

## **An Analysis of Lexical and Grammatical errors made by First Year Students in Co-operative University, Sagaing**

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### **Abstract**

Error analysis is a way to investigate errors in the second or foreign language acquisition. In this research, error analysis is conducted to find the lexical and grammatical errors committed by the first year students studying in Co-operative University, Sagaing. The data were collected from 402 first year students in Co-operative University, Sagaing. The question is set based on Business English Course Book for first year and students are tested four types of multiple choice question; verb, noun, adjective and adverb. From the analysis of the data, it is found that the most frequent error committed by the students is in noun and the least in verb. This study can help the teacher to know the common errors of the students and to reduce students' error as much as possible.

Keywords: grammatical error, lexical error and error analysis

### **1. Introduction**

Error analysis is the study of errors made by second language learners. Errors are the results of incomplete learning and linguistic incompetency of the learners and error cannot be self-corrected. In second language learning, errors occur due to incomplete knowledge of language, grammatical rules, carelessness and some other reasons. Therefore, we need to analyze these errors in order to find out what are difficulties for students.

The present research tends to investigate different kinds of errors students used to make, to classify these errors systematically and to find out possible causes of these errors. Error analysis has been done by various scholars in various areas in different ways. Different linguists established different methods of error analysis. In this study, Mc Keating's (1981) method was used. The five steps in error analysis given by Mc Keating are; recognition, interpretation, reconstruction, classification, and explanation.

The subject of this research is first year students from Co-operative University, Sagaing. Focus is on their ability to change the content words (noun, adjective, verb and adverb) given in the brackets into their correct lexical and grammatical form.

Different researchers can have different reasons for doing error analysis. Nevertheless, one common point is that error analysis is needed in teaching learning process. Mc Keating says, "There are two main purposes in studying your student's errors. (i) In order to give the most relevant help you can to your present groups of students: and (i) In order to plan programmes for future groups"

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Like other universities, first year is regarded as an important stage. All subjects in our university except Myanmar are taught in English in all universities. Therefore, students need to have a good foundation of English in their first year. That is the reason why first year students were focused. Moreover, the reason that the questionnaire was set based on the level of target students, the official English text book that they are studying and the teaching plan could be an evidence of this study as a reliable one.

### **1.1. Aim and objectives of the study**

The aim of this study is to examine the lexical and grammatical errors made by First Year Students of Co-operative University, Sagaing. To achieve this aim, the objectives of this study are; firstly, to identify the errors that the students have made; and secondly, to analyze the lexical and grammatical errors based on the five steps of error analysis by Mc Keating (1981).

## **2. Theoretical Background of the Study**

Firstly, definitions of error analysis given by different sources are presented. According to, Brown (1980:166) “Error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.” Next, Crystal (1987:112) defined that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.”

According to McKeating (1981), “A study of their errors shows what problems your students are having now, and help you to plan remedial work. This is often done very informally from week to week and is based on the common errors thrown up by various written tasks.”

As error analysis tends to be scientific, there have been certain procedures for it. Different linguists provided different procedures in stages of error analysis. According to Coder (1974), steps in error analysis includes, “(1) collection of a sample of learner language ; (2) identification of errors; (3) description of errors; (4) explanation of errors and (5) evaluation of errors. According to Gass and Selinker (1994), steps in error analysis includes, “(1) data selection; (2) error identification; (3) error classification; (4) error explanation; (5) error evaluation; and (6) error correction. In this study, we use the five stages of Mc Keating (1981): (1) recognition, (2) interpretation, (3) reconstruction, (4) classification and (5) explanation. They are connected to one other. Errors are recognized according to the degree of acceptability, linguistic context and non-linguistic context. Interpretation and reconstruction occur simultaneously. Interpretation is based on general context, knowledge of the learner’s mother tongue and the possible area of the mother tongue interference and direct questioning as to what the learner meant. Reconstruction should be what a native speaker would have produced in the same context. The best reconstruction is the one which involves the least alternation. Linguistic classification depends on interpretation and reconstruction. Superficially, errors can be classified as



