

## Linguistic Errors In Written Discourse

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### Abstract

This study generally aimed to determine the linguistic errors of Grade 11 students in Biliran Province State University-Laboratory High School (BiPSU-LHS) in their written discourse, SY: 2021-2022. Utilizing the descriptive-correlational research design, this study elicited data from the 33 students of BiPSU-LHS. Findings revealed that most Grade 11 Senior High School students in BiPSU-LHS spent 1-3 hours in watching English Videos per week. On the other hand, most of the Grade 11 Senior High School students in BiPSU-LHS only spent 15 minutes to 1 hour in reading English materials per week. Moreover, the most common syntactic error committed by the Grade 11 students in the written discourse was the use of 'wrong or missing prepositions; most common morphological error committed by the Grade 11 students in the written discourse was the use of 'contraction;' and most common technical errors committed by the Grade 11 students in the written discourse was poor punctuation. Hence, there is a significant relationship between the profile of the Grade 11 Senior High School students and their syntactic errors, morphological errors, and technical errors committed. Based on the overall observation and analysis of the data gathered, the researcher concluded that the Grade 11 students in Biliran Division during the school year 2021-2022 have committed linguistic errors in their written discourse, such as: syntactic, morphological, and technical categories.

**Keywords:** Linguistic, Morphological, Descriptive-correlational, BiPSU-LHS, Committed, Contraction

### 1. Introduction

Linguistic errors occur in different components of language: in grammar, lexicon or pronunciation. In other words, students' errors occur in different linguistics categories such as phonology, morphology, syntax, and discourse. One language component that is crucial to be considered is morphological structure. Morphological items are important when dealing with word formation. As highlighted by Ririn (2010), morphology is essentially the grammar of words and deal with form of words, the relation between take and took, dog and dogs and etc. These linguistic errors are categorized according to their features by Dulay, Burt, and Krashen (1982) into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregu-

lar rules, use of wrong word forms, alternating use of two or more forms, and misordering. In the late 1990s; however, James (1998) proposed five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation, and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication). On the other hand, Runkati (2013) categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level, which were fragments, run-ons, subject-verb agreement, word order, tenses,

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capital letters and punctuation. The latter was errors at the word level, such as articles, prepositions, word choices, nouns, and numbers. English has been accepted as the global language among thousands of speakers. It serves as a common language and a global language and the most demandable language in the world because it has the greatest number of speakers and learners (Abdelrady and Ibrahim, 2015). Although many people spend a lot of time studying English in the classroom, a large number of them continue to have significant difficulties using the language correctly while communicating with others in real-life situations. These errors in accuracy are often related to the system of English language inflections (Yordchim and Gibbs, 2014). However, writing in English has been perceived as the most difficult skill among the four skills of English (Hengwichitkul, 2009). Writing has been given great emphasis in the Philippine educational system since the teaching and learning of English as a Second Language (ESL) support the aim of enhancing the English competence of Filipino learners. Authorities agree that writing is one of the highest forms of academic skills, for it reflects a person's level of language competence, concept development, and abstraction. Thus, students are faced with difficulties in writing that they try to avoid the task for they find it a struggle. Writing in English is particularly considered a challenging task for students who learn English as a second language. Moreover, the social and cultural background of the ESL learners prevents them from writing subjects they consider taboo. Further, ESL learners may experience lexical, syntactical, and morphological difficulties as influenced by their native language (Pablo & Lasaten, 2018). Interestingly, good writing is much more than just correct writing. It does not simply mean writing that contains no errors of grammar, punctuation, or spelling but also responds to the interests of readers. In this competitive world of Information Age, writing is considered a necessity and not just a mere option. The ability to write contributes to academic success. Indeed, writing in English is considered vital in the total development of literacy education and communicative skills among Filipino students. Students are expected to enhance the different domains in the curriculum

such as Writing and composition and Grammar Awareness and Structure (Pablo & Lasaten, 2018). However, despite the different writing opportunities offered to students, it has been observed that students' performance in academic writing remains to be deficient. Senior High School teachers continue to complain about students' poor quality essays or any writing activities as reflected in their submitted written outputs. Such concerns are also true to the SHS students of the various schools in BiPSU-LHS despite the initiatives of enriching teaching practices employed by the teachers. These concerns were revealed in the study of Wang (2018), who said that teachers observe that students' compositions remain non-idiomatic, poorly organized, and grammatically awkward. This fact has prompted the researcher to conduct this study to find out the linguistic errors of Grade 11 students in BiPSU-LHS in their written discourse.

### **3.0 Statement of the Problem**

This study generally aimed to determine the linguistic errors of Grade 11 students in Bili-ran Province State University-Laboratory High School in their written discourse, SY 2021-2022.

Specifically, it sought to achieve the following objectives:

1. Determine the profile of the Grade 11 Senior High School students in BiPSU-LHS in terms of:
  - 1.1 no. of hours spent watching English videos per week; and
  - 1.2 no. of hours spent in reading English materials per week.
2. Determine the linguistic errors committed by the Grade 11 students in their written discourse in terms of:
  - 2.1 syntactic;
  - 2.2 morphological; and
  - 2.3 technical.

### **4.0 Framework of the Study**

This section illustrates the theoretical and conceptual frameworks as its main and strong foundation in the due course of its proceedings. Theoretical framework. The present study follows the theoretical framework of Error Analysis (EA) proposed by Corder (1974). Corder's framework is based on four steps. First of all, researchers have found the relevant data from sample ac-

ording to the research and analyzed the data on the scale of the theoretical framework. After data collection, researchers have identified the errors in given data and marked the deviation from the prescribed rules of language. Corder has suggested that identification of error means a comparison between what the student has created and what a local speaker would deliver in a similar sentence. After identification of errors, researchers described the errors as prepositional errors, errors of verb, noun, adverbs or adjectives. Description of errors means to categorize the errors linguistically. Furthermore, researcher has described the errors according to their position in word or sentence. There are four types of errors; addition errors, omission errors, substitution errors and permutation errors. After describing the errors, researcher has explained the causes of morphological errors. Corder posited that the most critical stage in EA is determining the cause of errors with a specific goal to represent why they are made. So, there are two schools of thought about cause of errors either due to influence of L1 on L2 (interlingual) or due to insufficient knowledge of language (intralingual). Corder (1974) has demonstrated that error evaluation is also known as "error gravity". Most of the researchers follow the Corder's framework of EA in their studies along with identification, description and explanation of errors but they skip the evaluation of errors. Evaluation of errors is a different process to find out the volume of errors in descriptive writings of ESL students. This procedure allows the researchers to take a step forward and analyze the most serious form of errors and least serious types of errors experienced by ESL students. Corder's framework of EA has been chosen for this study because he is the founder of the term "Error Analysis". He was the first person who described the significance of EA in learning L2. His framework is suitable for this study because it discloses that the syntactic structure of language follows specific rules. These underlying linguistic rules are the bases in identifying the students' errors and determine the areas needing improvement as far as English subject is concerned.

### **5.0 Importance of the Study**

This research endeavor will be significantly important to the following:

School Heads. This study will serve as their basis in planning and implementing effective practices for learners' wholesome development. The results may also challenge the school heads to be competitive leaders through efficient and effective management and by continuously improving their leadership skills to enhance the linguistic skills of the learners. ESL Teachers. The results of this study will help the teachers minimize, if not eliminate, the linguistic errors of the students in their written discourse as evidence of learners' progress in language learning. It will help the teachers in understanding the new ways of teaching by giving the feedback on the errors made by the learners, which will eventually help them in tailoring instruction to meet the needs of struggling writers. Students. The results of this study will serve as an encouragement to students to improve their writing skills by recognizing their weaknesses. This can also serve as a resources for their language learning, and guide them as to the appropriate techniques they will employ to enhance their written discourses. Parents. The result of this study will help the parents gain a better understanding of their learners' writing abilities. They will show high support and participation in their children's progress in writing. Results will also give them profound ideas in sustaining the significance of learning and acquiring the English language. Future researchers. This study will be of great use to them as their reference in creating research problems in a wider scope and longer duration, to obtain optimum result and in validating the findings of this study.

