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**ERROR ANALYSIS ON WRITING ACADEMIC ESSAYS IN FILIPINO OF SENIOR HIGH SCHOOL STUDENTS**

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**ABSTRACT**

Writing proficiency is a vital academic skill that must be developed among students; however, the correct use of language structure and adherence to writing standards remain a challenge for many. This study aims to examine the common errors committed by Senior High School students of the University of Mindanao in their academic essays. The researchers also aim to identify the types of errors with the highest and lowest frequencies, which will serve as a basis for future instructional interventions. The study employed Corder's (1967) Error Analysis as the primary methodology in analyzing 100 academic essays written by students. Based on the analysis, substitution, or the selection of incorrect linguistic elements, emerged as the most frequent type of error. This was followed by errors in mechanics, addition (the insertion of unnecessary elements), omission (the absence of required elements), and finally, permutation (incorrect arrangement of sentence components), which had the least occurrences. The results also revealed that students struggle with the correct application of grammatical rules, such as the appropriate use of adjectives, proper affixation, sentence structure, and the accurate placement of elements within a sentence. The findings suggest that teachers must employ strategies focused on increasing grammatical awareness to further enhance students' proficiency in Filipino and academic writing.

**Keywords:** Education, Senior High School, Error Analysis, Academic Essay, Qualitative, Philippines.

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**1. INTRODUCTION**

Writing is currently one of the difficulties that students encounter. They struggle with writing in a variety of ways, especially when it comes to academic essays, which call for a detailed expression of ideas. It requires that concepts be communicated using appropriate word choice, proper grammar, and a clear structure (Husna & Isna, 2024). Students also struggle because they must communicate concepts in a way that readers can comprehend (Saputra, 2024). For instance, mistakes are frequently made in verb tenses, adjective usage, and subject-verb agreement (Puspita, 2019).

The issues raised are apparent in student essays, which contain mistakes like permutation (Buzdar, 2024), addition (Hikmah, 2020), substitution (Sieg et al., 2023), and omission (Masruddin, 2019). Sarasua (2021) asserts that writing is a difficult process. Learning a second or target language is even more challenging than learning one's first because students must take into account writing conventions, grammar, and other elements of the target language, all of which increase the difficulty level. According to a study by Royani and Sadiyah (2019), which

Gildore et al. (2023) cite, writing and grammar are inseparable because mastering grammatical competence is a necessary skill for producing an essay that is both effective and of high quality. According to Fitria (2019), writing proficiency is a vital skill that all students should strive to develop. Manipatruni et al. (2024) found that there are techniques that highlight the value of students' writing abilities, which can improve the quality of academic essays. Some important factors that need to be considered when writing a high-quality essay include language features, morphology, spelling, punctuation, syntax, semantics, and organization (Alsher, 2021).

Mustadi and Amalia (2019), Pasaribu (2021), and Surjowati (2023) claim that examining mistakes in academic essays enables teachers to spot persistent language proficiency issues in their students, exposing comprehension gaps and emphasizing the link between vocabulary and syntax knowledge and expressive quality. According to Alghazo and Alshraideh (2020) and Aqeel et al. (2022), second-language learners make a variety of writing errors due to their lack of language, grammar, and vocabulary knowledge. These errors are typically caused by a lack of comprehension of the rules of the new language, as explained by error analysis (EA). Writing a high-quality essay necessitates using language features like morphology, spelling, punctuation, syntax, semantics, and organization correctly, according to Sandrawati and Jurianto (2021) and Alsher (2021). Additionally, students frequently make grammatical errors, especially when it comes to improper sequencing of sentence components or incorrect placement of morphemes.

In academic writing, error analysis (EA) is crucial in a global setting because it improves students' language and writing abilities, particularly when using a second language (Aqeel et al., 2022). Teachers can use EA to find common mistakes made by students, which can then be used to improve language proficiency and develop teaching strategies. Opportunities for improved community communication are created by this analysis, which also supports higher education and equips students for challenges facing the world. The current study's objectives are to answer the problems associated with writing academic essays in Filipino and to pinpoint the reasons behind writing mistakes made by senior high school students at the University of Mindanao in Davao City. The goal of this research is to help students become better writers and to increase teachers' understanding of how to spot and correct their students' writing mistakes.

Numerous studies have examined error analysis (EA), but these studies are still necessary because, as Qamariah and Wahyuni (2020) show, students' abilities to write high-quality academic essays have not improved much. Ignacy and Subramaniam (2024) contend that mistakes in Filipino grammar usage still require attention because they have not been adequately covered in earlier research. However, since the majority of current research focuses on English grammar, no particular study has yet been conducted on Filipino grammar. As Bangayan-Manera (2019) pointed out, there is a dearth of local research on Error Analysis (EA), which implies the need for a more thorough examination given the small number of studies in Filipino.

The purpose of this study is to determine the difficulties senior high school students at the University of Mindanao, Davao City, encounter when writing academic essays. This will help us achieve the fourth Sustainable Development Goal, which advocates for high-quality education and the creation of well-rounded learners ready for their future careers. The specific goal of this study is to identify and examine the mistakes that students make using Corder's

(1967) Error Analysis (EA) theory, which includes mechanics, permutation (misordering of elements), addition (inclusion of an unnecessary element), omission (absence of a necessary element), and substitution (selection of the incorrect element). By identifying the most and least common types of errors, the researchers hope to better understand which areas need more focus and intervention.

