

## Writing Errors of English as Second Language (ESL) Learners in the 21st Philippine Context

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| Dania B. Munder |

Faculty English, Mindanao  
State University-Main  
Campus, Philippines



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### ABSTRACT

To learn a second language (L2), once mastered, entails various prospects for Filipinos. One of the goals of the K-12 curriculum is to strengthen communicative competencies, which include linguistic competence; however, it was reported that the English Proficiency Index (EPI) of the Philippines has continuously declined in 2019, a year after the first batch of Senior High School graduated. As the country's EPI declines, it may negatively impact the competitiveness of Filipinos in the international arena. Additionally, this result demonstrates the presence of errors in the writing performance of the learners despite the change in the curriculum. This research utilized a descriptive method to analyze the corpus from 100 ESL learners of a private school in Marawi City, Lanao del Sur. The findings illustrate that the majority, or 96.3221% were local errors and among these were mechanical or orthographic errors which ranked first with 1677 or 33.70%. Furthermore, the most committed error was misuse or omission of verb tenses, followed by capitalization and punctuation marks. With these results, it is important to expose learners to the target language (TL) and teachers to create remedial writing programs focusing on the weakest linguistic areas.

### KEYWORDS

Errors; writing error, error analysis; senior high school; competence.

### INTRODUCTION

Learning a second language has facilitated abundant opportunities for Filipinos through time. In this globally competitive world, one must keep up with global demands to survive. Despite the countless research about language and English used as a medium of teaching throughout the years, many problems and issues still arise. One of these problems is the presence of errors in the language of the speakers. In the implementation of the K-12 curriculum in basic education of the Philippines, grammar is being taught implicitly since it is incorporated into other subjects like Mathematics and Science. This is due to the belief that high school students have already mastered the said language. Despite the addition of two years in high school, the linguistic competence of the students is yet to be determined. Teachers likewise cannot deny the presence of errors in the writing performance of the learners today. Though authorities have continually stated that errors are essential to learning a language, nevertheless too many occurrences would correspondingly impede the mastery of the target language.

Al-Kresheh (2016) states that analyzing language learners' errors has been an integral part of teaching language for teachers. One reason is the idea that errors indicate linguistic competence of the learners which is essential in a globally competitive world. Thus, to produce globally competitive graduates, the Philippines has implemented the K-12 curriculum.

The implementation of the curriculum was made to address the problems encountered in the previous curriculum. The authorities have been continuously defending that the K-12 Program would solve the problem of the lack of employment and delay of acceptance to foreign Higher Education Institutions (HEIs). Furthermore, the State mandates the creation of an efficient educational system that can produce and develop responsible, skillful, and globally competitive Filipinos who will be ready to take on the national and global challenges in the 21st century.

However, Valderama of *The Manila Times* (2019 November 18) has reported that the English Proficiency Index (EPI) of the country has declined from 14th place to 20th in 2019. EPI measures the English language abilities using the Standard English Test (SET) administered by a Swiss global company. The said decline should be immediately addressed by the education sector of the Philippines. Furthermore, the English proficiency of Filipinos hinders the chances of landing a good job here and abroad because companies often refuse to hire applicants for meager English proficiency. Hence, if the ranking continues to decline, it might cause negative consequences. This is further reiterated by Singham (2015), Executive Chairman of Brickfields Asia College, who said that if an applicant does not have a good English command, it would entail a huge disadvantage, especially those who wished to study or work abroad.

It is one of the goals of the K-12 program to produce a Senior High School graduate who will be employed upon graduation from the said program. According to Mateo of *The Philippine Star* (2018 May 11), Briones (former Secretary of the Department of Education) reiterated the number of Senior High School graduates accumulated to 1.2 million in 2018. Briones proudly added the high probability of employability of Senior High School graduates over the ones who did not undertake SHS program. However, Job Street in 2018 as reported by Montemayor concluded in their survey that only 24 percent of employers in the Philippines are ready to gamble on the new graduates of the K-12 program. In this respect, another objective of the program is to produce graduates who will be college ready. Because of this, Senior High School graduates were also offered new curricula in the tertiary level. With the added difficulty, the freshmen students should be equipped with more adequate skills necessary to survive college. One of these skills is competence in the English language, which is essential in any college course. Language plays an integral role in the global competitiveness of the learners. Proceeding to college or being employed, students are expected to possess a high linguistic ability to succeed.

In 1957, Chomsky introduced Transformational Grammar which shaped a revolution in linguistics. He further elaborated this in 1965 when he presented the notion of linguistic competence which is an essential contribution to understanding a language and linguistics. Specifically, he iterated the idealization of the grammar of a language considered as a theory of competence and further added that speakers know the rules of grammar in their language. However, there are a lot of things fluent speakers say when speaking English, such as the presence of spoonerisms, slips of the tongue, and otherwise, which are not considered sentences and cannot be included as output of the grammar. During these times, the speaker recognizes these are not sentences in his/her dialect or language (Tienson, 1983).