3. I'm the Finance Director so I'm (respond) for all the money coming in and out.  
(a) respond                      (b) respondent                      (c) responsible
4. Customers buy our (finance) services from banks.  
(a) finance                      (b) financial                      (c) financially
5. I'm from Brazil but my wife (be) from the USA.  
(a) be                      (b) is                      (c) are
6. I want to buy five (print) and twenty boxes of disc.  
(a) print                      (b) prints                      (c) printers
7. Randy goes to work on time. She is (rare) late for work.  
(a) rare                      (b) rarely                      (c) rarely
8. Ben speaks to me in a (friend) way.  
(a) friendly                      (b) friend                      (c) friendship
9. I don't know (exact) when I'll be back.  
(a) exact                      (b) exactly                      (c) exacting
10. James (become) a sales manager at Gore company in 1992.  
(a) become                      (b) becoming                      (c) became
11. She is (experience) in marketing.  
(a) experience                      (b) experiences                      (c) experienced
12. John is an (excellence) tennis player.  
(a) excellent                      (b) excellence                      (c) excellently
13. We (leave) Boston at 8:30 last night.  
(a) leave                      (b) leaved                      (c) left
14. We (not/finish) the report yesterday.  
(a) do not finish                      (b) did not finish                      (c) does not finish
15. (Certain) he is handsome and intelligent, but there is something about him that I can't like.  
(a) Certain                      (b) Certainly                      (c) Certainty
16. Argentina is the world's biggest (export) of vehicles.  
(a) export                      (b) exporter                      (c) exporting
17. Sorry, can you speak more (slow)?  
(a) slower                      (b) slowly                      (c) slow
18. Simon applied for the position of personal (assist) in Gore company.  
(a) assistant                      (b) assist                      (c) assistants
19. David provides staff for the automobile industry. He works for a (recruit) company.  
(a) recruit                      (b) recruitment                      (c) recruits
20. Several of the games were (electron) projected but most weren't.  
(a) electronic                      (b) electron                      (c) electronically

### Subject

The subject of this study is first year students who took the test set to answer the questionnaire. These students are studying in Co-operative University, Sagaing in 2017-2018 academic year. There are 419 students in first year from Section1 to Section 6.

Among the 419 students, 402 students answered the test because 17 students were absent that day.

### Method

Firstly, a set of specific questions was arranged in order to get the intended information from the students. After the final draft of the questions was made, it is answered by first year students. Then, after the answers were collected, scoring was done. The results show the frequencies of correct, incorrect and not attempted answers for each question. The statistics are shown in Table 1.

**Table 1. Frequency of Correct and Incorrect Answers for Each Question**

Question No.	Total No. of Answers	Correct	Incorrect	Not Attempted
1	401	340	61	1
2	402	350	52	0
3	402	337	65	0
4	402	385	17	0
5	402	393	9	0
6	402	192	210	0
7	401	279	122	1
8	399	244	155	3
9	398	341	57	4
10	401	371	30	1
11	398	228	170	4
12	395	294	101	7
13	401	351	50	1
14	402	348	54	0
15	398	329	69	4
16	397	234	163	5
17	399	372	27	3
18	397	301	96	5
19	396	341	55	6
20	395	170	225	7

Source: Survey Data (2018)

Table 1 shows the frequency of correct and incorrect answers for each question. It is found that the correct answers for question number 1, 5, 10, 13 and 14 are verbs, those for question number 2, 6, 16, 18 and 19 are nouns, those for question number 3, 4, 8, 11 and 12 are adjectives and those for question number 7, 9, 15, 17 and 20 are adverbs. This means that the questions were set based on 5 verbs, 5 nouns, 5 adjectives and 5 adverbs. In table 2,

there is no question which results a total of 402 correct answers. Instead, the highest frequency of correct answers is 399 in question number 5.

### 3.2 Data Interpretation

In this part, the overview of the test and statistics will be presented. Procedure is presented to interpret the data of the student's errors. Firstly, errors were categorized according to the correct use of lexical category. When the obtained marks are scored, sentences in which the answer was missing were assumed that the answer was not attempted. Moreover, because of the fact that the emphasis is on the lexical errors made when changing the correct form of the given word in the brackets, other errors in any part of the sentence were not taken in the analysis.

As seen in table 1, although all 402 students had to answer all 20 questions, some questions were left without being attempted. Therefore, the number of answer in some questions was less than 402. If the number of answers were calculated- both correct and incorrect – for each lexical category, it gets 1994 answers for noun, 2007 answers for verb, and 1996 answers for adjective and 1991 answers in for adverb. Because of the fact that the number of lexical categories to be answered are not equal, the percentage of each type of error is counted on each lexical category.