### **6.0 Scope and Delimitation of the Study**

The scope of this study was centered on the linguistic errors of Grade 11 students in Biliran Province State University-Laboratory High School in their written discourse, SY 2021-2022. The respondents were limited to the 33 Grade 11 students of BiPSU-LHS. There was a time delimitation since the participants were not allowed to come to school for the face-to-face classes because of the outbreak of the pandemic.

### **7.0 Definition of Terms**

The following key terms used in the study are

hereby defined conceptually and operationally. Discourse. It is a term used to explain the transfer of information from one person to another. It implies the use of words and sentences in context for the purpose of conveying meaning. Discourse can happen either orally—through spoken language—or in written format. Errors. They are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Morphological errors. In this study, these are the errors in the structure of words such as, but not limited to: lack of agreement between S and V, plurality, using other parts of speech than adjective, lack of agreement between nouns and pronouns, irregular verbs, demonstrative, use of contraction, inappropriate use of modal verbs, use of passive voice, reported speech, -ing forms and infinitive to, use of articles, nouns, pronouns, and misspelled words. Syntactic errors. As used in this study, these are the errors in the structure of sentences such as, but not limited to: verb tenses, wrong or missing prepositions, adjectives, adverb, to + infinitive, gerund, and subject-verb agreement. Technical errors. As used in this study, these are the errors in the technicality in writing such as, but not limited to: messy structure, too much jargon, poor punctuation, inconsistency, too much abstraction, unclear antecedents, dense presentation, and capitalization. Written discourse. This involves the written word. It involves the structure, coherence, logical development and range of linguistic resources in a written text.

### **8.0 Review of Literature**

This section elaborates the concepts and findings relevant to the present study, focusing on the variables under investigation. This study uses local and foreign literature and reference, which are arranged according to the objectives of this inquiry regarding the linguistic errors of Senior High School students in written discourse. Writing is a complex process even in the first language Vasquez (2007). Undoubtedly, it is more complicated to write in a foreign language. Consequently, lots of researchers have intended to identify the common errors ESL students make in

writing the second language. Of course, a better understanding of the errors and the origin of such errors in the process of ESL writing will help teachers know students' difficulties in learning that language. Moreover, it will aid in the adoption of appropriate teaching strategies to help ESL students learn better. Therefore, analysis of linguistic errors can be considered as a fundamental tool in language teaching in order to reorganize teacher's point of view and readdress his/her methodology for fixing and fulfilling the students' gaps. As compared to speaking, writing can be seen as a more standardized system that must be acquired through special instruction (Grabowski, 1996). Mastery of this standard system is an important prerequisite of cultural and educational participation. The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard. In the study of Read & Chapelle (2001), they consider vocabulary as one of the basic components of language when communication is regarded, and is also a central part of language learning. The development of lexical knowledge is considered by both researchers and teachers to be central to the acquisition of a second or foreign language. Relevant to this, Llach (2005) states that "language learning starts up with vocabulary, words are the first linguistic items acquired by the learner (in first and second language acquisition) ... and no language acquisition at all can take place without the acquisition of lexis." Hence, related research literature suggests a strong relationship between vocabulary acquisition and lexical errors, which are generally considered a vital aspect of the acquisition process (Llach, 2007). As further emphasized by Llach (2007), lexical errors not only play a relevant role in the second language vocabulary acquisition process, but they also are among the most numerous type of errors in learners' performance. Therefore, providing observable learner language data, lexical errors are an important source of information about L2 vocabulary acquisition. Shin (2002) also states that "the study of learner errors has been a part of language pedagogy for a long time. Language instructors are constantly concerned about the errors made by their students and with the ways they can improve language teaching." Thus, it is very

important to identify and remedy lexical errors in foreign language learners' compositions because those errors appear to be one of the main causes of communication problems. At the outset, it was believed that most language errors were caused by the transformation from one language to another. Thus, in making decisions regarding the focus for foreign language teaching, instructors and teachers had taken into consideration errors that appear to result from the influence of their students' first language. Later, they observed evidence from language acquisition research suggesting that for some language features, "learners of different L1 backgrounds may face similar types of challenges" (Collins, 2007). Before moving forward, there is a need to define error analysis first. Corder, (1967); and Dulay (1982) describes Error Analysis (EA) as an applied linguistics approach used to identify areas of great difficulty for second language learners by applying a system of formal distinction to differentiate between the learner's first language (L1) and target language (L2). Such analysis is based on the understanding that both intralingual and interlingual factors determine the type of errors. Whereas the former involves difficulties faced by the learner due to distinctive linguistic features of the L2 itself, the latter involves the direct interference of negative transfer of structures and other features from the L1 to the L2. As use of error analysis has led to discovery that learners' errors reflect a gap in their competence, order of acquisition and accuracy in order of learning, it has become an important instrument in first and second language learning research. On the other hand, Richards (1971) first challenged the belief that learners' errors were the result of L1 transference. In his aforementioned research, he argued that many of the learners' errors came from the strategies that they use in language acquisition and the reciprocal interference of the target language items. Error Analysis would allow teachers to figure out what areas should be focused on and what kind of attention is need in an L2 classroom. So, the language teachers can be better able to develop a curriculum and select materials that can facilitate L2 learning processes. In relation to this, Kim (2001) conducted another study to analyze errors in college students' writing samples to examine L1 interference phe-

nomenon. He pointed out that, "it is widely believed that Korean learners of English often show incorrect use of English expressions due to their L1 interference." He continued that, "despite such a prevalent belief, the sources of learners' errors and L1 interference were not clearly identified." In order to examine the sources and the nature of learners' errors, he collected 30 writing samples from college freshman students who were registered for TOEIC class. Most of the learners' errors were in the areas of verbs (be + V for V, be an omission, -s omission, incorrect use of present perfect), prepositions (incorrect use of prepositions, redundant prepositions), articles (omission of a, incorrect use of a, omission of the, the instead of zero), plural/singular agreement, adjectives, conjunctions (incorrect use of conjunctions, stranded/redundant conjunctions). Then, errors were classified into two categories of intralingual and interlingual. Finally, the results showed that most of learners' errors were intralingual and only a few cases can be attributed to L1 interference, which lends support the assumption that L2 learners follow similar developmental patterns to those found in children's L1 acquisition. Thus, it may follow from what he found that learners' errors are not just deviant forms that should be corrected but they reflect the creative process of seeking systematic rules of target language (Kim, 2001). Moreover, Bataineh (2005) claimed, "unlike earlier Error Analyses, native language transfer is found to play a role which is at best minimal." Of course, his study exclusively aimed at identifying the kinds of errors Jordanian first, second, third, and fourth-year university EFL students made in the use of the indefinite article. The nine types of errors were as follows: deletion of the indefinite article, writing a as part of the noun/adjective following it, substitution of the indefinite for the definite article, substitution of the definite for the indefinite article, substitution of a for an, use of the indefinite article with unmarked plurals, use of the indefinite article with marked plurals, use of the indefinite article with uncountable nouns, and use of the indefinite article with adjectives. Finally, the analysis revealed that all errors, except one, were independent of the learner's native language and the only type of error which could be traced back to the influence of Arabic, among other