Khansir (2012) cited how language research focused on learners' errors because they allow prediction of the difficulties in learning a second language. This in return helps teachers to be aware of the weaknesses possessed by the learners and which can be emphasized on during the treatment. Selinker (1992) as mentioned by Wang (2008) stated that producing errors are crucial and can be regarded as a device for learners.

In analyzing errors, teachers can use Error Analysis, a linguistic analysis that focuses on the investigation of errors produced by learners in the target language and the target language itself which further emphasizes the significance of learners' errors in the second language (Khansir, 2012). Wang (2008) mentioned that Carl James (1998) correspondingly viewed that error analysis was developed because of the certainty that errors can be used to indicate the learner's language acquisition level. It further elaborates the strategy of the learner to build competence.

To further elaborate, the following are discussed subsequently: the profile of the respondents, the local and global errors committed by the respondents, and finally the probable causes of errors.

## RESEARCH METHODS

In identifying the written errors committed by the respondents, a descriptive approach was used to interpret the data gathered. One hundred (100) Grade 12 Senior High School students were the selected respondents of the study. These students were selected since they would be proceeding to college in the incoming academic year, the stage in which they should be linguistically competent.

Furthermore, the researcher used Stratified Random Sampling in dividing the total number of respondents. There were 286 Grade 12 students of Ranao Council-Al Khwarizmi International College (RC-AKIC). From the total population, 100 students were selected as the respondents. After consulting with a statistician, the following samplings were derived using the sampling techniques: 27 students from the Accountancy and Business Management (ABM) strand, 38 from the Humanities and Social Sciences (HUMSS) strand, 8 from the General Academic Strand (GAS), and 27 students from Science, Technology, Engineering (STEM) strand. Finally, in identifying and analyzing the errors committed by the respondents, the researcher used the Error Analysis suggested by Corder.

## RESULTS AND DISCUSSION

### *Personal Profile of the Respondents*

As presented in Table 1, 27 or 27% of the respondents are from the Accountancy and Business Management strand; 8 or 8% of the respondents are students of the General Academic Strand; 38 or 38% of the respondents are from the Humanities and Social Sciences strand; lastly, 27 or 27% of the respondents are from the STEM strand.

**Table 1.** Respondents' Senior High School Strand

SHS Strand	Frequency	Percentage Distribution
ABM	27	27.0
GAS	8	8.0
HUMSS	38	38.0
STEM	27	27.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

HUMSS strand is premeditated for students who would want to proceed to liberal and communication arts, education, and other social science-related courses in college. This means that the students under the said strand should be linguistically competent since the field they would be pursuing involves using language to communicate, specifically in the

field of teaching which requires teachers to be good models of language use. To teach, a teacher must be linguistically competent.

**Language Spoken at Home**

Based on the result, Meranaw language ranks first with a mean of 0.99%; followed by Filipino (0.40), English (0.24), Bisaya (0.06), and Arabic (0.01). This clearly shows that most of the respondents speak their mother tongue (Meranaw) at home.

**Table 2.** Respondents’ Language Spoken at Home

Indicators (Language spoken at home)	Sum	Mean	Std. Deviation	Rank
Meranaw (at home)	99	0.99	0.10	1
Filipino (at home)	40	0.40	0.49	2
English (at home)	24	0.24	0.43	3
Bisaya (at home)	6	0.06	0.24	4
Arabic (at home)	1	0.01	0.10	5

As shown in this table, most of the respondents speak Meranaw at home. This means that the respondents do not always use the target language or the English language outside the classroom. Furthermore, this means that there is minimal use of the English language at home. When second language learners do not practice the target language outside the learning environment, proficiency would be a problem.

One of the salient features of the K-12 curriculum is to build language proficiency. To do this, Mother Tongue Based Multilingual Education was introduced in the early years, because accordingly, the transfer to the target language (TL) is easier if the first language (L1) is mastered successfully. Jim Cummins (as cited by Giron in 2016) proved that familiarity of how an L1 is acquired leads understanding of how a second language (L2) is acquired. It was also explained in Cummins’ Language Interdependence Hypothesis how a language contains a Common Underlying Proficiency (CUP). It may appear to have varied surface structures; however, their deep structures are common which means L1 proficiency positively aids L2 proficiency.

However, according to Krashen (2009), there have been investigations surrounding L2 acquisition using exposure to diverse variables. It was found that there is a strong relationship between the amount of exposure and proficiency, but others did not. The hypothesis states that comprehensible input plus low filter can predict the relationship when exposure variables connect to L2 acquisition. Thus, the learners must expose themselves to the target language to ensure a successful acquisition of the target language.

**Language Spoken Outside the Classroom**

Based on the table, Meranaw language ranks first with a mean of 0.99 (99); followed by Filipino (0.55), English (0.28), and Bisaya (0.09). This clearly shows that most of the respondents speak their mother tongue (Meranaw) outside the classroom.

