Error Analysis of Academic Essays of Senior High School Students

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ABSTRACT

Students commit errors in their writing compositions due to their lack of English language proficiency and knowledge of the writing conventions. This study sought to analyze the errors committed by Senior High School (SHS) students of the University of Mindanao in their academic essays. The study utilized Corder's error analysis to examine 100 academic essays of students. The results revealed that under the categories of errors, mechanics has the most problematic errors with 514 error counts (46.98%), followed by omission with 228 error counts (20.84%), addition with 190 error counts (17.37%), substitution with 153 error counts (13.99%), and permutation with nine error counts (0.82%), the least problematic category. The results further revealed that the SHS students are experiencing difficulties in applying grammatical and writing rules in their academic writing, such as appropriate usage of prepositions, omission and addition of affixations, proper structure of sentences, and substituting elements of sentences. The findings imply that consciousness-raising approaches to teaching grammar be used by teachers in school to improve the students' knowledge of the English grammar and writing conventions.

Keywords: *academic essays; error analysis; senior high school students; writing*

INTRODUCTION

Writing is a challenging task that demands the second language learner to consider various writing aspects. As stated in the study of Dewi et al. (2020), sufficient language competence serves students to transmit effectively as they consistently use writing accuracy when using the language. Several language conventions must be considered in writing an academically sound English essay, including considerations on morphology, syntax, semantics, and pragmatics (Bauer, 2007; Gayo & Widodo, 2018). However, students still commit errors in their writing of academic essays (Dewi et al., 2020), e.g., erroneous use of singular/plural forms of words and noun phrases (Gayo & Widodo, 2018). If students possess an English language deficiency and lack a strong command of vocabulary and grammar, they most likely experience difficulties in writing (Alghazo et al., 2020). Hence, students face challenges in producing well-organised papers with quality content, language accuracy in diction and sentence construction, and good use of mechanics (Quibol-Catabay, 2016).

Several studies found various errors in the English composition writing of students at various levels (Kusumawardhani, 2017; Iqbal et al., 2021; Ekanjume-Ilongo et al., 2020; Othman, 2018). Most of the errors were made because the students had difficulty fully understanding the target language and had gotten confused with the L2 standards, resulting in students frequently applying their L1 rules instead (Calderon, 2021). Most of the errors are textual errors, indicating that the students' mother tongue significantly influences how they write in the target language. Kusumawardhani (2017) also argued that it is possible that the teachers' disengaging teaching methods caused the errors made by the students. Writing and grammar cannot be separated, seeing as grammatical proficiency is one of the factors that students should master before writing anything effectively and of quality (Royani & Sadiah, 2019). However, although people analyze grammar so that they can speak and write more clearly and effectively (Haryudin & Argawati, 2018), substitution errors are still evident in a wide range of syntactic elements that are inaccurately used by the learners in their speech, including the inappropriate usage of prepositions, pronouns, verb tenses, adverbs and adjectives, and articles (Alahmadi & Lahlali, 2019).

Studies show that grammar is important in communication because it demonstrates how language is accurately used (Apsari, 2018) and is crucial for writing compositions in English at the sentence level (Alufohai, 2016). Errors usually happen when students are not well-exposed to English grammar (Kumala, Aimah, & Ifadah, 2018). In Ghana, Amoakohene (2017) found that students still have severe challenges in constructing error-free texts. According to Alghazo et al. (2020), Arab students also were discovered to make a variety of errors in their writing production, rendering them difficult to meet the literacy standards of the institution.

Analyzing the errors of students' essays may be a source in dealing with students' writing skills, either foreign or local. Studies like this are significant in education, specifically in the English program, because it will help the teachers supplement students' competence in writing by conducting research-based interventions. Moreover, this will benefit students as it will serve as their basis for honing their writing competence. Additionally, the findings of this study would also benefit future researchers who plan to explore the same topic in contexts that are relevant to them. In the study of Baay, Baritua, and Tonzo (2021), they revealed that freshmen students committed errors in their writing; thus, it is urgent to study the senior high school students errors before they proceed to tertiary education, which demands more from students in terms of writing.