sources, was the deletion of the indefinite article. On the other hand, Sattayatham and Honsa's (2007) study focused on Error Analysis of first year medical students from the four medical schools at Mahidol University. A total of 44% of enrolled students participated in their study (about 237). They were asked to translate sentences from Thai into English. The data collected from the sentence-level translation were analyzed to find the most frequent errors of these medical students by using the distribution of frequency. The top-ten errors of the participants were as follows: order of adjectives, there is/are, subject-verb agreement, direct/indirect object, verbs of feeling, past tense, present perfect, reported speech, passive voice, and question tag. Finally, the researchers concluded that the errors made by the students were both from the intralanguage and interlanguage interference. This is while the errors caused by mother tongue interference were in a small proportion. In this respect, the next few studies deal mostly with the research done on intralingual causes of errors committed by Iranian EFL learners. Ghadessy (1980) conducted one such study. He also shared the same concern expressed in the overseas studies when he discussed the results of Error Analysis of 100 English compositions written by Iranian university students. The results showed that mistakes were not primarily due to inference from the native language, but to developmental errors, similar to errors made in first language acquisition. Furthermore, Javidan (1980), in his study, tried to investigate the sources of errors made and the difficulty order followed by adult Iranian students in their learning of certain grammatical structures of English. The general difficulty order found in his study was in many ways similar to the orders reported in other L2 studies for adult ESL learners indicating that adults follow a natural and similar sequence in learning the grammatical structures of English and also that the structural difficulty order might be universal for all adults learning a second or foreign language. Three proficiency levels of students participated in his study and the results of the error analysis showed that in each proficiency group (elementary, intermediate, and advanced) the subjects' reliance on developmental strategy was greater

than on the strategy of native language transfer. Furthermore, the findings of this study, while providing strong support for the claim that interference from the mother tongue is not the only source of errors adult L2 learners make, but rather a large number of errors made by these learners can be explained due to interference from the target language, indicate that in addition to these two major sources of errors, other factors such as teaching and testing materials and techniques, type of language exposures available to the learner, transfer from a third or more languages known by the learner, and so on, should also be evaluated as the causes of errors in L2 learning (Javidan, 1980). In another study, Tabatabai (1985) proposed that the 891 errors detected in his study were dispersed among 10 major categories such as mistakes with articles, prepositions, incorrect and confusing tenses, number, conjunctions, adjectives, subjects and predicates, verb phrases, and pronouns. The data for his research were drawn from 32 compositions written by 20 Iranian students who were in various fields of science and engineering at the States University of New York at Buffalo. He finally reported that the complexity of the English language, students' incomplete knowledge or ignorance of certain structures, the interference of conversational English into written English, the transfer of training, lapses of memory, lack of sufficient practice informed writing, unfamiliarity with the requirements of written English, and pressure of communication were among the major causes of errors. As it is obvious, the causes of errors that he reported were mostly intralingual. Likewise, Ahmadvand (2008) aimed at analyzing Iranian EFL learners' errors in their written productions. He collected the required data from different productions of some 40 learners at pre-intermediate and intermediate levels. As he reported, omissions, additions, and regularizations were among the most frequent types of errors. Moreover, based upon data, it was shown that negative transfer accounted for only 30% of all errors and most of the errors were the result of misinformation. Consequently, it was shown that negative transfer from Persian to English in written productions is neither the only source of errors, nor the major one. Indeed, Ahmadvand's results sharply decreased the role of L1

in the acquisition of English as a target language. Hence, it follows from the reported studies in the previous part that some researchers and authorities in the field have considered intralingual causes to be the common source of errors by EFL learners. Of course, quite a number of researchers have found that L2 learners at the beginning level produce a large number of interlingual errors. They also observed that as these learners progress in acquiring the norms of the target language, more and more intralingual errors are manifested. Considering reported studies makes the growing research interest in the analysis of errors more obvious. In recent years, there have been a growing number of studies in the area of Error Analysis. The underlying objections of most of these studies were to identify and classify errors and thus help teachers know the problematic areas of ESL learners at different levels of instruction in order to help students learn better (Lee, 2001). Based on the studies reviewed on EA, it is obvious that there are two opposite views toward the sources of errors committed by ESL learners. Different researchers have advocated both of these two views and there is enough empirical evidence for each to be true. However, Brown (1994) cited in Lee (2001) seem to be more comprehensive in that they believed that as learners progress in acquiring the norms of the target language, more and more intralingual errors are manifested. In connection to the significance of second language learners' errors both in learning and teaching, ESL educators and researchers interested in seeking the truth should re-conduct research in order to adopt appropriate teaching strategies to help ESL students learn better. Written discourse is considered an imperative aspect that needs to be analyzed. Written discourse analysis is a growing field of study that allows researchers to follow different lines of investigation. Grabe (1984) states that the analysis of discourse involves "the study of literary texts" and "the study of form-function relationships within language segments". In other words, it is the study of both oral and written language. However, making errors is one of the most unavoidable things in the world. In language acquisition, learning, and teaching, error has been referred to and has been defined in many ways. Littlewood (1995) reviewed the terms and defi-

nitions of error in Error Studies and consolidated these definitions using the communicative event framework (addresser; addressee; code, norm, and message; and setting). From the perspective of norm or well-formedness of a sentence, error is regarded as "an infringement or deviation of the code of the formal system of communication through which the message is conveyed." In the late 1990s, James (1998) proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs); substance errors (capitalization, punctuation and spelling); lexical errors (word formation and word selection), syntactic errors (co-ordination/subordination, sentence structure, and ordering); and semantic errors (ambiguous communication and miscommunication). Likewise, Runkati (2013) categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word order, tenses, capital letters and punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns, and numbers. For decades, Error Analysis (EA) has received a great deal of interest from a number of scholars in the field of second language acquisition. The following are the definitions of Error Analysis (EA) given by some of the scholars. Dulay, Burt, and Krashen (2002) state that the analysis of errors is the method to analyze errors made by EFL and ESL learners when they learn a language. Not only can it help reveal the strategies used by learners to learn a language, it also assists teachers as well as other concerning people to know what difficulties learners encounter in order to improve their teaching. Hence, James (1998) proposes that Error Analysis (EA) is the analysis of learners' errors by comparing what the learners have learned with what they lack. It also deals with giving the explanation of the errors in order to accurately reduce them.

According to Mungungu (2010), Error Analysis (EA) has two objectives. One is theoretical objective which concerns what and how learners learn a language. The other is the practical one which concerns how to help learners learn a language by making use of the knowledge they have already had. Mungungu hence,

asserts that Error Analysis (EA) is useful. Similarly, Wu & Garza (2014) proposes the five-stage process of Error Analysis (EA): which consists of: the collection of errors; the identification of errors; the description of errors; the explanation of errors; and the evaluation of errors. The analysis on errors made by ESL learners can be seen in the study of Khansir (2013). He compared and examined the error types found in the written products of ESL and EFL students. He concluded that there were no significant differences between the errors found in the written products of the two groups of the writers. It can be concluded that both ESL and EFL learners faced similar problems in writing. Later, Zafar (2016) conducted an empirical study which used Error Analysis (EA) as a treatment. She first analyzed errors frequently made by her Business students, and verb tenses were found to be the most problematic ones. After a two-month writing training focusing on the accurate use of verb tenses, her students had an apparent improvement. (Sermsook, 2017) The study chose to focus on words and sentences because they are the small comprehensible units of language forms that students can produce for their effective written communication. These findings may result in a more appropriate lesson plan and more effective teaching materials and teaching methods which can contribute to students' writing improvement. More importantly, it is hoped that the findings arisen from this study will help both teachers and students in other writing classes to achieve a standard of producing pieces of writing. The concepts of the reviewed literature and research studies have direct or indirect bearing on how to analyze errors the written discourse of Senior High School students and categorize whether these errors are syntactical, morphological, and technical in nature. Hence, the related literature and studies are believed to have bearing with the current study; for without it, the concept of this research would have no anchorage.

### **9.0 Research Design**

This study utilized convergent-parallel mixed methods research design. This is a one phase design where both quantitative and qualitative data are collected and analyzed, then compared the

analysis of quantitative and qualitative data to see if the data confirms or disconfirms each other. This design is deemed appropriate to be used because it attempts to obtain different but complementary data on the same topic to best understand the research problem. Creswell and Clark (2011) further said that in this method, the researcher concurrent conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together.

### **11.0 Research Locale**

The study was conducted in Biliran Province State University-Laboratory High School, Naval, Biliran Province, Philippines.

This school is situated at the town proper of the municipality with access to students, parents, community, and other stakeholders in Naval, Biliran Province.