**Table 3.** Respondents’ Language Spoken Outside the Classroom

Indicators (Language spoken outside the classroom)	Sum	Mean	Std. Deviation	Rank
Meranaw (outside the classroom)	99	0.99	0.10	1
Filipino (outside the classroom)	55	0.55	0.50	2
English (outside the classroom)	28	0.28	0.45	3
Bisaya (outside the classroom)	9	0.09	0.29	4

With the same result as the language spoken at home, most of the respondents speak Meranaw outside the classroom. This means that the respondents use Meranaw to speak outside the classroom and at home. If the English language is only spoken inside the classroom or little practice is given to use it, proficiency in the target language instead would not be possible. Because there is also less practice in speaking the English language, this may also be the reason for the respondents to commit many errors in the said language. According to Raja Singham in an interview in *The Sun Daily* (2015), if an applicant does not have a good English command, it would entail a huge disadvantage, especially those who wished to study or work abroad. Furthermore, when learners go out of the classroom, they do not converse in English, and this becomes a disadvantage when they reached college since most of the courses use English as a medium of instruction. He further pointed out how being fluent in English can help in tourism and the businesses of a country. Thus, implementing the K-12 program would be meaningless since the aim is to produce a globally competitive graduate.

### **Language Errors Committed by the Respondents**

Some steps are followed during the conduct of an Error Analysis according to Ellis & Barkhuizen (2005). Gathering of the sample of the learners' language comes first. It is also important to note the consideration of the aim of the study and collect only the relevant data based on the research questions. Second, after the collection of the data, the identification of errors will be done. Third, a description of errors will be employed. Corder as mentioned by Khansir (2012) further elaborates the describing of an error must specify how it differs from the native speakers. There is a need to further develop a categorization of errors before analyzing these errors. In the analysis, factors affecting these committed errors may also be described. Finally, evaluating and drawing a conclusion makes up the last step.

### **Language Errors**

Based on Table 4, 4976 or 96.3221% errors committed by the respondents are local errors, while 190 or 3.6779% errors committed are global errors.

**Table 4.** Language Errors

Language Errors	Frequency	Percentage Distribution	Rank
Local	4976	96.3221	1
Global	190	3.6779	2
<b>Total</b>	<b>5166</b>	<b>100</b>	

As shown in this table, most of the errors are local errors. This means that the respondents committed minor errors in grammar, spelling, or punctuation which do not entirely impede the understanding of the text. However, for Senior High School students, it is expected of them to be proficient enough in the basic rules of grammar since the English language has been introduced and taught since their elementary years. As Chomsky theorized, he iterated the idealization of the grammar of a language considered as a theory of competence and further added that speakers know the rules of grammar in their language.

The study of Masorong (2010) corroborated that majority of the errors by the English 230 respondents at Mindanao State University are also local errors with a frequency count of 564 or 83.19% out of 678. However, despite the errors, readers did not have difficulty in comprehending the real meaning of the sentences. Masorong concluded that even graduate



students commit errors linguistically. Hence, if graduate students commit grammatical errors, it is also expected that students in lower grade levels would commit grammatical errors too. Furthermore, this means that the teaching of grammar in the lower grade levels like in Senior High School should be strengthened. On the other hand, Touchie (1986) has said that errors frequently committed should always be corrected than the less frequent ones. Additionally, teachers should emphasize correcting the most committed error in terms of the percentage. As shown in Table 4, respondents highly committed errors on local errors. Thus, reviewing basic grammar should be strengthened.

**Local Errors According to Senior High School Strand**

Based on the table, the Science, Technology, Engineering, and Mathematics ranks first with a mean of 53.3333 or 14.20996; followed by the Humanities and Social Sciences strand garnering 52.6842 and a standard deviation of 20.47689; lastly, 52.3750 or 17.59819 for the General Academic Strand.

**Table 5.** Respondents’ Local Errors according to Senior High School Strand

SHS STRAND	N	Mean	Std. Deviation	Rank
STEM	27	53.3333	14.20996	1
HUMSS	38	52.6842	20.47689	2
GAS	8	52.3750	17.59819	3
ABM	27	41.2963	21.30694	4
<b>Total</b>	<b>100</b>	<b>49.7600</b>	<b>19.43501</b>	

As shown in the table, most of the local errors committed are from the STEM respondents. Linking disciplines is the focus of this strand when applied in the real world, most especially when one would like to become a biologist, a chemist, an engineer, a dentist, a nutritionist, a nurse, and a doctor. Unlike the HUMSS strand, the STEM strand does not focus on language subjects. This may have resulted in the errors committed by the respondents under the STEM strand because for as long as they understand the subject matter, grammar is not given much importance.

To further classify the local errors, subcategories are identified. Based on the data, local errors are classified into four (4). These are syntactic, morphological, lexical, and mechanical/orthographic local errors.

**Subcategories of Local Errors**

Based on Table 6, there are 4976 local errors committed by the respondents. Among these local errors, local orthographic errors rank first accumulating a frequency count of 1677 or 33.70%, followed by local morphological errors with a frequency count of 1647 or 33.10%, then local syntactic errors with a frequency count of 1245 or 25.02%, and lastly, local lexical errors with a frequency count of 407 or 8.18%.