There have been several studies conducted concerning error analysis. However, error analysis remains relevant, especially after the pandemic and the sudden transition of the teaching of writing online. In the study by Nappu et al. (2022), they stated that online learning implemented during the pandemic significantly impacted students' writing skills; hence, the study of error analysis is timely and urgent today. The current study intends to extend this line of inquiry by analyzing the errors in the academic writing of Senior High School students who were the product of online classes at the University of Mindanao - Davao City before entering tertiary education.

Thus, the principal objective of this study was to analyze the errors of senior high school students in their academic essays. Moreover, the theoretical lens of this study is based on the theory of error analysis by Corder (1967), wherein the analysis is classified into five approaches: collection of a sample of learner language, identification of errors, description, explanation, and evaluation. Furthermore, using the same lens, this study will cover the linguistic features, specifically the lexical, morphological, and syntactic, using the four headings of error analysis: substitution, omission, addition, permutation, and, based on demands, including errors in mechanics. Specifically, this study aims to answer the following questions: (1) What errors are observed in the students' essays regarding substitution, omission, addition, permutation, and mechanics?

METHOD

In this section, the writers delineate the parts of the method. The parts cover research design, research data, and data analysis.

Research Design

This study employed error analysis as the overall design and analysis framework. According to Corder, as stated in the study of Mukarromah and Suryanto (2022), error analysis intends to analyze the student's errors in learning L2, after which errors are classified to reveal something that works in a system. More so, the term is defined by Karim et al. (2018) as a process of collection, classification, identification, disclosure, and evaluation of errors as a tool that intends to analyze and evaluate language learners' errors, as well as the frequency of these errors based on a specific system. The error analysis is most appropriate for this study based on the established purpose and question.

Research Data

The data of the study were 100 academic essays of Senior High School students at the University of Mindanao, Davao City. The included essays were chosen based on the following defined criteria: first, the essays that were submitted by the students in the learning management system and were part of their course requirements; second, the length of the essays were at least 3 paragraphs; and lastly, they should be the students' first submission. Other submissions and data from other departments were excluded from the selection. The selected data served as the lens to explore and analyze the errors, specifically the lexical, morphological, and syntactic errors committed in students' academic essays.

Data Analysis

Several procedures were meticulously followed to examine the collected data. We carefully followed the five stages that Corder discussed: a collection of data containing errors, classification, identification, disclosure, and evaluation in 100 students' academic essays. In analyzing the data, we used Corder's (1967) theory on error analysis as the framework, specifically the five headings, which are substitution, omission, addition, and permutation in each student's academic essay, to identify further which specific parts students encountered errors in lexical, morphological, and

syntactic. Based on the initial reading of the data, we included errors in mechanics, which involve explicitly errors in punctuation and capitalization, which were deemed significant based on the data at hand.

FINDINGS AND DISCUSSION

This section presents the study's findings, from the overall errors to the presentation of each error and the levels of linguistic structure that occur. The discussion of the findings then follows with contextualization in the existing literature.

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

Presented in Table 1 is the overall result of the frequency of the errors committed by Senior High School students in their academic essays. Mechanics (46.98%) is the most complex type among all the types of error, and second from the top is an error in Omission (20.84%). This is followed by Addition (17.37%), Substitution (13.99%), and the least error is Permutation (0.82%).

Table 1. Errors in the academic essays

Type of Error	Count	Percentage
Mechanics	514	46.98%
Omission	228	20.84%
Addition	190	17.37%
Substitution	153	13.99%
Permutation	9	0.82%
Total	1094	100%

Errors in Mechanics

Presented in Table 2 is the result of the errors in Mechanics in the essays of the Senior High school students of the University of Mindanao. The most problematic categories under Mechanics are punctuation (66.73%), followed by capitalization (26.27%), and spelling (7.00%).