## 2. METHODOLOGY

### Research Data

The analysis's target data is one hundred (100) essays authored by University of Mindanao, Davao City senior high school students. One hundred (100) students enrolled in the Filipino course will provide the data for this study, as they are more accustomed to writing academic essays. 50 students from the Science, Technology, Engineering, and Mathematics (STEM) strand and 50 students from the Accountancy, Business, and Management (ABM) strand are included in this. This study excludes academic essays from kindergarten, high school, college, and other university departments. The chosen data will be the main source of information used to investigate and analyze lexical, syntactic, and morphological errors in particular.

### Research Design

This research will utilize a qualitative-descriptive methodology under the Error Analysis (EA) framework. Error analysis is the best technique for analyzing the reasons behind and consequences of students' writing errors, claim Masmoudi et al. (2022). Every essay will undergo a comprehensive examination and analysis based on the five primary criteria listed by Corder (1967): evaluation, description, explanation, error detection, and language sample collecting. This approach works best for researchers to comprehend, recognize, and evaluate the mistakes students make when writing academic essays (Sarasua, 2021).

To identify the areas of morphological, syntactic, and lexical errors in each student's academic essay, the researchers used Corder's (1967) Error Analysis theory, specifically the five categories of error analysis: substitution (selection of the wrong element), omission (absence of a necessary element), addition (inclusion of an unnecessary element), and permutation (misordering of elements). The mechanics, which refer to spelling and punctuation mistakes and are significant in our analysis, were also added by the researchers after the teacher pointed them out.

## 3. FINDINGS AND DISCUSSION

The results of the study are presented in this section, which starts with a broad summary of the errors that were found and then goes into great depth on each kind and the particular linguistic structures that include them. Subsequently, we provide a comprehensive analysis of the findings, supported by recent studies and relevant literature.

### Errors in Substitution, Omission, Addition, Permutation, and Mechanics

**Table 1.1 Errors in Academic Essays**

Types of Error	Count	Percentage
Substitution	237	38.98%
Mechanics	168	27.63%

Addition	87	14.31%
Omission	82	13.49%
Permutation	34	5.59%
<b>Total</b>	<b>608</b>	<b>100%</b>

Table 1.1 presents the overall results of the most common errors committed by Senior High School students in writing academic essays. Based on the data, Substitution (38.98%) is identified as the most significant type of error, while Mechanics ranks second with a percentage of 27.63%. This is followed by Addition (14.31%) and Omission (13.49%), while Permutation (5.59%) records the lowest percentage of errors.

### Substitution Errors

Table 1.2 presents the results of substitution errors committed by Senior High School students of the University of Mindanao in their essays. According to the data, the morphological aspect (70.89%) accounts for the largest portion of errors under substitution, followed by the lexical aspect (22.78%), while the syntactic aspect (6.33%) records the lowest percentage.

**Table 1.2 Substitution and its types of error**

Types of Error	Count	Percentage
Morphological	168	70.89%
Lexical	54	22.78%
Syntactic	15	6.33%
<b>Total</b>	<b>237</b>	<b>100%</b>

**Morphological Error in Substitution.** Substitution is the process of changing a word or phrase to make a sentence flow better. Morphological errors, on the other hand, happen when a substitution produces a word in an inappropriate form, such as when a verb is misused or affixes are misused. Faulty word forms, such as faulty verb conjugations or wrong use of affixes, can arise from these kinds of errors. These errors may cause misunderstandings and lower the overall quality of the writing. In this situation, students' written outputs blatantly display morphological faults in substitution. Students from the University of Mindanao's Senior High School often make errors in their academic essays, particularly when it comes to substitution. Here are a few instances of these mistakes at the morphological level of substitution.

Ito rin ang *umuugnay* sa mga tao sa iba't ibang sulok ng bansa na magkapareho ang pananalita. (A.Ess #59)

Nakatutulong ito sa mga mamamayan *nang* ating bansa. (A.Ess #86)

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Mas lalong *umusbong* ang ating kaalaman at pakikipag-usap. (A.Ess #58)

The first excerpt clearly reveals an error in the use of the prefix *umuugnay* instead of the more appropriate *nag-uugnay*. To convey the intended meaning more accurately, the term should be corrected to *nag-uugnay*. In the second excerpt, the misuse of the function word *nang* in place of *ng* highlights a grammatical inaccuracy, as the chosen marker does not align with the structure of the sentence. Meanwhile, the third excerpt presents a verb usage error with the word *umusbong* being used instead of *usbong*. According to the rules governing verb aspects, *usbong* is the correct form, as it properly denotes an action that is yet to take place.

**Errors in Substitution at the Lexical Level.** In linguistics, the term *lexical* pertains to words and their meanings within a given language. It is closely associated with vocabulary development and the effective use of words in communication. Within this context, the lexical aspect plays a crucial role in ensuring accurate understanding and appropriate word usage across various communicative situations. An analysis of the academic essays written by senior high school students from the University of Mindanao revealed several substitution errors, particularly at the morphological level. Below are some examples of lexical substitution errors identified in their written outputs.