**Table 6.** Subcategories of Local Errors

Local Syntactic Errors	Frequency	Percentage Distribution	Rank
Mechanical/Orthographic	1677	33.70	1
Morphological	1647	33.10	2
Syntactic	1245	25.02	3
Lexical	407	8.18	4
<b>Total</b>	<b>4976</b>	<b>100</b>	

As shown in the table, most of the errors are mechanical or orthographic errors. According to Khalid (2010), mechanical or orthographic errors pertain to misspelling or typographical errors, capitalization, and improper use of punctuation marks. This means that the respondents committed errors mostly in capitalization, punctuation, and spelling. In a similar study by Jayasundara and Premarathna (2011) with undergraduates as the respondents, it was found that in the written compositions, the most committed errors or 80% of the total number include orthography, grammar, and syntactic categories. To further show the breakdown of local errors, the succeeding tables presented the frequency and percentage distribution.

### **Local Mechanical or Orthographic Errors**

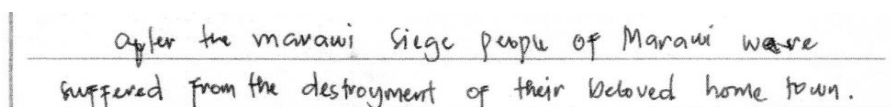
As presented in the table below, errors in capitalization rank first with a frequency count of 861 or 51.34%; followed by errors in punctuation with a frequency count of 514 or 30.65%; errors in misspellings ranked third with a frequency count of 292 or 17.41%; and last in rank are errors on syllabication with a frequency count of 10 or 0.60%.

**Table 7. Local Mechanical or Orthographic Errors**

Local Mechanical/Orthographic Errors	Frequency	Percentage Distribution	Rank
Capitalization	861	51.34	1
Punctuation	514	30.65	2
Misspellings	292	17.41	3
Syllabication	10	0.60	4
<b>Total</b>	<b>1677</b>	<b>100</b>	

As shown in the table, most of the respondents commit errors in capitalization. This means that many words are incorrectly capitalized. The rules on capitalization have always been discussed since Grade 1. Hence, these should only be basic rules of grammar that should be instilled in the minds of the students as early as Grade 1. It is one of the principles of the K-12 Program to guarantee unified and continuous education. According to Official Gazette of the Government of the Philippines, through spiral progression in grade levels means that courses are taught from simple to complex concepts. Hence, when they reach Senior High School, abstract and harder concepts will be introduced. However, based on the results, most of the respondents still commit errors in basic rules of grammar, especially capitalization, punctuation, and spelling. To further present the errors, samples of the respondents' errors are given below with their possible revisions.

It is always a necessity that when one begins a sentence, capitalization of the first letter of the first word should be done regardless of its nature---common noun or a proper noun. As seen in the examples below from the data gathered, the word 'after' is used to begin a sentence, hence, the first letter of the word should be capitalized. For example, the word 'Marawi', as shown in the sample snippet of the data below, is a proper noun, so it should be capitalized.



Furthermore, a reader uses punctuation marks as a signal when to pause or stop when reading. It is a fact that to end a sentence, one must use a period (.). The sample below shows how the respondents omitted using a period to end the sentence.

Army, but unfortunately, our things did not. <sup>The</sup> sight  
 of our ~~home~~ ravaged home and the miserable faces of  
 my parents & neighbors ~~bring~~ brought tears to my eyes  
 and it was unforgettable

Misspelling or typographical errors in essays are common; however, these errors make the composition unorganized. It is also a fact that writers should be knowledgeable of the correct spellings of the words they use for the readers to read without any unnecessary interruptions. As seen in the succeeding sample shows how one respondent committed an error in the words ‘unforgettable’ and ‘siege’, even if the researcher had included these words in the general instructions.

The most unforgettable experience during morawi siege is when we ~~shot~~  
 in our house and our gasoline is already empty and every time we

### Local Morphological Errors

Based on the table, errors in verb tense rank first with a frequency count of 1379 or 83.73%. It is followed by errors on plural markers with a frequency count of 152 or 9.23%. Lastly, the errors on the S-V agreement have a frequency count of 116 or 7.04%.

**Table 8.** Local Morphological Errors

Local Morphological Errors	Frequency	Percentage Distribution	Rank
Verb Tense	1379	83.73	1
Plural Markers	152	9.23	2
S-V Agreement	116	7.04	3
<b>Total</b>	<b>1647</b>	<b>100</b>	

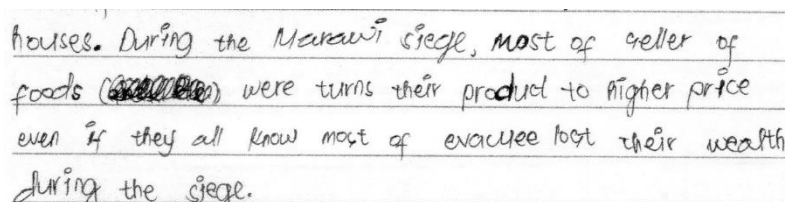
This means that most of the respondents commit errors on verb tenses under the local morphological errors. Verb tense is used to express duration of an action or the state it indicates. In the study of Darus & Subramaniam (2009), it was found that one of the most committed errors in the corpus of the 72 Malay students in Malaysia are errors in verb tenses like the result of this study. In a similar study of Subekti in 2018 with English education students as respondents, it was also found that one of the five major themes of errors is the lack of verb tense consistency.