### **Research Respondents**

The respondents of this study were the Grade 11 Senior High School students of Biliran Province State University-Laboratory High School, during the school year 2021-2022.

In choosing the respondents, the researcher employed convenience random sampling where only 33 out of 100 students were included in the study.

### **Research Instrument**

This study utilized a researcher-made survey questionnaire and a writing prompt as the main instrument in the gathering of data. It is composed of two parts: Part I elicited information on the profile of the Grade 11 Senior High School students of Bi-PSU-LHS. The questions of the survey questionnaire were formulated by the researcher herself to generate the much-needed data. Part II highlighted the data on the errors committed by the Grade 11 students in their written discourse were elicited through an essay that describes their past, present, and future self. The adviser and panel members reviewed the questionnaire and topic title to certify validity and reliability.

### **Data Gathering Procedure**

This study followed the normal



procedure of conducting a research study. As an initial task in gathering the data, permission to conduct the study was sought through an endorsement letter secured from the school's division superintendent, school head and the identified respondents of the study. The researcher then proceeded with the distribution of the survey questionnaires to get sufficient data on the profile of the Grade 11 Senior High School students. After collecting the questionnaires, the researcher administered the writing prompt with the topic: "My Past, Present, and Future Self." The topic was given to the respondents in their respective homes; where each respondent was given an hour to write the essay. The administration of the prompt took one meeting for a total of 1 hour to complete the data gathering. The purpose of the essay was to elicit the linguistic errors of the Grade 11 students in their written discourse in terms of syntactic, morphological, and technical as these relate to the context being studied. The data gathered were arranged and summarized according to categories. The researcher then analyzed and interpreted the information provided by the informants in accordance with the objectives of the study. All data collected were secured, protected, and backed up on an external drive, where only the researcher and adviser have access to the data. The recorded responses were transcribed, analyzed, tabulated, and interpreted.

### Statistical Treatment of Data

Data in this study were analyzed and interpreted using the following:

Descriptive statistics such as simple percentages and relative frequencies were used to describe the profile of the Grade 11 Senior High School students. Meanwhile, the linguistic errors committed by the Grade 11 students in their written discourse were ranked and given narrative interpretation.

### Ethical Considerations

Ethical considerations like anonymity, autonomy, confidentiality, and informed consent were strictly observed during the conduct of the study. Having said this, the researcher explained the sustained commitment required of participants to gather meaningful data and reminded them that they could withdraw their participa-

tion from the study anytime. They were treated as more important than the research itself; and, therefore, have always been respected. Ultimately, the researcher considered the convenience and availability of the participants. The researcher was the one who visited and initiated the interviews. Data gathered were treated as confidential and purely for research purposes only. Audio and video recordings were deleted upon completion of the analysis.

## Results and Discussion

### Profile of the Grade 11 Senior High School Students

The profile of the Grade 11 Senior High School students in BiPSU-LHS was categorized into: no. of hours spent watching English videos per week and no. of hours spent in reading English materials per week. These are shown in Table 1.

Variables	f	%
<b>No. of Hours Spent Watching English Videos per Week</b>		
Less than an hour	6	18.1
1 – 3 hours	13	39.4
3 – 5 hours	10	30.3
5 – 10 hours	2	6.1
10 – 20 hours	0	0.0
More than 20 hours	2	6.1
<b>Total</b>	<b>33</b>	<b>100.0</b>
<b>No. of Hours Spent in Reading English Materials per Week</b>		
I don't read unless forced to	1	3.0
Less than 15 minutes	7	21.2
15 – 30 minutes	11	33.3
30 minutes to 1 hour	10	30.3
More than an hour	4	12.2
<b>Total</b>	<b>33</b>	<b>100.0</b>

**Table 1**  
**Profile of the Grade 11 Senior High School Students in BiPSU-LHS**

Watching English videos. As reflected in the table, the highest number of hours spent by stu-

dents watching English videos per week was 1-3 hours with 39.4 percent, closely followed by 3-5 hours at 30.3 percent. It can also be noted that almost one-fifth of the students spent only less than an hour per week, while 6.1 percent spent either 5-10 hours or more than 20 hours. This result suggests that most Grade 11 Senior High School students in BiPSU-LHS spent 1-3 hours watching English Videos per week. This finding may indicate that these students prefer to watch Korean or Filipino videos at home or in school. However, Sattayatham & Honsa (2007) believed that the influence of native language on the second language is quite minimal; that is, it affects only 3-25% of such errors. Reading English materials. The table further shows that the two highest number of hours spent by students in reading English materials was 15-30 minutes and 30 minutes to 1 hour, having a percentage of 33.3 and 30.3 respectively. Meanwhile, 3 percent admitted that they don't read unless forced to, while only 12.2 percent spent more than an hour in reading English materials per week. This result clearly indicates that most of the Grade 11 Senior High School students in BiP-SU-LHS only spent 15 minutes to 1 hour reading English materials per week. This finding may indicate that these students do not spend time in reading English materials at home or in school. These findings validate the claim of Prejoles' (2007), who reported that students were most deficient in linguistic competence, because of interference of the native language through the distortions in the print and broadcast media they are exposed to, fear of criticism or ridicule by peers, non-reinforcement at the home of skills taught in school, and the choice in using the language they are so familiar and at ease with the Cebuano language.

### Linguistic Errors

The linguistic errors committed by the Grade 11 students in their written discourse were categorized into syntactic, morphological, and technical. These were analyzed, tabulated, and presented in Tables 2-4, followed by their corresponding narratives. Syntactic. Table 2 shows the syntactic errors committed by the Grade 11 students in their written discourse. The table clearly reflects that the most common syntactic errors committed by the Grade

Variables	f	Rank
Verb Tenses	19	2
Wrong or Missing Prepositions	32	1
Adjective	3	5.5
Adverb	4	4
To + infinitive	3	5.5
Gerund	0	7
Subject-verb agreement	9	3

**Table 2**  
**Syntactic Errors Committed by the Grade 11 Students in their Written Discourse**

11 students in the written discourse was the use of 'wrong or missing prepositions, having a frequency of 32 (Rank 1); followed by the 'verb tenses' with a frequency of 19 (Rank 2); and was followed by the 'subject-verb agreement' with a frequency of 9 (Rank 3). For a more convincing and detailed analysis and description, a narrative presentation follows:

### Verb tenses

I continue(d) learning and I keep(t) my distance... (P2, L35, p70).

...as I was afraid that I might be accuse(d) for things (P2, L36, p70).

I probably should focus(ed) in...(P5, L157, p73).  
And someday, I'll found myself contented (P5, L164-165, pp73-74).

...when we are ready to school together (P8, L210, p75).

I always pray my family for thanks and blessing he give (P8, L229-230, p75).

I grow up in a family wherein they don't really accept gays (P15, L416-417, p80)

I learn to handle and fight my insecurities, learn to support my friends, learn to accept and know the word "contentment." (P9, L425-426, p80)

I will carved my own destiny (P9, L434, p80)

I know to myself that God Jesus Christ will always (be) there to give me enough strength (P9, L434-435, p80)

My past are very different to some teenager in this generation (P10, L269, p76).

Lot of people knew about my experiences when I was very young if how sad and challenging it is

(P10, L274-275, p76).

I choose a person to be my friends (P10, L284-285, p76).

I must love myself and family first and enjoy my teenage life without any boy involve (P10, L290-291, p77).

...they will just reminding me my limitations (P10, L294, p77).

This finding validates the claim of Khuwaileh and Shoumali (2000), who found that most errors were related to tense due to lack of time sequence. Same goes with the findings of Kim (1988), who investigated errors in English verbs with reference to tense, mood, and voice with the 11th grade Korean EFL learners, who were asked to translate 42 Korean sentences into English. Results revealed that errors in mood were most frequent (903); followed by errors in voice (885); and errors in tense (720), with a total error of 2508.

### **Wrong or Missing Prepositions**

Together with my hopes and wishes of (for) self-actualization... (P1, L13, p70).