Table 2. Errors and error types in mechanics

Type of Error	Count	Percentage
Punctuation	343	66.73%
Capitalization	135	26.27%
Spelling	36	7.00%
Total	514	100%

Punctuation. Punctuation marks are a set of symbols used to separate sentences, clauses, phrases, list items, etc. These symbols are imperative as they help to organize, clarify, and emphasize ideas in a text or sentence. A punctuation error committed primarily by Senior High school students is the error in Commas. The following are examples of errors committed by Senior High school students:

> *In conclusion to this issue* we should be mindful of who we
> make as leaders of the government to make a step through
> change. (A.Ess#52)

> Hate crimes and prejudices against POC and LGBTQ+
> community members can lead to mental, emotional *and*
> physical health issues. (A.Ess#61)

As shown in the sentences above, both contain punctuation errors, specifically commas. The clause '*In conclusion to this issue*' should be followed by a comma since it marks that another complete sentence is next. The comma separates the introductory clause and the main sentence in the given sample. Another error is the conjunction *and,* which requires a comma before it. The second example presents a series of items in which the last item must have a comma before the conjunction, which also follows the Oxford comma.

Capitalization. Capitalization must be followed when we start a sentence. It is the most basic grammar rule there is. Next is the capitalization of proper nouns, the name of a person, place, event, date, brand, title, or thing. There are special cases in which we capitalize words when a common noun refers to a person or a place. In the essays of the Senior High school students, the errors are mainly inside the sentence. For example:

> The poor got worse off as soon as the former *president*
> Duterte stepped foot inside Malacañang. (A.Ess#72)

> Additionally, *Education*, according to Nelson Mandela, is
> the most effective tool you can use to change the world.
> (A.Ess#74)

As shown in the examples above, the sentences contain errors in capitalization. The word *president* should be capitalized because it refers to a person, which now becomes a proper noun. Also, the word *Education* must not be capitalized because it is a common noun.

Spelling. Spelling errors are committed due to confusion of syllables, sounds, repetition of letters, and difficult pronunciations. Another variable that contributes to a spelling error is the vocabulary and incorrect remembering of the student. The following are examples of errors in spelling committed by Senior High school students:

> thus this only *shoes* that the Constitutional Commission of
> 1986 failed to address a problem of abusive power.
> (A.Ess#87)

> it fosters a culture in which gender norms uphold
> expectations of male dominance and female subjugation
> and that they do contribute to its perpetuation, and that's
> when domestic violence has *occured*. (A.Ess#51)

As shown in the examples above, both contain spelling errors. The word *shoes* are misspelled. It should be *shows*, replacing letter "*e*" with "*w*". It is most likely caused by syllable confusion wherein the sound of "*oes*" is similar to "*ows*". The next spelling error is the word *occured*, it should be *occurred*. The confusion of the repetition of letters most likely causes it. Since the word's double letter "r" functions as a single sound, incorrect spelling will most likely be committed.

Language teachers would agree that mechanics is a major error in writing. Even accomplished authors commit errors in Mechanics. This tells us that it is really difficult to master mechanics because it has no grounded usage but it has rules and conventions. The most common error under Mechanics is punctuation (66.73%) in the students' essays. An in-depth analysis and deliberation of the data revealed that incorrect commas and periods mostly cause these errors. It is followed by capitalization (26.27%) and spelling (7.00%) as the least problematic error. The results denote that the students have difficulties using correct punctuation marks in their essays. The students possess inadequacy in punctuation marks, capitalization, and spelling. Similarly, the study conducted by Jayanti (2019) found that the student's ability in using Mechanics (83%) is categorized as fair to poor. Of their 23 respondents, 19 students are within the fair to poor in their ability to use Mechanics. Jayanti (2019) concluded that punctuation and spelling are consequential in writing to aid the readers in accurately comprehending the writer's ideas.