#### Procedure

In this research, 5 stages of EA by Mc Keating is used;

- (1) Recognition
- (2) Interpretation
- (3) Reconstruction
- (4) Classification and
- (5) Explanation

#### Recognition

Recognition is to detect student's errors. Acceptability is a problem in recognition. In the present study, an incorrect answer that the students ticked was recognized as an error. The incorrect answers recognized as errors and their frequencies for each question are as follows;

**Table2. Incorrect Answers for Each Question**

Question No.	Incorrect Answer	Frequency of Each Incorrect Word	Total Frequency of Incorrect Answers	Total Frequency of Correct Answers
1	work	23	61	340
	worked	38		
2	connect	25	52	350
	connective	27		

Question No.	Incorrect Answer	Frequency of Each Incorrect Word	Total Frequency of Incorrect Answers	Total Frequency of Correct Answers
3	respond	35	65	337
	respondent	30		
4	finance	12	17	385
	financially	5		
5	be	2	9	393
	are	7		
6	print	9	210	192
	prints	201		
7	rare	44	122	279
	rarly	78		
8	friend	20	155	244
	friendly	135		
9	exact	22	57	341
	exacting	35		
10	become	23	30	371
	becoming	7		
11	experience	107	170	228
	experiences	63		
12	excellence	70	101	294
	excellently	31		
13	leave	4	50	351
	leaved	46		
14	do not finish	44	54	348
	does not finish	10		
15	certain	46	69	329
	certainty	23		
16	export	46	163	234
	exporting	117		
17	slower	19	27	372
	slow	8		
18	assist	4	96	301
	assistants	92		
19	recruit	31	55	341
	recruits	24		
20	electronic	210	225	170
	electron	15		

Source: Survey Data (2018)

According to Table 2, all of the question numbers have only two kinds of incorrect answer for each question because the question type is multiple choices.

## Interpretation and Reconstruction

Interpretation is central to the whole process because our interpretation of what we think the student meant may determine whether we recognize an error at all, and will certainly determine our reconstruction.

1. Charlotte Ring works for a company that has offices in Shanghai and London.

In question number (1), 340 students chose the correct answer “works”, 23 students chose the incorrect answer “work” and 38 students chose the incorrect answer “worked”. For the first incorrect answer, the students answered without knowing the subject-verb agreement. For the second incorrect answer, the students did not notice the present tense indicator the verb “has” carelessly.

2. I want to use the Internet but I can’t get a wireless connection.

In question number (2), 350 students chose the correct answer “connection”, 25 students chose the incorrect answer “connect” and 27 students chose the incorrect answer “connective”. For the first incorrect answer, the students might want to mean “I want to use the Internet but I can’t get a wireless connect.” If so, we could still consider it as an error because the instruction of the question did not ask the students to punctuate the sentence but to change the correct form of the word given in the bracket. They regarded “connect” as a noun. For the second incorrect answer, they did not match the correct morpheme.

3. I’m the Finance Director so I’m responsible for all the money coming in and out.

In question number (3), 337 students chose the incorrect answer “responsible”. 35 students chose the incorrect answer “respond”. It seemed that they used the word “respond” as an adjective. 30 students chose the incorrect answer “respondent” because they seemed to carelessly make an incorrect spelling “respondent”.

4. Customers buy our financial services from banks.

In question number (4), 385 students chose the correct answer “financial”, 12 students chose the incorrect answer “finance” and 5 students chose the incorrect answer “financially”. For the incorrect answer “finance”, the students wanted to mean “Customers buy our finance services from banks”. For the incorrect answer “financially”, the students added an inappropriate suffix “ly”.

5. I’m from Brazil but my wife is from the USA.

In question number (5), 393 students chose the correct answer “is”, 2 students chose the incorrect answer “be” and 7 students chose the incorrect answer “are”. For the first incorrect answer, the students did not know “be” is “verb to be”. For the second incorrect answer, the students answered without knowing the subject-verb agreement.

6. I want to buy five printers and twenty boxes of disc.

In question number (6), 192 students chose the correct answer “printers”, 9 students chose the incorrect answer “print” and 201 students chose the incorrect answer “prints”. For the incorrect answer “print”, the students did not know to make the word “noun”. For the incorrect answer “prints”, the students seemed ambiguous about the word “five”.

7. Randy goes to work on time. She is rarely late for work.



In question number (7), 279 students chose the correct answer “rarely”, 44 students chose the incorrect answer “rare” and 78 students chose the incorrect answer “rarly”. For the first incorrect answer, the students chose “rare” by thinking the grammatical rule “verb to be+adjective” but they did not notice the word “late”. For the second incorrect answer, the students might mean “She is rarely late for work” but they seemed to carelessly choose an incorrect spelling “rarly”.

8. Ben speaks to me in a friendly way.

In question number (8), 244 students chose the correct answer “friendship”, 20 students chose the incorrect answer “friend” and 135 students chose the incorrect answer “friendly”. For the incorrect answer “friend”, the students might simply make an error in choosing a lexical item. For the incorrect answer “friendship,” the students wrongly chose the morpheme “ship”.