I know that I need to take full responsibility with (of) my actions. (P1, L14-15, p70).

I continue learning and I keep my distance to (from) my mentor...(P2, L35, p70).

...and to my future will depend on my presents act (P2, L37-38, p71).

I'm trying me best to finish up my studies and through this pandemic it also gives us many realization (P, L38-39, p71).

On In this journey of my life (P3, L60, p71).

Looking back on (through) my life... (P3, L61-62, p71)

...on a new chapter in (of) my life (P3, L63, p71).

...when I think back on (to) those challenges (P, L63-64, p71).

...a new perspective on (in) life (P, L94-95, p72).

I went to Cabucgayan Central School during (in) my elementary days (P4, L109-110, p72).

...the best way to achieve the goals and objectives for (of) our life (P6, L174-175, p74).

Remember that you have more influence to your life with (than) anyone else (P, L177-178, p74).

Let me begin by stating how proud I am on (of) myself (P6, L179, p74).

Way back on (in) my younger years (P6, L180, p74).

I'll just claim that I will be the happiest and suc-

cessful "ME" in (by) God's will (P6, L194, p74).

But I know it's something that I could offer and give to them (P7, L205-206, p75).

I make them laugh of (at) my jokes (P8, L209-210, p75).

In (At) present I'm so stressed in the house (P8, L214, p75).

...make us happy (in) such times we need him (P8, L229, p75).

I always pray (for) my family (P8, L229, p75).

Going back on (to) my life (P9, L234-235, p75).

I know to myself that God Jesus Christ will always there to give me enough strength (P9, L434-435, p80).

I am dealing from my past and I will make sure to my future self (P9, L439-440, p80).

My past are very different to (from) some teenager in this generation (P10, L269, p76).

I didn't depend to (from) anybody except to (from) my family (P10, L286-287, p76).

...they will just reminding me (of) my limitations (P10, L294, p77).

Now, I'm looking forward in (to) reaching my goal in life (P10, L299, p77).

...my father didn't allow me to bond/join with my friends and even to (with) my cousins (P10, L272-273, p76).

I also fight for my dream to (for) myself and family (P10, L277-278, p76).

Elsewhere, Kim (1987) identified a total of 2455 errors in the English compositions of 12th grade Korean EFL learners. The findings showed that errors in BE and auxiliaries were the most common (419), followed by errors in prepositions (287) and that intralingual errors arose more than transfer errors.

### **Adjective**

...may it be at my present and (or) in the future (P1, L20, p70).

...lower grades (P2, L33, p70).

It really hurts to be a low key kind of student but it didn't stop me (P2, L34-35, p70).

### **Adverb**

Its so very dominant to take time (P6, L176-177, p74).

I'll be more stronger and dedicated to focus on my dreams and goals in life (P6, L192-193, p74).

I picture out myself as a more improve new ver-

sion of myself (P9, L429-430, p80).  
 Making myself more closer to God (P9, L431-432, p80).

### To + infinitive

...and so hopefully I get to organized emotions (P5, L160-161, p73).  
 I will feel in that moment when I came to realized that my dreams are becoming surreal (P5, L168-169, p74).  
 I used to kept stories by my own (P6, L182-183, p74).

### Subject-Verb Agreement

My experiences taught me lessons which keeps me in my holistic development (P1, L7-8, p70).  
 At an early age I became a kiddo who have an older mind (P2, L29, p70).  
 A kid who strongly believe that boundaries is not needed and that living the life what you've been

dreaming of is what you deserve (P5, L125-137, p73).

...sometimes my body feels heavy and all people seems busy and competitive (P5, L155, p73).

I overcome this persecuting crossroads and I'm going my way by a choice of my own (P5, L167-168, p74).

But I always remembers what is truly important in my life (P6, L191-192, p74).

...many people wants to friend with me because I'm the kind of person make a lot of friends so that many of them wants to play with me (P8, L208-209, p75).

As emphasized by Chele (2015), subject-verb (SV) agreement errors are prevalent in students' writing. There are several linguistic environments that appear to contribute to this high rate of errors. Many SV agreement errors that students made can be classified as simple errors. The simple errors are directly related to the inappropriate

<b>Variables</b>	<b>f</b>	<b>Rank</b>
1. Lack of agreement between S and V	7	6.5
2. Plurality (Incorrect Noun Number)	7	6.5
3. Word formation	2	12.5
4. Lack of agreement between nouns and pronouns	10	4
5. Irregular verbs	3	11
6. Demonstrative	5	10
7. Use of contraction	86	1
8. Inappropriate Use of Modal Verbs	6	8.5
9. Use of Passive voice	0	14.5
10. Reported speech	0	14.5
11. -ing forms and Infinitive to	6	8.5
12. Use of Articles (a, an, the)	14	3
13. Nouns	2	12.5
14. Pronouns	8	5
15. Misspelled Words	15	2

**Table 3**  
**Morphological Errors Committed by the Grade 11 Students**  
**in their Written Discourse**

omission or addition of the third person inflection. Such finding was confirmed by Celce-Murcia and Freeman (1983), who said that the SV agreement poses a problem mainly in the present tense, where the third person singular forms are inflected, while others are not. Morphological. Table 3 indicates the morphological errors committed by the Grade 11 students in their written discourse. Table 3 clearly depicts that the most common morphological errors committed by the Grade 11 students in the written discourse was the use of 'contraction,' having a frequency of 86 (Rank 1); followed by the 'misspelled words with a frequency of 15 (Rank 2); and was closely followed by the 'use of articles (a, an, the) with a frequency of 14 (Rank 3). This finding validates the claim of Ander and Yildirim (2010), who revealed that errors of collocation, errors of literal translation, and errors of word formation do not appear on students' compositions as frequently as the errors of wrong word choice, misspelling and omission or incompleteness. Making relatively few errors of collocation and word formation might be related to students' avoidance of using complex words, phrases or sentences in their compositions, which could also be linked to their language proficiency. On the other hand, the finding that the participants of this study make relatively few errors of literal translation conflicts with the findings of similar studies in the literature (Zughoul, 1991; Shin, 2002). For a more convincing and detailed analysis and description, a narrative presentation follows:

#### **Lack of agreement between S and V**

...everyone feels pure joy and **have** no problem (P1, L3-4, p70).

...lessons which **keeps** me (P1, L8, p70).

...kiddo who **have** an older mind (P2, L29, p70).

A kid who strongly **believe** that boundaries is not needed (P5, L135-136, p73).

... all people **seems** busy and competitive (P5, L155, p73).

...this persecuting **crossroads** (P5, L167, p74).

ESL learners tend to commit errors in SV agreement in writing. In different research studies, it was evident that the errors in writing includes SV agreement rules. It is further highlighted that among the errors in writing, SV errors is fre-

quently committed by ESL learners in writing. In the study of Al-Dubib (2013), he provides evidence that students are still facing problems in applying SV agreement rules in their writing. He added that their lack of knowledge of rules of the target language seems to be the main factor in causing the written production of the errors. This lack of knowledge causes them to use incorrect forms of the morpheme or structure, which leads to the misinformation error type.

#### **Plurality (Incorrect Noun Number)**

Omission of plural "s"

I share the happening in my life (P10, L294-295, p77).

I also want to help and share my blessing to those who needed a help (P10, L307-308, p77).

Inappropriate plural ending

...and to my future will depend on my presents act (P2, L37-38, p71).

Today, standards are made, criterias are being set (P5, L149-150, p73).

Growing voice, breathes of joy (P5, L168, p74).

because of my parents(') love (P8, L225, p75).

Living with a simple family is a blessings (P10, L292, p77).

This results corroborate the findings of Hengwichtkul (2006), who revealed that most of the learners' errors were in the areas of verbs (be + V for V, be omission, -s omission, incorrect use of present perfect), prepositions (incorrect use of prepositions, redundant prepositions), articles (omission of a, incorrect use of a, omission of the, the instead of zero), plural/singular agreement, adjectives, conjunctions (incorrect use of conjunctions, stranded/redundant conjunctions)

**Word formation.** Lexical errors in this category consist of the items where the students use the wrong form of a word in their compositions. For instance, when a student intends to use a noun in a sentence (e.g. difference) but ends up using the adjective form of that noun (e.g. different) this error is categorized as an error of word formation. In my past I was so very action in outdoor games (P8, L207, p75).