As described in the study by Ahmed (2019), writing is an important language skill that is difficult to master among listening, speaking, and reading. The principle and purpose of writing skills are to express ideas and convey messages to the reader. Writers should be wary of formal aspects, especially Mechanics. Moreover, the result of their study shows that students have trouble in their essay writing, the aspects that they have problems with are word order (12.63%), tense (16.42%), spelling (12.94%), capitalization (12.08%), punctuation (15.31%), preposition (7.73%), the connection of ideas (8.84%), and vocabulary (14.05%). From the aspects mentioned by Ahmed (2019), three aspects are part of this current research study, this supports that mechanics give difficulty in students writing competency.

In the context of Philippine language learners, the study of Hikmah et al. (2019) tackled the writing skills of junior high school students in Iriga City, Philippines. Their study shows that under the umbrella of Mechanics, punctuation has the most errors garnering a frequency of 16 and capitalization with a frequency of 14. It is important to note that their data are 20 essays, this denotes that most of the essays contain errors in Mechanics. According to Hikmah et al. (2019), since writing involves punctuation, capitalization, proper indention, and sentence breaks, it is a must to strengthen the students' writing skills by giving them activities to practice.

Omission Errors

Omission is described as omitting words or letters purposely or accidentally excluded. Omission significantly affects a sentence's structure or a word's construction. This may include articles, prepositions, morphemes, and auxiliaries in the text. The problematic categories under Omission presented in Table 3 are the syntactic level (66.86%) and the morphological level (31.14%).

Table 3. Omission and its error types

Type of Error	Count	Percentage
Syntactic	157	66.86%
Morphological	71	31.14%
Total	228	100%

Errors in Omission on the Syntactic Level. The syntactic level includes an error in omitting words in a sentence, mostly articles and other necessary words or phrases.

In the essays of Senior High school students, most errors are omitted articles and words. For example:

> *Government* must implement the Anti-dynasty law, and if not, Filipinos can educate each other about the effects of Political Dynasty that they are unaware of and teach each other whom to vote for during elections. (A.Ess#54)

> We cannot change the course of government unless we cannot replace those who *in* the position. (A.Ess#71)

As shown in the examples above, the omitted error on the syntactic level is the article "*The*." An article should be added because it emphasizes the word government. Next is the word "*are*" for plurality. The word "*are*" should be added because the sentence refers to many persons using the word "*those*" which is plural.

Errors in Omission on the Morphological Level. The morphological level includes the exclusion of morphemes affecting the form of the word. Under the umbrella of the morphological level are pluralization and verb tenses. In the essay of Senior High school students, there are errors in Omission on the morphological level. For example:

> The study demonstrate*(s)* that corruption has both benefits and drawbacks. (A.Ess#55)

> Domestic violence should be given light in public as it is not taboo but a crime sanctioned by law, with our culture build on coercion and blame-shifting, domestic abuse prosper*(s)*. (A.Ess#64)

As shown in the examples above, the students omitted the plural form *-s*, which resulted in disagreement with the subject. The word should be in the singular form because the subject is singular. The same goes with the word *prosper*, it should be in the singular form because the word *"domestic abuse"* is singular.

Writing is a way of expression. Hence, crucial ideas and elements should not be removed because it results in confusion and fragmental construction of a text. The concept of Omission denotes that writers risk committing omission errors if they ignore their writing. To discuss further, the results exhibited a recurring error in the syntactic and morphological level, which denotes that students omitted necessary words and their forms to craft their sentences. The primary error in Omission is the syntactic level (66.86%) followed by the morphological level (31.14%). The students remove or omit necessary words (or tenses in the forms of *-s, -ed, or -ing*) to craft sentences they think are correct. The major forms that they omit are articles and prepositions in their essays, and they omit some necessary phrases that would complete a sentence. The students are unaware of these omissions, they must look in-depth to notice these errors. Doing so will create an accurate and cohesive text or sentence. In addition, it is implied that the students have difficulty in parts of speech, specifically prepositions. Similarly, a study conducted by Sari (2019) found that preposition error is ranked as 2nd in the types of error with an amount of 15 errors (9%) of their total data, which leads to the 1st ranked type of error which is incomplete sentences. Incorrect usage of prepositions is a grammatical error. The result of their study shows that Preposition error leads to