Ang ibig sabihin ng pagkakaisa sa gitna ng pagkakaiba ay hindi mo man ito kadugo, kalahi o mamamayan tayo pa rin ay nagkakaisa **is** *welcome* parin sila sa ating lugar at komunidad. (A.Ess #40)

Ang kahalagahan ng pag-usbong ng iba't ibang lingguwistikong komunidad sa ating bansa ay mas nabigyan natin ito ng *importansya* dahil ito rin ay bahagi ng ating kultura. (A.Ess #62)

Sila ay patuloy na *nagpapaalam* sa mga tao ng iba't ibang wika, diyalekto o mga bagong salita, sa patuloy na paglaki ng isang lingguwistikong komunidad. (A.Ess #74)

Based on the analysis of the presented sentences, it was found that the students committed errors at the lexical level. In the first excerpt, the use of the informal expression *is welcome pa rin sila* in a formal context reflects an inappropriate choice of words that does not align with the required level of communication. The second example reveals another type of lexical error: the use of the word *importansya* as a substitute for *halaga*. While the two may sound similar, their meanings differ significantly, making the substitution contextually inaccurate. Meanwhile, the third example illustrates the misuse of the term *nagpapaalam* in a situation where it is not appropriate, resulting in confusion and miscommunication.

**Errors in Substitution at the Syntactic Level.** When changing a word or phrase causes the proper order or structure of sentence components to be disrupted, this is known as a syntactic error. These errors could lead to a sentence being constructed incorrectly, including using conjunctions incorrectly or failing to integrate the replacement word into the phrase's syntax properly. Communication may become less coherent and clear as a result of these structural

irregularities. The following are instances of syntactic errors identified during the analysis of substitution techniques in the writings of senior high school students.

Alam naman natin, na may iba't iba tayong kultura, lahi, pinanggalingan at iba pang *klase na* pagkakaiba ngunit hindi ito hadlang tayo ay magkaisa. (A.Ess #9)

Inilalarawan ng pahayag na ito, kung paano na ang mga Pilipino ay patuloy na nagtutulungan, kumukonekta, at nakikipag- ugnay sa bawat isa *at* para sa kanila ay hindi hadlang ang kaniya-kaniya nilang diyalekto upang sila ay magkagulo at hindi magkaunawaan. (A.Ess #72)

Based on the analysis of the sentences, it was identified that the students committed errors at the syntactic level. In the first example, the use of *na* instead of *ng* resulted in a grammatically incorrect sentence structure, as the preposition used was inappropriate for the context. Meanwhile, in the second example, the conjunction *at* was found to be unsuitable within the sentence, and replacing it with *dahil* was necessary to convey the intended meaning accurately and maintain syntactic coherence.

Based on the findings, it is clear that writing is a fundamental component of second language (L2) learning, significantly influencing both academic success and life outcomes. According to Gildore et al. (2023) and Sanchez Calderon and Pacheco Plaza (2021), it is common for students to commit writing errors in the context of L2 learning due to difficulties in grasping the target language and confusion regarding its linguistic rules. As a result, learners tend to rely on the norms of their first language as a substitute. Despite continued instruction, many students still require further writing support to properly apply the rules of the language. This is evident in the essays written by students from the University of Mindanao, which revealed weaknesses in sentence organization and structure. As Iqbal et al. (2021) explain, such writing errors often stem from a lack of foundational linguistic knowledge during the learning process. The results revealed that the most frequent errors committed by students are related to language form, particularly in the incorrect use of conjunctions, prepositions, and adjectives. A major challenge also lies in the morphological aspect, especially in the substitution of essential language elements. These findings align with Corder's (1967) framework on error analysis.

In the analysis of students' writing errors, substitution, or the replacement of essential linguistic elements, emerged as the most prominent challenge, accounting for the highest percentage of errors (57.97%). These errors are categorized into three levels: morphological (70.89%), lexical (22.78%), and syntactical (6.33%). The results highlight the urgent need for focused instruction and targeted interventions to improve writing proficiency, especially in the proper substitution of words. This finding supports the study of Setiyorini et al. (2020), which identified substitution as the most frequent type of error, also with a rate of 57.97%, thereby reinforcing the validity of their observations. According to Haris (2023), morphological errors are concerned with the structure of words and often stem from students' insufficient understanding of lexical forms and the rules of the target language (L2). These errors include incorrect word formation, derivation, and the misuse of prepositions, articles, linking verbs, pronouns, and auxiliary verbs.

### Errors in Mechanics

In the academic field, *mechanics* typically refers to the correct use of punctuation, spelling, and capitalization in writing. These elements are essential in ensuring accuracy, clarity, and credibility in any scholarly work. Table 1.3 presents the overall results of students' errors in writing mechanics. Based on the data analyzed, punctuation marks the highest percentage of errors at 60.71%, followed by spelling at 24.40%, and capitalization with the lowest percentage at 14.88%.

**Table 1.3 Mechanics and its types of error**

Types of Error	Counts	Percentage
Punctuation	102	60.71%
Spelling	41	24.40%
Capitalization	25	14.88%
<b>Total</b>	<b>168</b>	<b>100%</b>

**Punctuation.** In writing, punctuation marks are symbols that denote appropriate sentence construction, intonation, and pauses. They are essential for forming meaning and enhancing the intelligibility of a message in a text. Punctuation errors were the most common type of errors found in senior high school students' essays. The most common mistake among these was the improper usage of the hyphen. Here are some instances of these punctuation errors made by the students.