Since the topic of the essay is about the respondents’ experiences during the siege, it is expected that the tense focus is on the past; however, many of the respondents have committed numerous errors in the tenses of their verbs. As seen in the samples below, instead of using the verb ‘knew’, ‘know’ is used. Though the present tense is used by the respondents in their essays, it does not affect the understanding of the context of the sentences.

<sup>way</sup>  
 On the back, we're in front of LANCAF that time, then we heard alot of  
 petards, I know it was a guns, & we also heard a lot of bomb- so I told

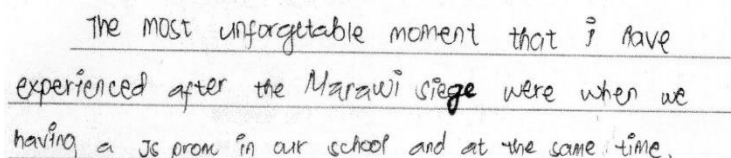


Plural markers refer to the words that should be pluralized in terms of number. As seen in the sample below, shows how the words 'seller', 'product', and 'evacuee' are not pluralized when they should be. With the plural markers, there seems to be a certain tendency to omit the plural morpheme 's', yet the noticeable plural quantifiers are present. Since the quantifier 'most' is used, the word it quantifies should be in plural form. The plural possessive pronoun 'their' is also used to possess the word 'product', hence it should be in plural form. This is attributed to overgeneralization under interlingual errors. In the Meranaw language, the plural morpheme 's' is not used, instead the plural quantifier 'mga' is only used to pluralize a word. Thus, when one says, 'most seller', this is the counterpart of 'mga padagang'. The word 'most' is the Meranaw word of 'mga', while 'padagang' means 'seller'. Since there is no morpheme in the Meranaw counterpart, no morpheme is also added to the English counterpart. This is also seen in the phrase 'most of evacuee'.



houses. During the Marawi siege, most of seller of foods (~~foods~~) were turns their product to higher price even if they all know most of evacuee lost their wealth during the siege.

Subject and verb in a sentence must always match in terms of number. From the data gathered, some subjects and verbs do not match according to number. This, however, does not hinder understanding the meaning of the sentence. In the first sample, the subject is 'The most unforgettable moment' which is in singular form, hence the verb should be 'was' and not 'were'. In the second sample, the writer omits using a verb, while in the last sentence, instead of using 'were', 'was' used. Lastly, if the sentence starts with the expletive 'there', the verb should agree with the succeeding subject after the verb since the structure of the sentence is inverted.



The most unforgettable moment that i have experienced after the Marawi siege were when we having a js prom in our school and at the same time.

The errors above show a false hypothesis. This error is under intralingual error implies that respondents cannot clearly distinguish the difference of TL. Instead of using the past tense, the respondents mostly use the present tense. Hence, they cannot differentiate the distinction between the verbs used.

### **Local Syntactic Errors**

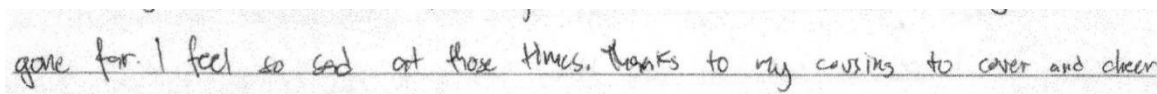
Based on the results, errors in prepositions rank first with a frequency count of 493 or 39.60%. This is followed by errors in articles with 257 or 20.64%. Errors on connectors follow with 153 or 12.29%. Fourth in rank is errors in pronouns with a frequency count of 131 or 10.52%. Errors in subordinators rank fifth gathering 88 or 7.07%. This is followed by errors in word order with 80 or 6.43%. Qualifiers rank seventh with 22 or 1.77%. Lastly, errors on modals counts to 21 or 1.69%.

**Table 9. Local Syntactic Errors**

Local Syntactic Errors	Frequency	Percentage Distribution	Rank
Preposition	493	39.60	1
Articles	257	20.64	2
Connectors	153	12.29	3
Pronoun	131	10.52	4
Subordinators	88	7.07	5
Word Order	80	6.43	6
Qualifiers	22	1.77	7
Modals	21	1.69	8
<b>Total</b>	<b>1245</b>	<b>100</b>	

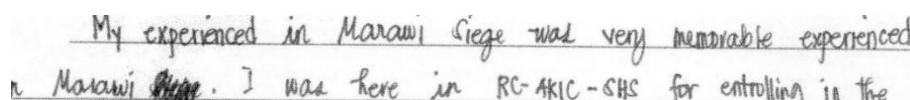
As findings show, errors in the use of prepositions accumulates the most local syntactic errors. Masorong's (2010) study with graduate students as respondents has found that among the subcategories, the misuse of prepositions ranks highest. Thus, even graduate students have difficulty in mastering prepositions. Therefore, the learners who are in the lower grade level would also likely have difficulty in using prepositions.