9. I don’t know exactly when I’ll be back.

In question number (9), 341 students chose the correct answer “exactly”, 22 students chose the incorrect answer “exact” and 35 students chose the incorrect answer “exacting”. For the first error “exact”, it seemed the students used the word “exact” as an “adverb”. However, this word was only taught to them as an adjective. They simply made an error in lexical category. For the second error “exacting”, the students added an inappropriate suffix “-ing” instead of “ly”.

10. James became a sales manager at Gore company in 1992.

In question number (10), 371 students chose the correct answer “became”, 23 students chose the incorrect answer “become” and 7 students chose the incorrect answer “becoming”. For the first incorrect answer, the students might want to mean “James become a sales manager at Gore company in 1992.” This shows that the students were careless at reading the whole sentence. For the second incorrect answer, they wrongly chose the lexical item “becoming” instead of “became”.

11. She is experienced in marketing.

In question number (11), 228 students chose the correct answer “experienced”, 107 students chose the incorrect answer “experience” and 63 students chose the incorrect answer “experiences”. For the incorrect answer “experience”, students answered without knowing the correct lexical category of the word “experience”. They considered it as an adjective. But some other students confused whether a verb follows a verb-to-be. Therefore, they thought that the answer must be a verb. That is why they gave the verb “experience”. For the incorrect answer “experiences”, the students wrongly added the suffix “s”.

12. John is an excellent tennis player.

In question number (12), 294 students chose the correct answer “excellent”, 70 students chose the incorrect answer “excellence” and 31 students chose the incorrect answer “excellently”. For the first incorrect answer, it seemed the students used the word “excellence” as an adjective. For the second incorrect answer, the students omitted the required suffix “-ly”.

13. We left Boston at 8:30 last night.

In question number (13), 351 students chose the correct answer “left”, 4 students chose the incorrect answer “leave” and 46 students chose the incorrect answer “leaved”.

For the first incorrect answer, the students seemed to be weak at understanding the whole sentence. For the second incorrect answer, the students chose the incorrect answer “leaved” without knowing correct spelling of past-tense of the word “leave”.

14. We did not finish the report yesterday.

In question number (14), 348 students chose the correct answer “experienced”, 44 students chose the incorrect answer “do not finish” and 10 students chose the incorrect answer “does not finish”. For these incorrect answers, it seemed the students wrongly chose the helping verbs “do” and “does” instead of “did”. They did not notice the word “yesterday”.

15. Certainly he is handsome and intelligent, but there is something about him that I can’t like.

In question number (15), 329 students chose the correct answer “certainly”, 46 students chose the incorrect answer “certain” and 23 students chose the incorrect answer “certainty”. For the first error “Certain”, the students wrongly chose the lexical item “Certain” instead of “Certainly.” For the second error “Certainty,” the students might confuse between the two words “Certainly” and “Certainty”.

16. Argentina is the world’s biggest exporter of vehicles.

In question number (16), 234 students chose the correct answer “exporter”, 46 students chose the incorrect answer “export” and 117 students chose the incorrect answer “exporting”.. For the first incorrect answer, it seemed that they used the word “export” as a noun. They simply made an error in lexical category. For the second incorrect answer, the students omitted the required suffix “-ing”.

17. Sorry, can you speak more slowly?

In question number (17), 372 students chose the correct answer “slowly”, 19 students chose the incorrect answer “slower” and 8 students chose the incorrect answer “slow”. For the first error “slower”, the students failed to consider the collocation of adverb with verb. For the second error “slow”, the students were careless at reading the whole sentence.

18. Simon applied for the position of personal assistant in Gore Company.

In question number (18), 301 students chose the correct answer “assistant”, 4 students chose the incorrect answer “assist” and 92 students chose the incorrect answer “assistants”.. For the incorrect answer “assist”, it seemed that they used the word “assist” as a noun. For the incorrect answer “assistants”, the students wrongly added the suffix “s” by carelessness.

19. David provides staff for the automobile industry. He works for a recruitment company.

In question number (19), 341 students chose the correct answer “recruitment”, 31 students chose the incorrect answer “recruit” and 24 students chose the incorrect answer “recruits”. . For the first incorrect answer, the students wrongly chose the lexical item “recruit” instead of “recruitment.” For the second incorrect answer, the students wrongly chose the incorrect answer “recruits” without noticing the determiner “a”.

20. Several of the games were electronically projected but most weren’t.

In question number (20), 170 students chose the correct answer “electronically”, 210 students chose the incorrect answer “electronic” and 15 students chose the incorrect answer “electron”.. For the first incorrect answer, it seemed that they used the word

“electron” as an adjective. For the second incorrect answer, the students wrongly chose the lexical item “electronically” instead of “electronic”.

### Classification

In the part of the classification, the errors are classified according to their lexical categories. And then, they are grouped with superficial classification and linguistic description.

