.

Table 5: Ordering and its types of errors

Type of Error	Count	Percentage
Misplacement of adverb	1	100
Total	1	100

3.6 Misplacement of Adverb

Misplacement of adverbs refers to adverbs positioned in a sentence in a way that creates ambiguity and/or alters the intended meaning.

“... if that person whom I love is destined *really* to have that kind of faith I will let God do his thing and abide to what is right...” (S45)

In S45, the adverb *really* should be placed after the word *is*. This sentence emphasizes *really*, highlighting the participant's surprise or disbelief about the person's strong faith instead of the participant's acceptance of the person's faith. The chosen words are correct, but are arranged incorrectly in the sentence. While this does not imply that the other students have mastered appropriately ordering morphemes, it may indicate that they are grammatically proficient in avoiding ordering errors (Zanoria & Oliva, 2019).

4. Conclusion and Recommendations

As stated in our research, our study revolves around the errors committed by forced English major students at the University of Mindanao in their impromptu speech performances. The findings of this study revealed that students indeed create errors frequently in the areas of addition, selection, omission, and ordering, especially in addition, since they scored higher in addition among other areas, which is also beneficial to English major students in improving their language performance despite being forced

due to personal reasons or practicality and teachers' ability to use appropriate methods or generate approaches that can help address their learners' difficulties in a particular error. Students majoring in English might use the study's findings to identify areas where they make mistakes frequently. With more awareness, individuals will be able to improve on the mistakes they regularly make by changing their study strategies and allocating more time. Naturally, this goes beyond what they learn for themselves because, as English majors in education, our respondents will be able to share what they have learned with their future students.

Additionally, the results of this study can serve as a basis for further investigations into error analysis in higher education, with a focus on additional errors committed by students majoring in English who are forced. Future scholars can investigate the origins of the problems and possible solutions to solve them more thoroughly by examining the flaws found here. In this educational setting, this will help to advance our understanding of language acquisition and mistake patterns. This study examined the most common mistakes made by BSED English majors. Despite its limitations, the study's findings add to the body of knowledge on speaking error analysis and offer important insights into the kinds of mistakes University of Mindanao English majors make when performing impromptu speeches. The factors contributing to student errors at the tertiary level include a lack of confidence, low self-esteem, and a lack of motivation. Addressing these issues is important for their success in oral language production.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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