the incompleteness of sentences, which is most likely caused by a limitation of vocabulary or insufficient understanding of sentence patterns, especially those related to the use of tense and prepositions.

In the context of omission in verb forms, Gulö and Rahmawelly (2018) posit that errors in writing happen because of inappropriate knowledge or false knowledge of the target language. Their study discussed the common omissions, and it shows that verb tense markers are detrimental to students' writing. The results show that 95 cases were identified in dealing with *-s* and *-es*. It is apparent that the students have a problem with the basic rule of subject-verb agreement. The researchers found that around 20% of occurrences in the data have an error in -ing. Using the wrong verb form will result in incorrect writing structure. From this excavated data, it is appropriate to declare that verb forms contribute to why students commit errors in Omission.

Furthermore, Syahputri and Masita (2018) described errors in Omission as caused by carelessness and interlingual interference. Their study shows that Omission (43%) is ranked 1st in the type of errors among Addition, misinformation, and misordering. Omission garnering 86 occurrences denotes that something is hampering the writings of students. The researchers concluded that carelessness determines why such errors are committed. With these results, Omission is an error to be taken seriously, students are having difficulty in writing because they tend to omit articles, prepositions, and verb forms.

Addition Errors

The Addition category includes the addition of unnecessary or incorrect elements in a sentence or a word. It may be articles, prepositions, or simple words. Presented in Table 4 is the result of errors in Addition in the academic essays of Senior High School students of the University of Mindanao. The most problematic categories under Addition are syntactic (38.95%), followed by lexical (32.10%), and the least problematic is morphology (28.95%).

Table 4. Addition and its error types

Type of Error	Count	Percentage
Syntactic	74	38.95%
Lexical	61	32.10%
Morphological	55	28.95%
Total	190	100%

Errors in Addition on the Syntactic Level. Syntactic errors affect the structure and meaning of the whole sentence, it may be articles, prepositions, phrases, etc. in the academic essays of Senior High school students of the University of Mindanao, there are errors in Addition on the syntactic level. For example:

> The majority of these families have *now* not only maintained their riches and control over large landholdings, but also expanded (and are currently expanding) their political influence. (A.Ess #53)

> There are distinctions between the sexes in dating, marriage, education, *the* workplace, and families. (A.Ess#65)

The examples above show that the students included unnecessary elements in their sentences. In the first example, the word *now* stands no function in the sentence and makes the sentence confusing by modifying the current moment of the subject. In the second example, *the* article is unnecessary in the series because the other items do not carry individual articles, making the structure not parallel.

Errors in Addition on the Lexical Level. Lexical words provide a sentence with its context and indicate the text's subject matter. In this matter, committing lexical errors in Addition are common in writing. In the academic essays of the Senior High School students of the University of Mindanao, there are errors in Addition on the lexical level. The following are the errors in Addition committed by the Senior High School students:

> When we talk about gender inequality, it always comes to our mind *of* how obvious it is that there is a stereotype that exists everywhere and mostly these things *are* favor men rather than women. (A.Ess #12)

> The World Health Organization also states reasons for that *that* couples are spending more time together at home, which has led to an upsurge in violence against women during this year's pandemic. (A.Ess #37)

As presented above, students repeatedly add elements and unnecessary elements in their sentences. For the first sentence, the student added the preposition "*of*" which makes the sentence not clear. Also, the linking verb "*are*" was added in the first sentence, which is incorrect, consider removing those words. In the second excerpt, the student typed the word "*that*" twice which appears to be redundant, consider deleting one of them in a row.