**Table3. Errors in Each Lexical Category**

Lexical Category	Total number of Incorrect Answers	Total Number of Both Correct and Incorrect Answers for Each Category	Percentage
Noun	576	1994	29%
Verb	204	2007	10%
Adjective	508	1996	25 %
Adverb	500	1991	25%

Source: Survey Data (2018)

Table 3 shows that students most made errors in nouns and least made errors in verb. And then, the students made the same percentage of errors in adjective and adverb. The frequency of errors made in nouns is 576 among 1994 total answers for nouns, that of errors made in verbs are 204 among 2007 total answers for verbs, that of errors made in adjectives are 508 among 1996 total answers for adjectives and that of errors made in adverbs is 500 among 1991 adverbs. According to these figures, it is assumed that the students must need to learn the usage of compound nouns, adjective + noun, determiner+ noun and noun follows the number.

### Superficial Classification

Superficially, errors can be classified into four categories. They are as follows with examples:

- Omission : e.g. A parrot is \* animal. (Omission of “an”)
- Addition : e.g. The whale is the \*most largest animal in water. (Addition of “most”)
- Substitution : e.g. Ma Ma will not travel \*with bus. (Substitution of “with”)
- Mis-ordering : e.g. My oldest sister is four years older than am I. (Mis- ordering of “am I”)

In the present study, the questions were multiple choices because of their background knowledge. Students were not asked to write something of their own. They were asked only to choose the correct words in the brackets. Therefore, the range of error is quite narrow. The superficial classification of the detected errors is shown in Table 4.

**Table 4. Superficial Classification of Detected Errors**

Question No.	Incorrect Answer	Superficial Classification			
		Omission	Addition	Substitution	Mis-ordering
1	work	(-s)			
	worked			(-ed)	
2	connect	(-ion)			
	connective			(-ive)	
3	respond	(-sible)			
	respondent			(-ent)	
4	finance	(-ial)			
	financially		(-ly)		
5	be			(be)	
	are			(are)	
6	print	(-er)			
	prints			(-s)	
7	rare	(-ly)			
	rarly	(-e)			
8	friend	(-ly)			
	friendship			(-ship)	
9	exact	(-ly)			
	exacting			(-ing)	
10	become			(-o)	
	becoming			(-ing)	
11	experience	(-d)			
	experiences			(-s)	
12	excellence			(-ce)	
	excellently		(-ly)		
13	leave			(-ave)	
	leaved			(-aved)	
14	Do not finish			(-do)	
	Does not finish			(-does)	
15	Certain	(-ly)			
	Certainty			(-ty)	

Question No.	Incorrect Answer	Superficial Classification			
		Omission	Addition	Substitution	Mis-ordering
16	export	(-er)			
	exporting			(-ing)	
17	slower			(-er)	
	slow	(-ly)			
18	assist	(-ant)			
	assistants		(-s)		
19	recruit	(_ment)			
	recruits			(-s)	
20	electronic			(-ic)	
	electron	(-ically)			

Source: Survey Data (2018)

### Linguistic Description

Errors were classified according to the linguistics. A linguistic classification of errors includes assigning them to various levels of linguistic description, i.e. phonological (both speaking and listening), orthographic (spelling and punctuation), syntactic (grammatical), lexico-semantic (choice of vocabulary, which in turn affects meaning), situational or socio- linguistic (appropriacy).

Some errors are combinations of more than one linguistic level. For example, if a student mispronounces a word, that student could possibly misspell that word. Or if a wrong spelling has a different meaning, it can be assumed an error at lexico-semantic level. Linguistic descriptions of detected errors are shown in Table 5.

Table 5. Linguistic Descriptions of Detected Errors

Question No	Incorrect Answer	Phonological Level	Orthographic Level	Syntactic Level	Lexico-Semantic Level	Situational or Socio-linguistic Level
1	work			✓		
	worked			✓		
2	connect			✓		
	connective			✓	✓	
3	respond			✓		
	respondent			✓		
4	finance			✓		
	financially			✓	✓	
5	be			✓		
	are			✓		
6	print			✓		
	prints					✓

Question No	Incorrect Answer	Phonological Level	Orthographic Level	Syntactic Level	Lexico-Semantic Level	Situational or Socio-linguistic Level
7	rare			✓		
	rarly	✓	✓			
8	friend			✓		
	friendship				✓	
9	exact			✓		
	exacting				✓	
10	become			✓		
	becoming			✓		✓
11	experience			✓		
	experiences		✓			
12	excellence			✓		
	excellently			✓		
13	leave			✓		
	leaved		✓			
14	do not finish			✓		
	does not finish			✓		
15	Certain			✓		
	Certainty		✓			
16	export			✓		
	exporting		✓			
17	slower		✓	✓		
	slow			✓		
18	assist			✓		
	assistants		✓			
19	recruit			✓		
	recruits			✓		
20	electronic			✓		
	electron			✓		

Source: Survey Data (2018)

### Explanation

This part explains the causes of errors found in the experiment for this research. However, according to Mc Keating, explanation of the causes of errors is not strictly speaking part of the analysis. Therefore, the causes of the student errors are explained in general terms. Remedial works are suggested in this part.