I'm strong to fight all the challenges in my life (P10, L271, p76).

**Lack of agreement between nouns and pronouns.** All the words in a language keep compa-

nies which the speakers of the language use with. Lexical errors are categorized under this type of error when a lexical item used in a sentence does not suit or collocate with another part of the sentence, these items sound unnatural or inappropriate.

### **Nouns**

Living is a complex job in this world (P1, L18-19, p70).

...occurred around my eighth grade year (P3, L74, p71).

Noori, et al. (2015) claimed that teachers' unawareness of the problem of the lack of vocabulary among students, and not always offering help to their students was found to be the most difficult reason for students' perception of writing problems. As students reported that lack of vocabulary is one of the reasons of their difficulty in writing.

### **Pronouns**

...may it be at my present and in the future (P1, L20, p70).

...my mentor, classmates and to my own (self) (P2, L35-36, p70).

I'm trying me best to finish up my studies (P, L38, p71).

...this pandemic it also gives us many realization (P2, L39, p71).

...than just being a miserable one (P2, L42, p71).

My drive and ambition for success enabled (me) to gradually stand on my own (P3, L81-82, p72).

... totally exhausted by all the different chaos (P5, L153, p73).

It seems as if (it) were only yesterday (P9, L235-236, p75).

This result was substantiated by Tafida and Okunade (2016), who examined the essays of 120 students of Federal University of Technology, which were later analyzed and classified into four categories based on the identified areas of agreement problems: nouns, pronouns, tenses, and intervening expressions.

### **Irregular verbs**

I have learned(t) many things and accepted things that I haven't accept(ed) before (P2, L40-41, p71).

I have aspirations that keep (kept) me on track (P4, L123, p73).

### **Demonstrative**

In this present times (P5, L122, p73).

...this persecuting crossroads (P5, L167, p74).

...I miss that times (P8, L210, p75).

I know that it is normal and I can pass this all (P10, L297-298, p77).

Who am I? I asked (this) years have passed (P5, L145, p73).

### **Use of contraction**

I know it's not going to be easy task (P1, L18, p70).

My past Self wasn't that bad nor good (P2, L21, p70).

I'm not smart but I do study (P2, L30, p70).

...accused that I cheated on my exam even though I didn't (P2, L31-32, p70).

...but still accused for things I didn't literary do (P2, L33-34, p70).

a low key kind of student but it didn't stop me (P2, L34, p70).

I'm trying me best to finish up my studies (P2, L38-39, p71).

...and accepted things that I haven't accept before (P2, L40-41, p71).

Moving forward I know it's not going to be an easy task (P2, L56-57, p71).

...and now I'm embarking on a new chapter in my life (P3, L63, p71).

I'm reflecting on my history (P3, L67, p71).

That's when I began to make friends, and I'm grateful for it since it altered my life (P3, L79-80, pp71-72).

...was the best decision I've ever made (P3, L81, 72).

I hope you've let go of the petty things (P3, L83-84, p72).

I hope you've faced your inner fears (P3, L85-86, p72).

I hope you've accepted your inner power (P3, L86-87, p72).

I hope you aren't frightened to find out what other people think of you (P3, L88-89, p72).

...and that you've lived life to the fullest (P3, L90-91, p72).

...and to help others see what they can't. I hope you've given your patients (P3, L93-94, p72).

I hope you're relishing the opportunity to be vulnerable (P3, L96, p72).

I hope you're thinking about things you wish

you'd told yourself when you were younger, and you're sharing your wisdom with your family and friends (P3, L98-99, p72).  
I hope you've kept your faith strong (P3, L101-102, p72).  
I don't want them to get separated from me along the way (P3, L104-105, p72).  
Don't let the wind decide your fate (P3, L106, p72).  
Those days were precious as gold and it's so nice remembering (P4, L114-115, p2).  
Now, I'm eighteen years old (P4, L117, p72).  
I haven't even made it yet to the middle of it (P4, L28-129, p73).  
It's been 18 years but I can still smell the scent of being in the slums (P5, L132, p73).  
...living the life what you've been dreaming of (P5, L136-137, p73).  
...partly made by my parents so it's never an issue (P5, L139-140, p73).  
I'm looking at myself in the mirror (P5, L143, p73).  
I noticed that there's a lot of me (P5, L145, p73).  
...the me that I've been creating (P5, L146-147, p73).  
Cause, let's all be honest that loving ourselves might be harder than loving someone else (P5, L148-149, p73).  
...in this opinionated society which I don't blame (P5, L150-151, p73).  
...but If I didn't reach it (P5, L162-163, p73).  
And someday, I'll found myself contented because I didn't bend down (P5, L164-165)., p  
I'm going my way by a choice of my own (P5, L167-168, p74).  
I'll be affirming that all the scars (P5, L170, p74).  
Many of us trying to figure out what's the best way to achieve the goals and objectives (P6, L174-175, p740).  
Its so very dominant to take time and develop (P6, L176-177, p74).  
I used to kept stories by my own that's why I'm scared to open up (P6, L182-183, p74).  
...she really didn't know any better (P6, L188, p74).  
I'll be more stronger and dedicated to focus on my dreams and goals in life, and sooner or later, I'll just claim (P6, L192-194, p74).  
I throw tantrums whenever I don't get what I want (P7, L196, p74).

...payback even though it's not my obligation (P7, L204, p74).  
But I know it's something that I could offer and give to them (P7, L205-206, p75).  
...ceremony but usually we can't reason of being tired of playing all day. But it's okay we still have also our assignment in school after. We're also answering together and that's my elementary days (P8, L211-213, p75).  
In present I'm so stressed in the house of some obligations we or I should do being oldest daughter and for my family I was working wile answering my modules after if im done of my works (P8, L214-216, p75).  
It's because of this pandemic I was very aware of helping my father and mother while i'm looking for a job to them. Because I just wonder sometimes we don't have to eat reason of no income (P8, L217-220, p75).  
Sometimes, I didn't have time answering my modules because of being tired in working for my siblings. But im strong I never tired answering my modules (P8, L221-222, p75).  
Now I see my future self im a succesfull someday (P8, L225, p75).  
I'm contented of what I have today (P9, L426-427, p80).  
I'm strong to fight all the challenges in my life (P10, L271, p76).  
Back then, I'm not about to enjoy my life because of my health problem and my father didn't allow me to bond/join with my friends and even to my cousins that's why I don't know the feeling of having a childhood friends (P10, L272-274, p76).  
...because I thought I can't take it anymore (P10, L276, p76).  
I don't know but I felt happy and free that time, I don't feel broke (P10, L280-281, p76).  
Before, I easily attached to someone maybe that's the reason why I easily get hurt. Now, I can say that I'm Independent woman and a wise one (P10, L283-284, p76).  
...people who won't influence me to do bad things but to motivate me to do well and always be a great person. I didn't depend to anybody except to my family. I'm happy and contented of being what I have right now (P10, L285-288, pp76-77).  
I'm open to my family (P10, L294, p77).  
I'm still experiencing challenges in life but I know that it is normal and I can pass this all. Now,

I'm looking forward in reaching my goal in life and prioritizing my studies. We can't predict our future life but I wish 5-6 years from now (P10, L297-300, p77).

...and let them experience the things that they didn't experience now (P10, L302, p77).

I'm doing everything to reach my dream even how challenging it is (P10, L305, p77).

I'm thankful to those who continue supporting to reach my dream in life (P10, L309, p77).

#### **Inappropriate Use of Modal Verbs**

...if I (could) choose I will go back to the past (P1, L3, p70).

I was accused by someone who should be my mentor in goodness (P2, L30-31, p70).

...as I was afraid that I might be accuse for things (P2, L36, p70).