*Para sa akin* ang ibig sabihin ng pagkakaisa sa gitna ng pagkakaiba ay kahit na tayo ay may iba't ibang kasarian, lengguwahe, relihiyon *at* iba tayo pa rin ay nagkakaisa at nagmamahalan. (A.Ess #14)

Ito ay nagpapatunay na hindi hadlang ang pagsasalita ng *iba't-ibang* wika upang magkaroon ng magandang relasyon sa ating bansa. (A.Ess #95)

*Pagkakaisa sa gitna ng pagkakaiba* ay nagpapahayag na kahit iba-iba ang ating diyalekto o lengguwahe iisa pa rin tayo *sa kultura, at, iba pa*, at may pambansang lengguwahe na nagbuklod sa atin bilang Pilipino. (A.Ess #87)

The improper use of commas and hyphens was one of the punctuation errors found when the sentences were reviewed. To appropriately divide the opening phrase from the main clause, for example, *Para sa akin* should be followed by a comma. In *iba't-ibang*, the second example, the contraction of *iba at ibang*, should be indicated with an apostrophe (') rather than a hyphen. Likewise, putting a comma after *at* in *at iba pa* is wrong; commas should normally come before *at*, not after it. To guarantee correct punctuation and to improve the readability and impact of written communication, these errors must be fixed.

**Spelling.** Spelling is the proper way to write words according to orthography guidelines. For ideas to be coherent and clear in academic writing, spelling must be precise. Spelling correctly

conveys the author's authority and command of the language. Spelling correctly improves the clarity and effectiveness of an essay's message. These are a few of the most frequent spelling mistakes that senior high school students make in their essays.

Ito ay nagbibigay daan sa mas maraming  *oportunidad*  upang mas mapabuti at mapaganda ang relasyon ng mga tao sa isang komunidad. (A.Ess #8)

Magkaiba tayo sa lahat at kultura ngunit iisa  *tayo*  sa saya at magkasama dahil tayo ay pantay-pantay. (A.Ess #31)

The examples show that both have spelling errors. The English term opportunity is often the source of this kind of misunderstanding. The word  *oportunidad*  is an inaccurate form of the Filipino word  *oportunidad* , which, according to Filipino orthography, contains only one  *p* . In the meantime, another glaring error is the misspelling of  *tayo*  rather than  *tayo* . Since  *tayo*  is not a recognized term in the Filipino language, it cannot be regarded as a free variation in Filipino phonology. It is categorized as a spelling error as a result.

**Capitalization.** Capitalization is the appropriate use of capital letters in significant words, proper nouns, and at the start of sentences. In academic writing mechanics, a typical errors is either not using capital letters when they are needed or placing them in the wrong location inside a sentence. To guarantee that written work appears precise, courteous, and clear, proper capitalization is crucial. The proper use of capitalization shows writing ability and facilitates efficient concept organization. Among the most prevalent flaws found in senior high school students' academic work are these.

Ang lingguwistikong komunidad ay pinakamahalaga para sa bansang  *pilipinas*  kasi ito iyong mga nagturo sa atin at tumutulong sa mga  *pilipino* . (A.Ess #85)

Isang halimbawa ay ang  *Multilinguwal*  na  *Komunidad*  kahit may iba't ibang wika ay mayroon pa rin silang pagkakaisa. (A.Ess #22)

*ang*  wika ay isang tulay para sa ating lahat. (A.Ess #77)

Based on the analysis, several errors in the proper use of capitalization can be observed in the sentences. In the first example, proper nouns such as  *Pilipinas*  and  *Pilipino*  were incorrectly written in lowercase. According to Filipino grammar rules, proper nouns must begin with a capital letter. In the second example, the common nouns  *Multilinguwal*  and  *Komunidad*  were mistakenly capitalized and should be corrected to  *multilinguwal*  and  *komunidad* , respectively. In the final example, the word  *ang* , which begins the sentence, should be written as  *Ang*  to follow the rule of capitalizing the first word of a sentence.

According to Yuliah et al. (2019), aside from grammar, mechanics such as capitalization, punctuation, and spelling are common errors in student essays, with punctuation showing the highest percentage (21.6%). These errors significantly affect the clarity and credibility of academic writing. In the essays of senior high school students from the University of Mindanao, punctuation errors accounted for the highest percentage (60.71%), primarily due to

incorrect use of hyphens and commas. Spelling errors comprised 24.40%, while capitalization errors made up 14.88%, reflecting a lack of knowledge in writing conventions. Yuliawati (2021) noted that the analysis of student work was sufficiently accurate, as the errors did not greatly hinder reader comprehension. Nadya and Muthalib (2021) emphasized that errors are a natural part of the learning process, while Fontiveros-Malana and Calanoga (2019) stressed that sound grammar and adequate vocabulary are essential to ensure a coherent and effective structure of ideas in a text, which in turn promotes clear communication and understanding of language.

### Addition Errors

When unnecessary words, phrases, or punctuation are added to a sentence, it is referred to as an addition error. Students typically make more addition errors in the syntactic (59.03%), morphological (31.03%), and lexical (9.20%) elements, as indicated in Table 1.4. These errors thus impair writing clarity and could cause misunderstandings regarding the intended meaning.