1. (i) Charlotte Ring **work** for a company that has offices in Shanghai and London.

Disagreement of subject-verb results an error. This error is an interlingual cause of error because of mother tongue interference. The teacher can remedy them by giving exercises of matching singular-noun with singular-verb and plural-noun and plural-verb.

(ii). Charlotte Ring **worked** for a company that has offices in Shanghai and London.

Error is simply student's lack of awareness of the verb "has" with simple present tense. It is an intralingual cause of error. Practice on tenses with signal words will be a useful remedial work.

2. (i) I want to use the Internet but I can't get a wireless **connect**.

The students disregard the rule "article+ compound noun." It is caused by an intralingual error. The teacher can remedy the students by giving them exercises which provide students with the structure "article+ compound noun."

(ii) I want to use the Internet but I can't get a wireless **connective**.

. The students commit the syntactic error by substitution of the adjective instead of the noun "connection." It is an intralingual cause of error. The teacher can remedy the students by giving exercises mentioned above.

3. (i) I'm the Finance Director so I'm **respond** for all the money coming in and out.

The students disregard the rule "verb to be+ adjective." It is an intralingual cause of error. The teacher can remedy them by giving the exercises about the rule "verb to be+adjective."

(ii) I'm the Finance Director so I'm **respondent** for all the money coming in and out.

This error may be a result of students' recognition on lexical items. It is an intralingual cause of error. Teachers can remedy them by giving exercises which strengthen students' knowledge of lexical items.

4. (i) Customers buy our **finance** services from banks.

Although the student has knowledge of adjective, they choose "finance" instead of "financial." This error is a result of the student's careless mistake. The teacher gives a list of adjective for remedial work.

(ii) Customers buy our **financially** services from banks.

This kind of error describes that students are difficult in choosing correct lexical item. It is an intralingual cause of error. That might be why they gave an adverb instead of an adjective. Lexical item matching exercises could be a great support for their skills in using lexical items correctly.

5. (i) I'm from Brazil but my wife **be** from the USA. It is due to the student's incomplete knowledge of the use of "be". It is an intralingual cause of error. The teacher can remedy them by explaining "be" is the "verb to be (am, is, are)."

(ii) I'm from Brazil but my wife **are** from the USA.

This error shows that the students know the use of "be" and simple present tense but they may not know the agreement of singular noun with singular verb. It is an intralingual cause of error. The result is incomplete knowledge of grammatical rules. The teacher can remedy them by giving exercises of matching singular-noun with singular-verb and plural-noun and plural-verb.

6. (i) I want to buy five **print** and twenty boxes of disc.

The students might produce such error because they did not understand that noun is followed after the numerical words. It is an intralingual cause of error. Therefore, they seemed to copy the given word. The teacher can remedy them by giving translation practices.

(ii). I want to buy five **prints** and twenty boxes of disc.

This error shows that the students are ambiguous about the rule that the plural noun must be followed the word "five". That might be why they gave the word "prints" instead of the word "printers". This error is an intralingual cause of error. Lexical item matching exercises could be a great support for their skills in using lexical items correctly.

7. (i) Randy goes to work on time. She is **rare** late for work.

It is due to the students' ignorance of rule restriction. It can be found that the student uses the word "rare" instead of "rarely". It is an intralingual cause of error. They are weak at using the lexical choice of word. The teacher can remedy them by giving exercises which strengthen students' knowledge of lexical items.

(ii) Randy goes to work on time. She is **rarly** late for work.

The students may have hypothesized the notion of "ly" as adverbs but they miss the letter "e". This error is a result of the student's careless mistake. The teacher gives a list of adverb for remedial work.

8. (i) Ben speaks to me in a **friend** way.

This error shows that the students ignore the rule "Determiner+Adjective+Noun". Thus, they may think that the adjective "friendly" as the adverb. It is an intralingual cause of error. The teacher gives a list of confusable adjective and adverb for remedial work.

(ii) Ben speaks to me in a **friendship** way.