I may(/)be deceiving myself and maybe I have been lying (P5, L147, p73).

I probably should focused in developing myself and believe in my present self's potential to redefine my future (P5, L157-158, p73).

I'm so stressed in the house of some obligations we or I should do being oldest (P8, L214-215, p75).

-ing forms and infinitive to

I tried (to) defended myself (P2, L32, p70).

...as I was just trying to explain my side (P2, L33, p70).

...and those mistakes are the stars make you shining (P5, L171, p74).

Many of us trying to figure out (P6, L174, p74).

Sometimes, I didn't have time answering my modules because of being tired in working for my siblings (P8, L221-222, p75).

...that the goal is the equality in every gender in the society (to) promote hospitality and acceptance (P9, L438-439, p80).

#### **Use of Articles (a, an, the)**

I know it's not going to be (an) easy task (P1, L18, p70).

...may it be at my (the) present and in the future (P1, L20, p70).

...than just being a miserable (P2, L42, p71).

...as I board a (the) train to transport me back in time (P3, L66, p71).

...spends the most of her days alone (P3, L69-70, p71).

Strengthening my faith in a God (P3, L80, p72)

The overflowing love from the past is now a lake without a water (P5, L147-148, p73).

...and a totally exhausted by all the different chaos (P5, L153, p73).

...and get to have a peace of mind (P5, L164, p73).

...to live (a) meaningful life (P6, L176, p74).

I see my future self im a succesfull someday (P8, L225, p75).

I don't know the feeling of having a childhood friends (P10, L274, p76).

Now, I can say that I'm (an) Independent woman and a wise one (P10, L284, p76).

...a people who won't influence me to do bad things (P10, L285, p76).

**Misspelled Words.** This category is also known in the literature as spelling errors and it consists of lexical errors, which violate the orthographic conventions of English (Llach, 2007). The following are the misspelled examples from the data collected for the present study.

...Judgement (P2, L32, p70).

...but also hunts me until now (P2, L41, p71).

...tough he is a busy man (P2, L44, p71).

spending my highschool years at Cabucgayan National School of Arts and Trades (P4, L118-119, p73).

...together (P5, L163, p73).

Concentraiting and striving to aim some achive-ments (P6, L175, p74).

In order to feel fulfilled and to live meaningful life (P6, L176, p74).

hardwork (P7, L195, p74).

...being oldest daughter and for my family (P8, 214-215, p75).

I see my future self im a succesfull someday (P8, L225, p75).

I always care about there health (P8, L226-227, p75).

Living in a society where descrimination is prevalent (P9, L415, p80).

Before, I was descriminated being judge by other people (P9, L415-416, p80).

...discipline and also a good servant of God (P9, L431, p80).

Apart from making errors of wrong word choice, the participants of Ander' and Yildirim's (2010) study seem to make many errors of misspelling



and errors of omission or incompleteness. High frequency of the errors in these three categories can stem from the students' English proficiency level. Since the participants of this study were all Elementary level English learners, it can be said that their lexical development does not allow them to make the right lexical choices all the time, to write complete phrases or sentences, or to remember the correct spelling of some words.

Technical. Table 4 illustrates the technical errors committed by the Grade 11 students in their written discourse. The table clearly illustrates that the most common technical errors committed by the Grade 11 students in the written discourse was poor punctuation (17), closely followed by messy structure and inconsistency or faulty parallelism having a frequency of 13 (Rank 2.5). Concerning the problems of ESL learners' in writing, Alsamadani (2010) stated that the difficulty of teaching/learning of this skill is due to the fact that it involves a comprehensive knowledge of grammar, suitable vocabulary, writing mechanics (e.g., punctuation & capitalization), organizational skills, style, imagination etc. Another factor that makes teaching of writing rather difficult is that it has been historically dealt with vis-à-vis the other skills. For a more convincing and detailed analysis and description, a narrative presentation follows:

**Messy structure.** Many technical documents

confuse readers and fail to achieve their aims because they were not planned properly to begin with. This lack of planning means that documents, especially larger ones, end up structured in an illogical fashion. Things are hard to find in the text, sections don't follow naturally from each other, cross-references are a mess, and so on. At best, this frustrates readers; at worst, it makes the document virtually unusable. These aspirations of mine will be made bright(er) by yours truly (P4, L123-124, p73).

I'm looking at myself in the mirror having (with) fear-ridden eyes and overflowing of emotions turning to questions were popping out (P5, L143-144, p73).

Unorganized thoughts and emotions, like being trapped in a maze of decision-making and a totally exhausted by all the different chaos, I can see clearly (P5, L152-153, p73).

There are just those days are sad for no reason (P5, L154, p73).

I'm going my way by a (my own) choice of my own (P5, L167-168, p74).

Growing voice, breathes of joy, I will feel in that moment when I came to realized that my dreams are becoming surreal (P5, L168-169, p74).

...and those mistakes are the stars make you shining (P5, L171, p74).

Many of us trying to figure out what's the best way to achieve the goals and objectives for our life (P6, L174-175, p74).

Loving her for being so brave in such small ways that perspective. And that is the perspective that

<b>Variables</b>	<b>f</b>	<b>Rank</b>
Messy Structure	13	2.5
Too much Jargon	3	6
Poor Punctuation	17	1
Inconsistency (Faulty Parallelism)	13	2.5
Too much Abstraction	0	1
Unclear Antecedents	1	7
Dense Presentation	5	5
Capitalization	9	4

**Table 4**  
**Technical Errors Committed by the Grade 11 Students**  
**in their Written Discourse**

future me will have on me now (P6, L188-190, p74).

It's because of this pandemic I was very aware of helping my father and mother while i'm looking for a job to them (P8, L217-219, p75).

Because I just wonder sometimes we don't have to eat reason of no income. And we understand by my parents do everything for us to eat food (P8, L219-220, p75).

My past are very different to some teenager in this generation, very challenging past but I never regret anything (P10, L269-270, p76).

Back then, I'm not about to enjoy my life because of my health problem and my father didn't allow me to bond/join with my friends and even to my cousins that's why I don't know the feeling of having a childhood friends (P10, L272-274, p76).

**Too much jargon.** Who your readers are will inform the content and style of your text. So, it's important to keep them in mind throughout the writing process. If one is writing something for specialist readers, some jargon and technical language is fine; it may be essential.

My past self resembles how worst my mind was as a kiddo (P2, L21-22, p71).

At an early age I became a kiddo who have an older mind. (P2, L29, p70).

In my past I was so very action in outdoor games like I never stop I will not get tired and many people want's to friend with me because I'm the kind of person (who) make a lot of friends so that many of them want's to play with me factor of I make them laugh of my jokes and I miss that times when we are ready to school together sometimes we attend flag ceremony but usually we can't reason of being tired of playing all day (P8, L207-212, p75).

**Poor punctuation.** All writers have a passing knowledge of the main set of punctuation marks. Very few, however, outside of professional authors and editors, have a thorough grasp of how each one works. The use of full stops and question marks is painless enough, but beyond that there is widespread difficulty with getting the details right. (When exactly are commas required? Which dashes go where? When should you use hyphens? What's going on with colons and semicolons?) Misuse of semicolons, quotation marks, etc.

Comma misuse within clauses

In my past (,) in my childhood (,) where I started to become aware of the world... (P1, L1, p70).

But in life (,) we need to be stable as we grow and expand our world (P1, L4-5, p70).

My life is according to my decisions, actions, attributes (,) and attitude (P1, L6, p70).

At my young age (,) I was accused by someone (P2, L30, p70).

I tried defended myself (,) but in the end I got nothing (P2, L32, p70).

When I was growing up (,) I have learned (P2, L22, p70).

...classmates and to my own as I was afraid that I might be accuse for things (P2, L35-36, p70).

...through this pandemic (,) it also gives us many realization and to myself(P2, L39, p 71).

...my mentor, classmates (,) and to my own (P2, L35-36, p70).

...treated your co(-)workers with respect and care (P3, L95, p72).