**Table 1.4 Addition and its types of error**

Types of Error	Count	Percentage
Syntactic	52	59.03%
Morphological	27	31.035
Lexical	8	9.20%
<b>Total</b>	<b>87</b>	<b>100%</b>

**Errors in Addition at the Syntactic Level.** Addition errors at the syntactic level refer to the unnecessary inclusion of words that cause confusion or redundancy in a sentence. An example of such an error is the use of two synonymous words that convey the same meaning. This type of error affects the clarity and effectiveness of the message, especially in academic writing. As a result, conveying the intended idea to readers becomes more difficult. Some of the common addition errors made by the students include the following:

Ang pahayag na ito, ay ipinapakita na kahit may pagkakaiba ang bawat isa, dapat itakwil *natin* ang diskriminasyon at paunlarin ang pagkakaisa *natin*. (A.Ess #52)

Batay sa aking kaalaman, kahit may pagkakaiba ay nagkakaisa hindi dahil sa tungkulin bilang tao, *dahil din ay* mahal natin ang isa't isa na makakatulong sa atin na umunlad. (A.Ess #58)

Na kahit *iba't iba* man ang ating kasarian, lengguwahe *o iba't iba pa* ay nagkakaisa pa rin tayo sa kahit anong paraan. (A.Ess #15)

The aforementioned examples show how excessive and improper words are used in students' sentences. The first example has an inappropriate addition because the word *natin* is used in a

way that is inconsistent with the statement's overall meaning. In the second example, the logical structure of the sentence was broken by the inclusion of the extraneous term *dahil din*. In the third case, the term *iba't iba* was repeated without cause, which resulted in redundancy. These kinds of errors show a failure to carefully consider the structure and meaning of phrases. Therefore, it is crucial to help students learn how to utilize language in writing in a precise and acceptable manner.

**Errors in Addition on the Morphological Level.** The study of morphemes, the smallest meaningful linguistic elements, is known as morphology. When superfluous morphemes are added to a word, morphological addition errors take place, leading to erroneous word structures or forms. Accurate word construction is essential for maintaining a statement's clarity and preventing misunderstandings. Clear and effective communication of ideas is ensured by appropriate morphological construction. The following are a few typical morphological errors made by seniors in high school:

*Ang pagkakaisa sa gitna ng pagkakaiba ay nakapatungkol sa pagkakaisa ng mga tao sa kabila ng lahat ng pagkakaiba. (A.Ess #29)*

*Mahalaga ang pag-usbong ng iba't ibang linggwistikong komunidad sa ating bansa upang ang mga mamamayan nito ay magkakaugnayan o magkakaisa. (A.Ess #61)*

*Ang ibig sabihin nito ay dapat magtulongtulongan at makipagkaibigan sa gitna ng ating mga kaibahan sa isa't isa. (A.Ess #83)*

Based on the excerpts above, it was found that students tend to commit morphological addition errors. In the first example, the word *nakapatungkol* functions as a specific preposition; however, in the context of the sentence, it refers to a general subject, making *tungkol* the more appropriate term. This highlights the students' difficulty in adding affixes to words that do not require them. In the second example, the use of *magkakaugnayan* instead of *magkaugnay* demonstrates the excessive addition of the affixes *mag*, *ka* (twice), and *-an* to the root word *ugnay*, resulting in repetition of both root and affixes. Meanwhile, in the final excerpt, the word *magtulongtulongan* includes the affixes *mag-* and *-an*, which are unnecessary within the sentence structure. This leads to a word form that is overly complex and misaligned with the intended expression.

**Errors in Addition on the Lexical Level.** The study of words, their definitions, and their usage in a language is known as the lexicon. When unneeded or improper words are added to a sentence, lexical addition errors take place. Furthermore, redundancy arises from improper repetition of words with similar meanings, which can lead to misunderstandings or lessen the effectiveness of the message. Accurate word choice and usage are crucial because such errors have a direct impact on an expression's efficacy and clarity. Some of the frequent lexical errors found in senior high school students' academic work include the following:

*Base sa aking pagkakaintindi, malaki ang kahalagahan nito dahil ito'y nagbibigay ng mabuting epekto para sa ating komunidad art lalo na sa atin, sa mga kabataan. (A.Ess #52)*

Maging bukas sana tayo na matuto at mahalín ang iba't ibang linggwistikong komunidad sa paraang nasa iisang bansa naman din tayo, ay ating bigyang halaga rin ang iba't ibang *parte ng wika* sa kahit saang sulok ng ating bansa. (A.Ess #15)

Sa kabila ng pagkakaiba natin sa pagsasalita, tayo ay nagsisikap na aralin ang mga wika ng mga *kaiba* sa atin upang magka-ugnayan. (A.Ess #41)

Based on the presented excerpts, it is evident that students often add unnecessary words to their sentences. In the first excerpt, the word *Base* is an instance of unnecessary addition, as the sentence could be more appropriately and started with *Sa aking pagkakaintindi*. Secondly, the phrase *parte ng wika* causes confusion, and it would be more accurate to use *uri ng wika*, which better aligns with the intended concept in context. These examples reveal students' difficulty in selecting words that align with the text's purpose. Meanwhile, in the last example, the word *kaiba* is not suitable within the sentence and appears off-topic, leading to a misunderstanding of the subject. These examples underscore the importance of selecting words carefully to avoid confusion and maintain the accuracy of the message in writing.