As seen in the succeeding sample, it can be seen how prepositions are misused and omitted, which makes the sentences erroneous, but the context is still comprehensible. Among all the parts of speech, prepositions are difficult to master for a second language learner because various prepositions have the same functions. Thus, the respondents are not sure which preposition is appropriate in a sentence. In the study of Ulla (2012), misuse/omission of prepositions recorded the highest occurrence. In Mabuan's (2015) research, it was also found that most respondents committed errors in prepositions.



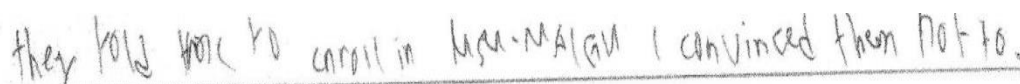
gone for. I feel so sad at those times. Thanks to my cousins to cover and cheer

Articles are a distinct often numbered section of writing. These are used in front of nouns, adjectives, and adverbs. The definite article 'the' is affixed to a noun or an adjective in L1. Like pronouns, the interpretation of articles depends on context. The definite article 'the' should be used in the examples below since it is clear what siege is being discussed, the Marawi siege. As seen in the samples below, articles are omitted. The omission of the article is attributed to the partial application of rules under the intralingual error. Heydari and Bagheri (2012) cited Richards (1971) who specified that inadequacy in using rules is committed when a learner fails to utilize a fully established structure similar to the examples below.



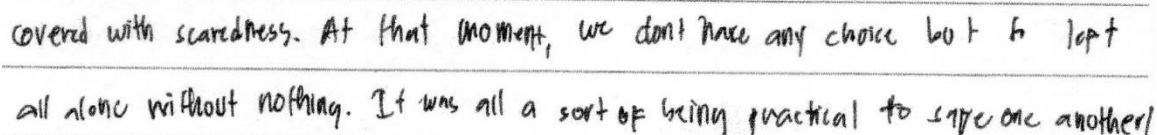
My experienced in Marawi Siege was very memorable experienced  
in Marawi Siege. I was here in RC-AKIC-SHS for entrolling in the

Connectors are used to join individual words, phrases, and independent clauses that are equal in rank or value. In the essays of the respondents, connectors are erroneously used such as in the following sentence below. The connector 'and' is used to begin a sentence, which makes the sentence erroneous. Another example is how a connector is omitted in a sentence. However, these errors do not impede the understanding of the meaning of the sentence.



The error above shows how a false hypothesis is used. *False hypothesis* is an *intralingual error* in which the learners cannot evidently distinguish from the L2. For example, instead of using *'furthermore'*, *'and'* is used.

Errors in pronoun produced can also be attributed to the fact that Meranaw language does not have specific pronouns for gender classification. Thus, this becomes a negative transfer of L1 to L2. According to Al-Khresheh (2010), *transfer error* is generated by intrusion from L1. A learner use his existing knowledge of L1 rules to apply them in L2.



### Local Lexical Errors

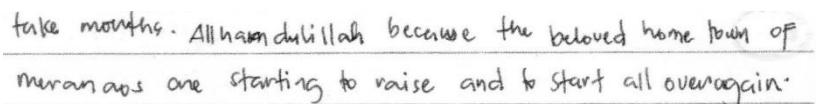
Based on the table, errors in verbs rank first with 180 or 44.22%. Errors in nouns follow with 122 or 29.98%. Third in rank are errors in adjectives with 54 or 13.27%. Last in rank are errors in adverbs with 51 or 12.53%.

**Table 10.** Local Lexical Errors

Local Lexical Errors	Frequency	Percentage Distribution	Rank
Verbs	180	44.22	1
Noun	122	29.98	2
Adjectives	54	13.27	3
Adverbs	51	12.53	4
<b>Total</b>	<b>407</b>	<b>100</b>	

As shown in the table, many of the respondents omit errors in verbs. In the study of Mabuan (2015), with freshmen students at Lyceum University as respondents, it has been found that most of the respondents commit errors on verbs. Furthermore, it has been found in the study of Ulla (2012) that errors in the misuse of verbs ranks second. To further discuss each lexical error, samples were given with their possible revisions.

A sentence could not stand without a verb. As seen in the samples below, some of the verbs used are incorrect; however, they do not impede the understanding of the context.