It can be found that the students choose the word "friendship" instead of "friendly". They are weak at using the lexical choice of word. This error is also



intralingual cause of error. Teachers can remedy them by giving exercises which strengthen students' knowledge of lexical items- what item collocate what item. For example,

Determiner+Adjective+Noun

9. (i) I don't know **exact** when I'll be back.

The students might choose the word "exact" because they did not understand what the sentence means in the target language. Therefore, they seemed to copy the given word. It is an interlingual cause of error because of the students' mother tongue interference. The teacher can remedy them by giving translation practices.

- (ii) I don't know **exacting** when I'll be back.

This error shows the students' confusion about lexical categories. It might be that they choose the adjective "exacting" instead of the adverb "exactly". It is an intralingual cause of error. The teacher can remedy them by giving exercises in choosing lexical items.

10. (i). James **become** a sales manager at Gore company in 1992.

It is due to the students' incomplete knowledge of tense. It is an intralingual cause of error. Making exercises with different tenses may be a useful remedial work for the students.

- (ii). James **becoming** a sales manager at Gore company in 1992.

This kind of error includes incomplete application of rule and mother tongue interference. This error is an interlingual cause of error. The students did not notice the grammatical rule "verb to be+Ving". Again, if we look at the context, the sentence mentions only one action in past. The use of continuous tense is not appropriate here. The teacher can remedy them by putting emphasis on where a continuous tense is used.

11. (i) She is **experience** in marketing.

It is found that these students have already learnt the adjective "experienced" in their text book. Moreover, they have learnt the rule "verb to be+ adjective". So, it is due to the carelessness of the student. The teacher can remedy them by giving exercises of the grammatical rule "verb to be+adjective".

- (ii) She is **experiences** in marketing.

This error shows the students' mother tongue interference because they may confuse the use of verb to be and verb to have. So, this error is an interlingual cause of error. The teacher gives list of adjective for remedial work.

12. (i) John is an **excellence** tennis player.

It is obvious that the students know the grammatical rule “Determiner+ Adjective+ Noun”. However, the problem is that they may think the word “excellence” as an adjective. It is an intralingual cause of error. In this situation, the teacher gives list of adjective for remedial work.

(ii) John is an **excellently** tennis player.

This error may be a result of students’ recognition on lexical items. It is also an intralingual cause of error. Teachers can remedy them by giving exercises which strengthen students’ knowledge of lexical items- what item collocate what item.

13. (i) We **leave** Boston at 8:30 last night.

For this error, it could be said that the students were not aware of the phrase “last night”. It is an intralingual cause of error. The teacher can remedy them by giving exercises about past tense with signal words.

(ii) We **leaved** Boston at 8:30 last night.

The students know the correct tense but the problem is they do not know how to spell it. They know the rule V+ed=past tense. Therefore, they write down the regular past tense “leaved”. It is an intralingual cause of error. The teacher can remedy them by giving a list of irregular verbs to learn by heart.

14. (i) We **do not finish** the report yesterday.

The cause of error can be carelessness of tense. Students might overlook the sentence and did not notice the time setting “yesterday”. It is an intralingual cause of error. Allowing them to do the exercises containing different tenses may be a useful remedial work for the students.

(ii) We **does not finish** the report yesterday.

This error can also be carelessness of tense. Students might overlook the sentence and did not notice the time setting “yesterday”. Moreover, they may not know the agreement of plural noun with plural verb. It is an intralingual cause of error. The teacher can remedy them by giving exercises of tenses and subject –verb agreement.

15. (i) **Certain** he is handsome and intelligent, but there is something about him that I can’t like.

It is due to the students’ ignorance of rule restriction without knowing the place of adverb which is the beginning of the sentence and the end of the sentence. It is an intralingual cause of error. The teacher can remedy them by explaining the rule restriction of adverb.

(ii) **Certainty** he is handsome and intelligent, but there is something about him that I can’t like.

This error may be the students' carelessness. The teacher can remedy them by repeating them the spelling.

16. (i) Argentina is the world's biggest **export** of vehicles.

This error shows that the students ignore the rule "Adjective + Noun". Therefore, they chose "export" instead of "exporter". It is an intralingual cause of error. The teacher can remedy them by giving exercises of the grammatical rule "Adjective + Noun".

- (ii) Argentina is the world's biggest **exporting** of vehicles.

This error may be a result of students' recognition on lexical items. Moreover, they may think that the word "exporting" as a noun. It is an intralingual cause of error. In this situation, the teacher gives list of noun for remedial work.

17. (i) Sorry, can you speak more **slower**?

For this error, the students choose the adjective because they think the word "more" as a comparison. This error is an intralingual cause of error. The teacher can remedy them by giving exercises for comparison.

- (ii) Sorry, can you speak more **slow**?