According to Hikmah (2020), Gildore et al. (2023), and Aziz et al. (2023), addition errors occur when unnecessary words are included in a sentence, often due to the transfer of structure from the first language to the second language, revealing a lack of proper understanding of word structure. Saifudin (2019) also attributes these errors to limited knowledge of sentence structure. Based on collected data, addition errors are categorized into three levels: syntactic (59.03%), morphological (31.03%), and lexical (9.20%). These commonly include the insertion of unnecessary words or phrases, incorrect affixation, and inappropriate word choice, which lead to confusion in meaning. In McDowell's (2020) study, the frequent misuse of the article "Ang" in students' essays highlights their insufficient understanding of language structure. Such errors demonstrate the urgent need for careful analysis and correction to enhance clarity and the overall quality of academic communication.

### Omission Errors

Table 1.5 presents the total number of omission errors committed by the students. Most of these errors occurred at the morphological level, followed by syntactic and lexical omissions. These mistakes offer valuable insights into the areas that require improvement in order to enhance the overall quality of students' writing. As shown in the table, the percentage of errors is as follows: morphological (65.85%), syntactic (24.39%), and lexical (9.76%).

**Table 1.5 Omission and its types of error**

Types of Error	Count	Percentage
Morphological	54	65.85%
Syntactic	20	24.39%
Lexical	8	9.76%
<b>Total</b>	<b>82</b>	<b>100%</b>

**Errors in Omission on the Morphological Level.** The study of morphology analyzes morphemes, which are the smallest meaningful elements of language, and how they interact to make words. When an essential morpheme, like a root word or affix, is absent, it is known as morphological omission, and it leads to faulty word formation. Errors resulting from these omissions might confuse people and make the intended message less clear. Such errors have a major impact on the overall caliber of communication and writing. Students in their senior year of high school have been shown to make these common mistakes.

Sa gitna ng pagkakaiba kailangan natin *makiisa* upang sabay na umusbong at kahit na may pagkakaiba walang nakapagpabago ng samahan at pakikiisa. (A. Ess #58)

Dahil dito mas *mauunlad* natin ang ating mga sarili at may matutuhan o malalaman na bago. (A.Ess #9)

The examples showed that pupils made morphological errors, especially when it came to correctly forming root words and affixes. The improper verb form in the first example is *makiisa*; the correct form is *magkaisa*, which lacks the letters *g* and *a*, which are both necessary to accurately convey the meaning and intent. In order to guarantee that the sentence conveys the right meaning, the word *mauunlad* in the second example does not fit the context; instead, *mapauunlad* is the appropriate term. The creation of precise and powerful phrases is significantly impacted by such errors. The significance of having a solid grasp of appropriate morphological structures is demonstrated by these examples. Students' capacity to utilize language clearly and precisely can be further developed in this way.

**Errors in Omission on the Syntactic Level.** Syntax is the artful weaving of words into meaning, the structure that gives life to language. When something essential is missing, such as connecting words or prepositions, the sentence loses its rhythm and becomes incomplete. This is known as syntactic omission. In its absence, the message falters, often leading to confusion or misinterpretation. The thought intended to be shared is left suspended, unclear, and unresolved. Such errors, though sometimes subtle, have a profound effect on understanding and expression. Among Senior High School students, these are the most common syntactic lapses, revealing the need for deeper awareness and refinement in language use.

Kahit na magkakaiba tayo ng mga kultura at paniniwala, *dapat tayong magtulungan dahil* pare-pareho lang tayo na tao. (A.Ess #51)

*Ito nakabatay* sa ating linggwistikong komunidad. (A.Ess #77)

*Pagkakaisa* sa gitna ng pagkakaiba ay nagpapahayag na kahit ay magkaiba kaya pa rin nating magkaisa sa anumang oras o lugar o kahit anong paraan ng pagkakaisa. (A.Ess #1)

As illustrated in the examples above, syntactic omission errors are clearly evident in the analysis of this study. For instance, in the first sentence, a missing conjunction is needed to properly connect ideas, essential in forming a compound or complex sentence. In the second

example, the phrase *Ito nakabatay* requires the linking verb *ay* to correctly join sentence parts and express a complete thought or action. Meanwhile, in the final example, the word *Pagkakaisa* needs the article *Ang* to clarify and specify the subject being discussed. These syntactic revisions enhance both the clarity and meaning of the sentences, making them more coherent, expressive, and pleasant to read.

**Errors in Omission on the Lexical Level.** Lexicon is the study of words and how they are used in a language. The absence of a term or word that is necessary for the accuracy and completeness of a statement's meaning is known as lexical omission. Such omissions cause misinterpretations and a loss of message clarity, which makes it challenging for the reader to understand the intended idea. This kind of mistake has a significant impact on the general caliber of writing and communication. The following lists the typical lexical omission mistakes found in senior high school students' academic essays.

Ang pag-usbong iba't ibang linggwistikong komunidad sa ating bansa ay mahalaga dahil *tinutulong* nito ang ating mga mamamayan. (A.Ess #53)

Kahit anong salita, diyalekto, at lenggwahe sa gitna man *sating* pagkakaiba. (A.Ess #86)

Based on the cited examples, the lexical omission errors made by students are clearly evident. In the first example, the word *tinutulong* should be *tinutulungan*, as it lacks the suffix *-an*, which is necessary to convey the correct meaning and complete the statement. In the second example, the use of *sating* is not appropriate for formal writing; the correct form is *sa ating*, which avoids informal usage and preserves the tone of formality. In such cases, the absence of appropriate prepositions and pronouns can confuse the overall message. It is essential to use the lexical components of a sentence accurately to ensure clarity and completeness of meaning. The proper use of these words elevates the quality of written work and delivers a more precise message to the reader.