Nouns are an important part of speech. The wrong choice of noun would affect the meaning of the sentence. However, in the following samples from the data, though there are noun errors committed, the message is still understood. As seen in the first sentence below, the word *'event'* is used to refer to the Marawi siege. The word is inappropriate since the word *'event'* is synonymous with the word *'affair'*, which is a positive word in contrast with what is being meant by the writer. Hence, the sentence could be resolved by

omitting the word 'event'. The same case is also applicable to the words 'funeral' and 'house', which should be the words 'burial' and 'home', respectively.

Muslim people. Marawi had met unwanted, a nightmare event that made the Maranaos suffered a war between the rebellious and the government forces that had

### Global Lexical Errors

Based on the table, errors on verbs rank first with a frequency count of 75 or 51.02%. This is followed by errors on nouns with a frequency count of 44 or 29.93%. Third in rank is the error on adjectives with a frequency count of 21 or 14.29%. Last in rank is the error on adverbs with a frequency count of 7 or 4.76%.

**Table 11. Global Lexical Errors**

Global Lexical Errors	Frequency	Percentage Distribution	Rank
Verbs	75	51.02	1
Nouns	44	29.93	2
Adjectives	21	14.29	3
Adverbs	7	4.76	4
<b>Total</b>	<b>147</b>	<b>100</b>	

Table 11 presents the most committed errors are misuse of verbs. In the study of Mabuan (2015), it was found that one of the most used errors in the blogs of the respondents were also verbs. Verbs when misused in a sentence can cause misunderstanding to the readers. As seen in the samples below, the verb 'tranquelize' is used instead of the verb 'calm'. It is better to use simpler words for a better understanding of the context.

the war begin. during that time we have so hard to <sup>time</sup>tranquelize our parents because my sisters stocked in there and they don't

Like verbs, nouns when misused could lead to misunderstanding. In the samples below, the word 'tita' is a Filipino word. If the reader is Filipino, it could be understood as 'aunt', however, if the reader is not Filipino, it could contribute to misunderstanding. Hence, the word 'tita' was considered as a global lexical error.

my sisters and my tita's crying so I asked

### Global Syntactic Errors

Table 12 shows that errors in word order rank first with a frequency count of 23 or 53.49%. This is followed by errors in sentence fragments with a frequency count of 14 or 32.56%. Then, errors in pronouns follow with a frequency count of 2 or 4.65%. Last in the rank with an equal frequency count of 1 or 2.33% are errors on prepositions, articles, subordinators, and qualifiers.

**Table 12.** Global Syntactic Errors

Global Syntactic Errors	Frequency	Percentage Distribution	Rank
Word Order	23	53.49	1
Sentence Fragment	14	32.56	2
Pronoun	2	4.65	3
Preposition	1	2.33	4
Articles	1	2.33	5
Subordinator	1	2.33	6
Qualifier	1	2.33	7
<b>Total</b>	<b>43</b>	<b>100</b>	

It can be gleaned from Table 12 that most of the committed errors are the misuse of word order. In a similar study by Darus & Subramaniam (2009) with secondary school students as respondents, it was found that one of the most common errors is word order. To further analyze the data, samples are given.

When words are incorrectly ordered, they will contribute to misunderstanding of the context as seen in the samples below. Aside from the words being incorrectly ordered, there are also omissions of punctuation marks which makes it more incomprehensible. Thus, it is difficult to correct.

First of the Marawi siege after gunfire in  
 Masjid in Malut that time, I'm here in sls I feel  
 nervous I see the civilian was run, I'm nonplussed  
 and mind inshort block minded, I don't no I'm going

One of the global syntactic errors found is sentence fragment with a frequency count of 14 (7.37%). Sentence fragments are groups of words that look like sentences, but are not sentences, by their simple definition consist of a subject and a verb expressing a complete thought. There are groups of words that contain a subject and a verb, but no complete thought. This is called a dependent clause because it cannot stand alone. This is also considered a sentence fragment. As seen in the sample below, it starts with the linking verb 'are', this could be considered incorrect. A sentence always starts with a subject.

be fine. Are finally attack their enemy.

**Probable Sources of Errors**

In analyzing errors, probable sources should be identified to address the issues these sources contribute to the errors of the respondents. From the results of the data gathered and analyzed: the following probable sources of errors are observed: performance, intralingual, and interlingual errors. Most of the local errors found in the data could be attributed to performance errors. According to Masorong's (2010) study, most of the errors she found in her study could also be attributed to Other Errors or Performance Errors, since these do not hinder comprehension. As seen in the following samples, carelessness or minute errors are observed.

- after the marawi siege people of Marawi were suffered...



- *Our life was hard in province because of lacking so many things also its hard to get water in the river and take a bath there, that's force us to leave and transfer to Cagayan.*
- *The most unforgettable experience during marawi seige is when we stock in our house.*
- *It is hard to be alone because nobody can guide or advice you what to do.*
- *I'm with my y-  
ounger brother and my youngest sister.*
- *A ho-  
metown of every Meranao in the Philippines*

Likewise, in the study of Ulla (2012), it has been found that majority of the local errors exposed in their compositions are alleged to be “slips” or a “careless error”. He further concludes that these may be attributed to the fact that they are not linguistic teachers, and their linguistic knowledge is not sufficient. The respondents in this study are also not language students. It is also a universal fact that there is no grammar subject in Senior High School.