Errors in Addition on the Morphological Level. The morphological level examines how morphemes, or the constituents of words, combine or stand alone to convey a variety of meanings. In the academic essays of the Senior High School students of the University of Mindanao, there are errors in Addition on the morphological level. The following are the errors in Addition committed by the Senior High School students:

> In small and faraway barangays, for instance, village councils in which the victims can quickly ask for safety from imminent or ongoing abuse usually turn out to be appealing to each *parties* to settle amicably and are highly probable to disregard signs of fear and trauma at the part of women and children. (A.Ess #24)

> We have our own likes and dislikes that *deserves* to be respected. (A.Ess #18)

As indicated in the first excerpt, the student committed an error by making the noun "*parties*" plural after the singular quantifier "*each*". Consider changing the noun to the singular or using a different quantifier. The word "*deserves*" was observed as an error because it does not agree with the subject, consider changing the verb into the singular form.

In contrast with Omission, Addition is an error writers commit by adding unnecessary elements to their composition. When writers are uncertain about an element, they tend to include it because it sounds just to them, but in reality, these uncertainties result in unnecessary addition (Yilmaz and Demir, 2020). To discuss further, the results exhibited a problematic error in the syntactic level (38.95%), followed by the lexical level (32.10%), and lastly, the morphological level (28.95%). The students are having difficulty when including articles in their essays and adding unnecessary phrases. The students' errors at the lexical level include the incorrect addition of prepositions in their sentences. In terms of morphological level, the students use incorrect tense, thus including *-s, -ed, or -ing* in their verbs, along with the incorrect plurality of their nouns. The study by Bi and Jiang (2020) espoused that syntactic complexity is significant as it measures the written proficiency of a learner. They described syntactic complexity as the range and sophistical of grammatical links produced in language production. More so, the problematic issue of Addition in terms of syntactic level shows the writing competence of the students, it reveals that the students are having difficulty in the use of articles and the addition of unnecessary phrases.

A similar study was conducted by Yilmaz and Demir (2020) which found several errors in Omission (22.71%), Addition (13.56%), Substitution (58.46%), and Permutation (5.25%). With Addition being ranked as third, Addition is one of the contributors to why students have difficulty in their writing. The researchers declared a probable reason as to why the errors are committed; the difference between the mother tongue and English. Mother tongue and English vastly vary in terms of lexicon and structure. More so, they discussed that other macro skills must complement writing skills. Because deficiencies and error in the other macro skills also affect the ability to write, Ratnaningsih and Azizah (2019) explained that the reason why students commit errors is that they are hampered by coherence and cohesion due to a lack of readings, first language transfer, and low writing practice. The results of their study exhibited that capitalization (14.67%), Addition (13.69%), and Omission (12.96%) are the most problematic errors that the students commit. They concluded that addition is committed due to interlingual transfer. The interlingual transfer relates to the difference between their mother tongue and English.

Substitution Errors

Presented in Table 1.5 is the result of the errors in Substitution in the academic essays of the Senior High School students of the University of Mindanao. The most committed errors under Substitution are at the lexical level (84.97%), followed by syntactic (9.80%), and the least problematic is the morphological level (5.23%).