Based on the conducted analysis, it was found that omission, defined as the lack of necessary linguistic elements, has a significant impact on the quality of academic writing among senior high school students. This finding is supported by the studies of Simanjuntak (2019) and the analyses conducted by Tursini and Dikna (2022). These works revealed that the most frequent errors occur at the morphological level (65.85%), such as the omission of affixes, followed by the syntactic level (24.39%), which involves missing connectors, and the lexical level (9.76%), which relates to the improper use of words that clarify meaning. Omission errors are largely caused by students' lack of knowledge regarding correct language forms, where they more often overlook grammatical morphemes than content words. Furthermore, Iqbal et al. (2021) emphasized that limited mastery of sentence structure, such as the correct usage of verb aspects and adverbs, makes it difficult for students to use discourse markers appropriately. According to Zanoria and Oliva (2021), teachers must closely monitor these types of errors and continue guiding students to improve their writing skills. In support of this, Eman-Bangkulit and Limpot (2022) highlighted that learning strategies and teacher behavior significantly influence students' development in technical writing.

### Permutation Errors

Permutation refers to the rearrangement of words or ideas to improve the flow of a text. This process plays a vital role in making the expression of thought clearer and more effective. Table 1.6 presents the errors committed by students in terms of permutation, revealing that the most frequent mistakes occurred at the syntactic level (73.53%), followed by lexical (14.71%) and morphological (11.76%) levels. These errors significantly affect the quality of their writing, highlighting the importance of organizing ideas properly to preserve the clarity and effectiveness of the message.

**Table 1.6 Permutation and its types of error**

Types of Error	Count	Percentage
Syntactic	25	73.53%
Lexical	5	14.71%
Morphological	4	11.76%
<b>Total</b>	<b>34</b>	<b>100%</b>

**Errors in Permutation on the Syntactic Level.** Syntax is the study of the proper sequence of words in a sentence to ensure clarity and accuracy of meaning. At the syntactic level, permutation errors occur when the word order is altered or incorrect, resulting in awkward or unclear expressions. Such errors create confusion and weaken the delivery of ideas, ultimately affecting the overall quality of writing. As a consequence, these mistakes become obstacles to effective communication among students. The following are some of the most common weaknesses found in the academic works of senior high school students.

Ang kahalagahan ng iba't ibang linggwistikong komunidad  
*ay kapag wala, hindi mag iiba ang ating komunidad.* (A.  
Ess #21)

*Ito din ang tinuturo sa ating mga wika sa Pilipinas at  
nagtutulong sa atin.* (A. Ess #81)

Tayo ay *mas nagkakaisa dahil sa pagkakaiba.* (A.Ess #69)

The examples show several errors in word order that disrupt the clarity of ideas and the overall message of the sentence. In the first example, *ay kapag wala, hindi mag-iiba ang komunidad*, the sequence of ideas is incorrect, making the statement confusing and difficult to understand. In the second example, *Ito din ang tinuturo sa ating mga wika sa Pilipinas na nagtutulong sa atin*, the improper arrangement of phrases affects the clarity of the message. Meanwhile, in the third example, *mas nagkakaisa dahil sa pagkakaiba*, the sentence becomes vague and unclear due to the poor connection between the subject and predicate. These kinds of syntactic errors have a direct impact on the overall meaning of a statement, making correction necessary for clearer and more effective expression. Proper organization of ideas and phrases is essential in maintaining coherence and ensuring that every sentence conveys the intended meaning.

**Errors in Permutation on the Lexical Level.** Lexicon refers to the study of words, their meanings, and how they are used within a language. Lexical permutation occurs when the order of words in a statement is rearranged in a way that alters or distorts its intended meaning. This type of error often leads to misunderstanding and confusion, weakening the effectiveness of the message. As a result, the clarity and impact of communication are compromised. The following are some of the common weaknesses observed in the academic work of senior high school students.

Upang makilala tayo may iba't ibang linggwistikong komunidad ang ating *banta* at atin itong maipagmalaki. (A. Ess #18)

Ito ay mahalaga dahil sila ang nagiging daan upang makapagbigay ng mga mensahe *base* sa lugar o target *audience* nila. (A. Ess #27)

Ang pag-usbong ng iba't ibang linggwistikong komunidad ay mahalaga para tayo ay may nalalaman at mas madaling makipagkomunikasyon sa iba't ibang *salik* ng ating bansa. (A. Ess #24)

Based on the cited examples, students demonstrated lexical-level permutation errors that led to confusion in sentence meaning. In the first example, the word *banta* (threat) was mistakenly used instead of *bansa* (country), resulting in an incorrect and misleading interpretation. In the second example, the terms *base* and *audience* were contextually inappropriate, causing a mismatch between word choice and intended meaning. In the final example, *salik* (factors) was used instead of *sulok* (corners/areas), which significantly altered the meaning of the sentence and affected the clarity of the message. These types of errors in word choice have a considerable impact on the clarity and accuracy of thought expression. Thus, the precise selection of lexical units is essential to ensure clarity and proper communication in writing.