The students might produce such error because they did not understand what the sentence means in the target language. It is an interlingual cause of error because of the students' mother tongue interference. Therefore, they seemed to copy the given word. The teacher can also remedy them by giving translation practices.

18. (i) Simon applied for the position of personal **assist** Gore company.

This error may be a result of students' recognition on lexical items. That might be why they choose the verb "assist" instead of the noun "assistant." It is an intralingual cause of error. Lexical item matching exercises could be a great support for their skill in using lexical items correctly.

- (ii) Simon applied for the position of personal **assistants** in Gore company.

It is obvious that the student know the correct lexical item. But, they chose "assistants" instead of "assistant" because they were not aware the singular noun "Simon". It is an intralingual cause of error. The teacher can remedy them by giving exercises of matching singular-noun with singular-verb and plural-noun with plural-verb.

19. (i) Devid provides staff for the automobile industry. He works for a **recruit** company.

This error shows that the students ignore the rule "Determiner+Noun". Therefore, they chose "recruit" instead of "recruitment". It is an intralingual cause of error. The teacher can remedy them by giving exercises of the grammatical rule "Determiner + Noun".

(ii) Devid provides staff for the automobile industry. He works for a **recruits** company.

This error shows that the students added the suffix “s” in order to be a noun or an adjective. It is an intralingual cause of error. The teacher gives the students lexical item matching exercises.

20. (i) Several of the games were **electronic** projected but most weren't.

It is due to the students' ignorance of rule restriction without knowing the place of adverb which is between the helping verb and main verb. It is an intralingual cause of error. The teacher can remedy them by explaining the rule restriction of adverb.

(ii). Several of the games were **electron** projected but most weren't.

This kind of error is interlingual cause of error because of the students' mother tongue interference. Students translate with their own language “Several of the games were electron.” It also shows that students are having difficulty with choosing correct lexical item. That might be why they gave noun instead of an adverb. Lexical item matching exercises could be a great support for their skills in using lexical items correctly.

#### 4. Findings and Discussion

After going detailed analysis on the errors of the students, it has come across with the following finding.

According to Table 2, question number 20 results the highest frequency of incorrect answers. Among the total of 395 attempted answers for this question, 170 correct answers and 225 incorrect answers can be found. The question is “Several of the games were (electron) projected but most weren't.” For this question, “electron” and “electronic” are given as incorrect answers. In accordance with Table 3, the students mostly choose “electronic” as an incorrect answer. The question with the second highest frequency of incorrect answers is question number 6. Among 402 attempted answers, there are 192 correct answers and 210 incorrect answers for this question. The question is “I want to buy five (print) and twenty boxes of disc.” For this question, “print” and “prints” are given as incorrect answers. The students mostly choose “prints” as an incorrect answer.

From the statistics of the study, it can be seen that among four lexical categories, students make errors most in noun and least in verb. It is also found that students did not know not only the correct use of lexical categories but also the correct use of grammatical rules.

Most of the errors are found in the use of the incorrect forms of the noun according to the data analysis. As a result, students need to learn the correct usage of lexical items. The lack of subject verb agreement is also found in the answer that the students choose. The students also need to learn different verb forms and tenses in order to solve this problem. Furthermore, the wrong use of suffix is also found in the answer that the students choose. Moreover, intralingual errors and interlingual are found in this study. In

order to solve the problems of students' errors, different kinds of remedial works are needed. For errors in nouns that are mostly committed by students, teacher should remedy them the usage of compound nouns, adjective + noun, determiner + noun and noun follows the number. For errors in verb according to the tense, teachers should teach the students the form of tenses and functions of these tenses to avoid confusion of the use of tenses. For errors in subject-verb agreement, the teacher can remedy them by explaining about the grammatical rules. For some errors caused by students' confusion in choosing lexical items, teachers can remedy them by giving exercises which help students to choose the correct lexical items. For errors in suffix, teacher can remedy them by using the prefix and suffix. These remedial works are examples of those which have been mentioned in explanation of detected errors in the previous section. By analyzing the students' error, the teacher would know the weakness of the students, and thus the teacher could know how to remedy them. Therefore, it would be effective on their comprehension and their remarkability.

## **5. Conclusion**

In conclusion, by analyzing the students' errors and making remedial teaching, the teachers can reduce students' error as much as possible. Furthermore, through making errors, and hearing the correct forms from the teacher, the students can develop their skills. So, errors and their analysis are advantageous for both students and teachers. The four categories of the students' errors are only explored for the limitations of the study and the study was limited only on the analysis of the twenty multiple choice questions. There is much scope of research on the area of error analysis. Errors of the spoken language can also be analyzed in order to improve the students' communicative skills.

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