Table 5. Substitution and its error types

Type of Error	Count	Percentage
Lexical	130	84.97%
Syntactic	15	9.80%
Morphological	8	5.23%
Total	153	100%

Errors in Substitution on the Lexical Level. Errors in Substitution occur when a word was substituted in a clause or sentence. Lexical words provide a sentence with its context and indicate the text's subject matter. In this matter, committing lexical errors

in Substitution are common in writing. In the academic essays of the Senior High School students of the University of Mindanao, there are errors in Substitution on the lexical level. The following are the errors in Substitution committed by the Senior High School students:

> The competencies that *has* got to be promoted so as to realize this outcome include, among others, political knowledge and understanding, analytical and important thinking, civic-mindedness, responsibility, empathy, communication and cooperation skills, and also the value of democracy. (A.Ess #48)

> However, a video of the elder claims that the rights organization did not travel to the Philippines and that its reports on the injustices committed while his regime *were* based solely on "hearsay". (A.Ess #26)

As observed in the first excerpt, the student committed an error by substituting the word "have" into "*has*", consider changing the verb into "*have*" to follow subject-verb agreement since it shows to have the plural subject. The second excerpt has an error similar to the first excerpt. The plural verb "*were*" does not agree with the singular subject "regime", consider changing it into "*was*" to follow subject-verb agreement.

Errors in Substitution on the Syntactic Level. In linguistics, the study of sentence structure and development is known as syntax. It describes how words and phrases are put together to make precise sentences. In the academic essays of the Senior High School students of the University of Mindanao, there are Substitution errors on the syntactic level. The following are the errors in Substitution committed by the Senior High School students:

> It is *the* social phenomenon in which men and women are not treated the same or unequally. (A.Ess #18)

> Quoting Dr. Jose Rizal, he stated, "Kabataan ang pag-asa ng bayan", but the negative conjecture of the youth aforementioned is making this one *a* misconceptions that needs to be addressed. (A.Ess #16)

As observed in the sentences above, the students committed errors at the syntactic level by substituting the articles. In the first excerpt, the student substituted the article "a" into "*the*" which caused a problem in the sentence, consider changing it into article "*a*". The article "*a*" does not agree with the word "misconceptions", consider changing it into the article "*the*".

Errors in Substitution on the Morphological Level. The morphological level examines how morphemes, or the constituents of words, combine or stand alone to convey various meanings. In the academic essays of the Senior High School students of the University of Mindanao, there are Substitution errors on the morphological level. The following are the errors in Substitution committed by the Senior High School students:

> Unfortunately, the public still usually views domestic violence as a personal problem which could easily be patched up as soon as couple is going back and *talks* it overs. (A.Ess #24)

As presented in the sentence above, the student has committed an error at the morphological level. In the excerpt presented, the verb "*talks*" appears to be not following the parallelism of the sentence. Since the students utilize the present participle in the first verb "*going*", it should be followed by the present participles, not the singular form of the verb "talk". Consider changing it into "*talking*".

In writing compositions, the writer is most likely to stumble upon whether to use a word or a similar word that they think functions similarly. Since students are more prone to committing Substitution errors, the teacher must be a dispensing model that provides guidelines and feedback. To discuss further, in terms of errors in substitution, the lexical level (84.97%) ranked first, consisting of substituting prepositions, misusing pronouns, and applying the appropriate adverb form in the sentences. Students write sentences without choosing the proper elements. If a single item of information is forgotten or unknowable, a substitution error occurs when one element in a sentence, phrase, word, or phoneme is instantly altered. This practice makes sentence errors which exemplifies confusion to the readers. Prepositions – such as *in, on,* and *at* – are the multiple errors committed by the students. Followed by the syntactic level (9.80%), in which students committed errors in the correct usage of articles. They tend to misuse the words an, a, and the when referring to nouns or other elements. The morphological level (5.2%) got the least errors. Once students failed to use the appropriate tense for the verb in the phrases, incorrect verb tense usage was evident. It is reasonable to presume that a certain number of participants are unaware of the various tenses application rules. The utilization of various suffixes, such as "ing," and past tense forms demonstrated that these students were mindful of the rules for applying different tenses, and they had already assumed that these verbs should not be used in their basic form but rather with alternative tense forms.