**Errors in Permutation on the Morphological Level.** Morphology focuses on the study of morphemes, the smallest units of meaning in a language, and how these units are combined to form complete words. Morphological permutation happens when the order of morphemes within a word is altered, leading to incorrect word formation. Such errors can distort the intended meaning and compromise the overall coherence of an expression. This section highlights the most common morphological permutation errors found in the academic essays of senior high school students.

Lahat tayo ay *magkakaisa* kahit na may pagkakaiba, sa kultura man o sa ibang bagay. (A. Ess #54)

Magkaisa tayo sa gitna ng pagkakaiba dahil tayo ay *nakaka-unawa at gamit ang wikang Filipino*. (A. Ess #74)

This section uncovers several morphological permutation errors made by students. In the first example, the use of *magkakaisa* instead of the correct form *nagkakaisa* shows a mistake in affix usage, which disrupted the meaning of the sentence. In the second example, the phrase *nakaka-unawa at gamit ang wikang Filipino* reflects a misarranged sequence of morphemes;

the correct expression should be *nagkaka-unawaan gamit ang wikang Filipino* to convey the message accurately. These errors emphasize the importance of proper morpheme combination and the use of appropriate linking elements to preserve sentence clarity and coherence. Misplacing morphemes can distort meaning and lead to misunderstanding, which is why careful attention to affix usage and word formation is crucial in effective written communication.

Based on the results, a total of 34 cases of permutation errors were identified in the students' essays, with syntactic errors accounting for the highest percentage (73.53%), followed by lexical (14.71%) and morphological errors (11.76%). The data indicate that students struggle with organizing the logical sequence of sentence components. At the lexical level, confusion is evident in the selection and use of appropriate words. Meanwhile, at the morphological level, errors in affixation and the formation of correct word forms were observed. Overall, these findings highlight the need for targeted pedagogical intervention to improve students' linguistic competence.

Therefore, permutation occurs when an element is placed in the wrong position within a sentence (Hikmah, 2020). According to Arista (2020), many factors must be considered in writing activities to ensure that the ideas and thoughts intended to be expressed in written form are conveyed clearly. In the study by Napil and San Jose (2020), the integration of other languages is an inevitable phenomenon, especially in the Philippines, not only due to its geographical location but also because of cultural influences that shape the nation. This occurs because one's understanding of the structure of the target language is often insufficient. This is further supported by the study of Haris (2023), which explains that every language in the world has its own structure, which can be extremely confusing if not fully understood. Such confusion frequently arises in the process of translation.

The findings of the study reveal that students commit errors in the morphological, syntactic, and lexical aspects of writing. These include incorrect word substitution, improper sequencing of sentences, and the inaccurate use of affixes and punctuation marks. Such weaknesses stem from a lack of understanding of language structure and the mechanics of writing. Therefore, thorough pedagogical intervention is necessary to improve students' academic writing skills. Although errors in a second language (L2) are a natural part of the learning process, continuous practice remains essential to ensure effective communication and achieve academic success.

#### 4. CONCLUSION

This study provides compelling evidence for the need for more integrated and connected language instruction. It also makes clear that students' grammar issues cannot be resolved by the way academic writing is currently taught. As a result, curriculum developers and implementers must shift their strategy and concentrate more on teaching grammar in a way that connects to what students do in the classroom. Students can enhance their academic performance and develop their critical thinking skills by doing this, two crucial components of high-quality education.

Based on the results, it is clear that school administrators play a vital role in implementing meaningful changes in the education system. We students believed, they should promote academic interventions and language development programs such as writing clinics, mentoring sessions, and remedial instruction. We also observed that when teachers are given proper resources and support, the quality of teaching improves, and a more innovative and engaging

learning environment is fostered. In the long run, clear and well-structured policies that focus on the development of language skills can greatly help students like me to be better prepared for more advanced levels of education.

On deeper analysis, the teacher's role is more than just teaching correct spelling and grammar. It also involves helping students develop their critical thinking, analysis, and communication skills. Because of this, teachers should use the findings of this study as a guide in creating practical teaching strategies. For example, using real student essays for analysis can lead to more meaningful class discussions. Allowing students to work together in reviewing and revising their work can also help them better understand how language is used to express ideas. Therefore, it is important for teachers to improve their methods by combining grammar lessons with content development in writing.

It cannot be denied that students are the direct beneficiaries of the impact of any learning initiative. For that matter, they need to be made to participate actively in learning. More importantly, they need to be helped to acquire competencies of critical reading, self-reflection on their writing, and embracing feedback as an integral part of the learning process. Above all, comprehending one's errors should not be viewed as something to hinder but rather as a move towards a greater level of understanding. In that way, their academic writing experience will become worthwhile.

In summary, we have understood that familiarization with academic writing is not a one-lesson affair; it is a constant process of learning. In the midst of the inquiry, we noticed the intensity of the difficulties of the students in morphology, lexical, syntax, and mechanics. At the same time, we found out the potential of every student to move to the next level, as long as they are given proper support and necessary guidance. We now realize that grammar knowledge by itself is not sufficient if it cannot be used in writing practice. That is why we think that effective education is one based on language, on knowledge, and on a desire to develop skilled and socially aware writers. The research intends to provide educational direction to teachers and administrators, together with researchers who focus on promoting Filipino language usage in higher academic discourse.

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