Aside from the performance errors, another probable source could also be attributed to Intralingual errors. Sari (2016) has pointed out that interference is not the only reason for learners to commit errors and teachers should bear in mind that these learners may produce mistakes in the TL since they are not accustomed to it. The samples below show intralingual errors due to overgeneralization, in which the respondent generates a deviant structure based on other structures in the TL. As seen, the respondents have capitalized the first letters of the word ‘*experience*’, ‘*apartment*’, ‘*hotels*’, and ‘*college*’ thinking maybe that they are proper nouns.

- *My most unforgettable Experience during the siege is the struggle we felt during the evacuation.*
- *All Apartment were being occupied even the Hotels.*
- *I'm glad because my brothers is in College building.*

On the other hand, the false hypothesis is also observed in some errors. Heydari and Bagheri (2012) quoted Richards (1971) that one of the subcategories of intralingual errors is a false hypothesis. In this, learners failed to understand the distinction in the TL. As seen below, the respondents have not yet fully mastered the target language.

- *But my mother decided to go home first.*
- *And finally, my mom finally got home.*

A similar study by Marcos (2015) centers on classifying and labeling all lexical and grammatical error incidences and defining whether the errors found have an L1 influence or otherwise. According to the findings of the study, it has been found that most of the cases identified are from the L2 itself. Furthermore, another example of intralingual error is when the respondents have written the present tense instead of the past tense caused by the absence of familiarity of the rules of L1 or TL.

The last probable error is interlingual interference. According to Brown (2000), *interference*, *language transfer*, and *cross-linguistic interference* are also known as *interlingual errors*. Anent to the beginning stages of learning a L2 are especially vulnerable to *interlingual transfer* from L1, or interference. Before the system of the second language is familiarized, L1 becomes the basis which learners can draw upon. Furthermore, errors if not corrected would be fossilized. As seen in the samples below, the adverb ‘*very very*’ was used. It was found in the study that most of the respondents speak Meranaw at home and outside the classroom, as shown in Table 2 and Table 3 of this

study. Since the majority, if not all, speak Meranaw outside the classroom, L1 interference may be one of the reasons why some errors are considered interlingual. Meranaws like to emphasize some things when they speak, like the word '*miyakalalalala*', which means '*very big*'. However, some Meranaws when they translate it, add more adverbs to emphasize the size; hence, it becomes '*very very big*'. Thus, this may also be due to the literal translation of the native language.

Another sample from the corpus is when the prepositional phrase '*after a day*' is used. The respondents may have translated the Meranaw phrase '*mapasad so isa a gawi-i*', which literally can be transcribed into '*after a day*'. This is further stated by Sari in her study in 2016 which states that errors exist because learners translate his L1 to L2 word by word.

Selinker (1972), as alluded to by Khansir (2012), used the term *fossilization* to denote to the inclination of learners to hinder developing their interlanguage grammar in the direction of TL. When the *interlanguage* errors are not corrected, they become fossilized. Furthermore, overgeneralization of errors occurs due to the structural elements of the mother tongue which is also applied to the target language.

Similarly, in the study of Tarawneh and Almomani (2013), it has been found that the learners while uttering short simple sentences commit either a mistake or an error because of L1 interference. This is further proven by Sarfraz (2011), in which the results reveal that the percentage of the occurrences of interlanguage errors is higher than those of errors resulting from the interference of L1. Thus, this shows how L1 affects the acquisition of L2.

However, Cummins in his *Threshold Hypothesis*, as cited by Baker (2011), has stated that "*the more developed the first language, the easier it will be to develop the second language.*" Equally, it is harder to attain bilingualism if the competency level is inferior in L1. One must take into consideration that when L1 is strong, it can support the development of L2. Thus, this implies that the respondents have not yet mastered their first or native language. As reiterated by Cummins, if there is a low competency level, it would be harder to achieve bilingualism.

## **CONCLUSION**

The findings of this study subsequently conclude how almost all the respondents speak Meranaw at home and outside the classroom, this may have resulted in the students committing many errors since they are not exposed to the target language. As reiterated by Krashen, several exposures to the target language would help learners to be proficient. Thus, the Meranaw language has interfered with L2 learning of the respondents. L2 learners must be exposed to the language. Through exposure, learners would be able to develop monitoring skills. It is also stated by Cummins that when a learner has a low competency level, it would be harder for him/her to acquire a second language. Hence, even if the respondents speak Meranaw more, it does not guarantee that they have mastered the said language. Finally, when they have not mastered their native language, it would be one of the reasons why they will experience a negative transfer of L1. Delahunty & Garvey (1994) have stated that errors also often indicate general assumptions made by speakers. Thus, the obligation of language teachers is to point out where the general assumptions fail to apply because of the structural complexities of English.

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