A study by Ulit (2018) revealed that the students committed necessary elements in terms of substitution, such as incorrect use of prepositions, ranked first among grammatical error categories. Moreover, he stated that students with insufficient knowledge of English conventions tend to misuse prepositions, tenses and forms of verbs, and articles. Furthermore, in the study of Amoakohene (2017), the problematic grammatical component got 584 errors, which included employing the wrong tense, using prepositions incorrectly, using the concord rules incorrectly, and using articles incorrectly.

Permutation Errors

It is the type of error in writing where the parts of the sentence were not properly organized in the correct order. Table 1.6 presents that 100% of errors are categorized under the syntactic level.

Table 6. Permutation and its error type

Type of Error	Count	Percentage
Syntactic	9	100%
Total	9	100%

Errors in Permutation on the Syntactic Level. It is the type of error in writing where the parts of the sentence were not properly organized in the correct order. In this category, students committed errors in organizing their elements in the sentence which is under the syntactic level. In the academic essays of the Senior High School students of the University of Mindanao, there are errors in Permutation on the syntactic level. For example:

> According to a 2017 Philippine National Demographic ad Health Survey, one in every four Filipino women aged 15 to 49 has been physically, emotionally, *or raped and abused* by their partner. (A.Ess #1)

> The Sexual Orientation and Gender Identity Expression *Bill (SOGIE),* also known as the Anti-Discrimination Bill, are series of House and Senate bills that were introduced in the 17th and 18th Congress of the Philippines which seeks codify steps to stop different forms of discrimination against individuals based on their sexual orientation, gender identification, or expression. (A.Ess #7)

As observed in the excerpts above, it presents errors in Permutation, specifically under the syntactic level. In the first sentence, the student exemplified the wrong order of words in the sentence by making confusion about what Filipino women have experienced. In that case, the student is referring to how Filipino women are abused such as physically, and emotionally, but the word *abused* comes after the word *raped*. Also, "or" should be eliminated as it is unnecessary in the sentence. Consider organizing it into *…physically, emotionally abused, and raped*. Another error is putting the acronym "*SOGIE*" after the "*Bill*". The acronym should be written after the meaning before putting the word "Bill".

Permutation is an error that exists only for syntax. It can neither be morphological nor lexical. In a sentence, elements may be not in order, and this creates an incorrect structure, hence it only exists at the syntactical level. To discuss further, the result shows the least error in the syntactic level (100%), which connotes the disordering of words and incorrect structure of phrases and sentences. The students create errors with the order of words, especially interchanging nouns in sentences, confusing them. The students are more likely not aware of the rule in sentence structure, which makes their writing style incompetent. Moreover, their writing constituted the failure of identifying and applying parts of speech properly in their essay writing. As stated by Sarfraz (2011), most of the errors the students committed were the product of the interlingual activity of the learners, and other error were the consequence of influence from the mother tongue. This caused students to construct a sentence with the incorrect order of the words. It is also supported by Corder (1967), as stated in the study of Wahyuni (2014), that learners of a second language adopted the same strategies when they acquired their first language, which makes students commit errors in Permutation, specifically word order. Relevant to the study of Sermsook, Liamnimitr, and Pochakorn (2017), of 296 errors, interlingual variation is the main factor responsible for these problematic errors including word order.

CONCLUSION

Among the four categories of errors including mechanics, mechanics has the most problematic errors committed by the students with 514 error counts (46.98%), preceded by omission with 228 error counts (20.84%). This is followed by addition with 190 error counts (17.37%), substitution with 153 error counts (13.99%), and permutation with nine error counts (0.82%), the least problematic category. These results reveal that the senior high school students are experiencing difficulties in applying grammatical and writing rules in their academic writing, such as appropriate usage of prepositions, omission of morphemes, proper structure of sentences, and substituting elements of sentences. Committing errors in writing is common based on the literature, especially for students whose L1 is not English. L1 transfer can account for the majority of student errors in this study. Non-native speakers succumb to their native language conventions, as a result, they apply the same structure and convention in learning L2.

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