...trapped in a maze of decision(-)making (P5, L152-153, p73).

Let me begin by stating how proud I am on myself. For being the toughest and bravest in the face of hardest time (P6, L179-180, p74).

I always remembers what is truly important in my life. So that in near future (P6, L191-192, p74).

Back then, I was unaware of my parents hard-work and sacrifices (P7, L195, p74).

I never thought about my parents situation (P7, L196-197, p74).

I can now appreciate how my parents blood (P7, L200-201, p74).

That time, I was about to give-up (P10, L275-276, p76).

**Inconsistency (Faulty Parallelism).** Technical writing should convey coherent ideas and trains of thought. Unfortunately, this doesn't always happen; and that's especially true when a document is written over a period of time, created by multiple authors, or updated piecemeal without due regard for overall consistency and readability. These circumstances are common and can result in chopiness in the document's style, layout, tone, point of view, and so on. The tone may switch abruptly from warm and chatty to scientific. This can be disconcerting, if not downright confusing. Someone who is confident enough, fulfilled

enough, and stronger (enough) than before to conquer the realities in life (P1, L11-12, p70).

This pandemic also helps me a lot in my mental issue and gives us enough time with my Family (P2, L42-43, p71).

...spending his time trying to earn enough money to support us with their meager resources (P2, L44-45, p71).

Today, standards are made, criterias are being set (P5, L149-150, p73).

I probably should focused in developing myself and believe(ing) in my present self's potential to redefine my future (P5, L157-158, p73).

I didn't bend down even if there are times that I was scared and was panicking onto something (P5, L165-166, p74).

Growing voice, breathes of joy, I will feel in that moment...(P5, L168, p74).

Its so very dominant to take time and (to) develop yourself also (P6, L163-164, p74).

I was the typical girl who loves to do (doing) household chores, watching cartoons during 12 noon and afraid in socializing different and unfamiliar people (P6, L166-168, p74).

How I bend on the awkward situation, how I interact with people without hesitation, how I showed my talent and skills from various fields (P6, L170-171, p74).

Today, as I grow, learn, and able to put myself stable knowing my limitations (P9, L216, p76).

...but I made and find a solution (P9, L217-218, p76). Lot of things that I want to achieve, lots of wants even if I don't need (P9, L219, p76).

Before, I easily (get) attached to someone maybe that's the reason why I easily get hurt (P10, L260, p77).

I always let them know where I go and what I will do (P10, L270, p77).

I wan't to be successful someday to make my family proud and let them experience the things that they didn't experience now, Build a Business for them and Travel to our favorite places (P10, L275-277, p77). Parallelism can lend grace, polish, and clarity, and is a grammatical device worth attention and practice.

It can take various forms, but essentially it means using matching grammatical structure in words, phrases, or clauses that should work in parallel. However, in another study conducted by Hengwichitkul (2006), errors were analyzed at the sentential level. All of the errors were classified as subject-verb

agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments.

Too much abstraction. People writing in a formal and semi-formal context often go overboard in an effort to make their prose sound proper and elevated. Their writing, as a result, can end up very abstract and noun-heavy. Abstractions like this are unnecessary and, as they accumulate, make your prose turgid, verbose, and tiring to read. They can also make it ambiguous: if you describe a system as having 'enhanced functionality,' do you mean it has more functions or that it works better? Unclear antecedents. An antecedent is a word, phrase, or clause referred to by another word, which is usually a pronoun like it, they, or who. Ambiguity can occur when there is more than one possible antecedent. I haven't even made it yet to the middle of it (P4, L119, p74). Bakuro (2017) shared the same necessity where he said, that a single grammatical error in the speech of a public speaker, even if it is immediately corrected, is an almost indelible stigma on his public image. The need to study English is, therefore, crucial for students as well as sectors of the population, since it is the main medium of instruction for official work and international communication. English language at the Senior High School (SHS) is to give students the confidence as they communicate in the language. SHS students are to study some essential rules governing the use of English language.

Dense presentation. Technical writing can very... technical. Unavoidably so. Applying plain language as much as possible will help, though you still probably won't win awards for literature. But even allowing for its stylistic limitations, technical writing can be made worse through poor presentation. Long, unbroken chunks of text, for example, are visually off-putting and hard to follow. They can make a reader's brain shut down out of sheer effort and frustration. The prevalence of jargon and complex concepts add further cognitive loads, and it also adds up. As for now, I'm trying my best to finish up my studies and through this pandemic it also gives us many realization and to myself (P2, L38-40, p71). It's because of this pandemic I was very aware

of helping my father and mother while i'm looking for a job to them (P8, L217-219, p75) In my past I was so very action in outdoor games like I never stop I will not get tired and many people want's to friend with me because I'm the kind of person (who) make a lot of friends so that many of them want's to play with me factor of I make them laugh of my jokes and I miss that times when we are ready to school together sometimes we attend flag ceremony but usually we can't reason of being tired of playing all day (P8, L207-212, p75). In present I'm so stressed in the house of some obligations we or I should do being oldest daughter and for my family I was working while answering my modules after if im done of my works in the house or in someone else house who want's to have my help in cleaning or washing clothes that's my sideline (P8, L214-217, p75). But im strong I never tired answering my modules nor because my parents are so proud of me being an honor student in this school year and because they are my strength and I was crying while writing this (P8, L222-224, p75). Munro (2013) emphasized that striving to write good English is not a matter of mere pedantry. For in writing an essay, report, examination, etc., the objective must be to convince the reader of the arguments with the greatest possible clarity. In achieving this objective, one must appeal to the readers' sympathies like eliciting a favorable impression to maintain the readers' attention and interest in what one has to say. Even if he is reasonably clear in his writing, he is unlikely to maintain the readers' attention and sympathy if his writing is clumsy, ugly, or deficient.

### Capitalization

My past Self wasn't that bad nor good (P2, L21, p70).

This pandemic also helps me a lot in my mental issue and gives us enough time with my Family (P2, L42-43, p71).

...grade 11 to the next chapter of my Senior high school life, grade 12 (P4, L120-121, p72).

and My family as my inspiration (P10, L278-279, p76).

...because my Grandma, Mom, uncle's (P10, L281 p76).

All of the errors were classified as subject-verb agreement, tenses, parts of speech, participial

phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments (Hengwichtkul, 2006).

### Summary of findings

This study generally aimed to determine the linguistic errors of Grade 11 students in Biliran Province State University-Laboratory High School in their written discourse, SY 2021-2022. Most Grade 11 Senior High School students in BiPSU-LHS spent 1-3 hours in watching English Videos per week. On the other hand, most of the Grade 11 Senior High School students in BiPSU-LHS only spent 15 minutes to 1 hour in reading English materials per week. The most common syntactic errors committed by the Grade 11 students in the written discourse was the use of 'wrong or missing prepositions; the most common morphological errors committed by the Grade 11 students in the written discourse was the use of 'contraction;' and the most common technical errors committed by the Grade 11 students in the written discourse was poor punctuation.

### Conclusion

Based on the overall observation and analysis of the data gathered, the researcher concluded that the Grade 11 students in Biliran Province State University-Laboratory High School during the school year 2021-2022 have committed linguistic errors in their written discourse such as: syntactic, morphological, and technical categories. Hence, the researcher came up with a conclusion, that the profile of students as to the number of hours spent in watching English videos and reading English materials per week have a direct bearing to the errors they have committed.

### Recommendations

1. For a more effective language instruction, the school heads may encourage language teachers to use varied strategies in teaching English subject to produce globally-competitive students.
2. Language teachers may give a series of lectures to solve the problematic areas of students' compositions. The same strategy can be followed for the errors in syntactic, morphological, and technical levels.
3. There is a need to motivate the students to spend more time in watching English videos and

reading English materials per week at home or in school.

4. Further studies may aim at investigating the relationship between the learners' language proficiencies and the frequency of linguistic errors in their compositions. Likewise, the relationship between the frequency of lexical errors and composition grades may also be examined.

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