

Linguistic Errors in Paragraphs: A Qualitative Analysis of Students' Essays

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ABSTRACT

This study analyzed linguistic errors in paragraphs written by students in essay writing. It is based on Corder's (1974) Error Analysis Theory, emphasizing the importance of identifying errors in essay writing. This qualitative study used essays as a corpus for analysis of linguistic errors in paragraphs from senior high school students, specifically grade 11, in the Filipino subject at a public secondary school in San Isidro District, Division of Davao del Norte. The Surface Strategy Taxonomy was used to analyze and organize linguistic errors in paragraphs, including omission, addition, mis-selection and mis-formation, and mis-ordering. The analysis revealed numerous errors in the use of punctuation marks (e.g., hyphen, apostrophe), affixes, correct spelling, and sentence structure. This study can serve as a guide for teaching interventions to address linguistic errors in paragraphs and achieve accuracy in writing.

Keywords: Linguistic errors in paragraphs, essay analysis of students' essays

INTRODUCTION

Acquiring linguistic knowledge implies learning the structure of paragraph development while mastering macro language skills such as listening, viewing, speaking, reading, and especially writing. Each of these language learning skills presents its own challenges. Writing is considered a difficult skill to master because it requires extensive knowledge of grammar, rhetoric, and vocabulary, particularly in technical aspects of paragraph writing, such as punctuation, spelling, capitalization, and sentence structure. Linguistic errors in paragraphs are a significant problem for teachers in teaching correct writing and sentence construction. These errors are often found in essay writing among 21st-century students, who experience complex issues with correct spelling and punctuation usage (Corder, 1974).

Research by Saputra (2022) in "Surface Strategy Taxonomy: Error Analysis in Academic Writing" revealed that Indonesian students' linguistic errors were due to a lack of knowledge of grammatical rules in writing academic tasks. Meanwhile, Esclares' (2022) study emphasized that writing is a crucial skill for students to learn and master, as it is applicable in any field they choose. The study identified errors in student compositions that could be categorized into grammatical, structural, and mechanical errors. Composition is an effective way to identify errors in writing, including spelling mistakes and incorrect capitalization.

According to Esclares (2022), in his research conducted in Asuncion, Davao del Norte, titled "An Analysis of Mechanical Aspect Errors in Student Composition Writing in the Context of the Pandemic," the study revealed that students' difficulties in essay writing indicate a need for immediate solution to correct these errors. This can be achieved through maintaining a high level of efficiency and regular teacher feedback

on written tasks. Additionally, it is essential to encourage and train students in writing to broaden their knowledge and understanding of various topics.

In San Isidro District, Davao del Norte, there is no recorded research on linguistic errors aimed at improving students' skills in Filipino. The researcher noticed errors in word spelling, such as "mayron" instead of "mayroon," "lingo" instead of "linggo," and "ideya" instead of "idea." Errors were also observed in the use of the letters /o/ and /u/, such as "malongkot" instead of "malungkot" and "maronong" instead of "marunong." Incorrect capitalization was also noted in proper nouns, such as "jose rizal" instead of "Jose P. Rizal." This motivated the researcher to conduct this study to identify linguistic errors in spelling, capitalization, grammar, and rhetoric in paragraph construction.

In modern technology and social media platforms like Facebook, Instagram, Messenger, and Twitter, young people are increasingly exposed to non-standard writing practices. As a result, they become confused about correct writing rules and appropriate writing styles. Therefore, the researcher deemed it necessary to conduct an immediate analysis of students' writing skills to address linguistic errors in essay writing. This can be achieved by using the study's results as a basis for developing effective teaching strategies in communication.

This research is based on Corder's (1974) Error Analysis Theory, which emphasizes the importance of identifying errors in student writing. Errors are a natural part of the writing process, and analyzing them is crucial for assessing knowledge and student development. Furthermore, identified errors can serve as a basis for selecting appropriate teaching strategies and methods.

To determine the types of errors, this research used the classification of errors by Maniam et al. (2020) based on Surface Strategy Taxonomy. According to this classification, errors can be categorized into four types: addition, omission, misformation, and misordering. Addition errors refer to the unnecessary inclusion of an element or form in a word or sentence. According to James (cited in Ellis R., 2020), this type of error may result from overgeneralization of certain grammatical rules.

Omission errors, on the other hand, occur when a student omits or leaves out an essential element in word or sentence construction (Cabigao, 2021). This type of error includes lack of punctuation, missing letters in words, and failure to follow capitalization rules. Misformation errors refer to the incorrect use of a particular linguistic item or element. According to James (2021), this type of error is often found in punctuation and spelling aspects.

Misordering errors refer to the incorrect arrangement of elements within a word or sentence. According to James (2021), this type of error can be seen in punctuation and spelling aspects, where letters or punctuation marks are misplaced, resulting in incorrect word forms.

Maniam et al. (2020) emphasized the importance of writing compositions, noting that incorrect use of writing elements can cause confusion for readers. Moreover, they stated that it is challenging for writers to express ideas clearly if the writing mechanics are incorrect. If capitalization, punctuation, and spelling are not used correctly, it can lead to disorganization in writing, affecting the effectiveness of communication.

These findings prove that language learning is a process that involves errors, which are a normal part of learning and should not be avoided. Instead, errors can serve as a pathway to deeper understanding and development of language skills for each student. In general, paying attention to errors, particularly capitalization, punctuation, and spelling, is key to correcting them and further improving writing skills.

The primary objective of this qualitative research is to conduct a corpus analysis of linguistic errors in paragraphs, specifically in Filipino, at the secondary level in San Isidro District, Davao del Norte. The

research questions are: What linguistic errors do students commit in paragraph writing in their essays? What interventions can be implemented based on the study's findings?

This research focuses on analyzing linguistic errors in the paragraphs of students' essays in the Filipino subject. To achieve this analysis, the study used as its corpus the essays written by 11th-grade students from a public school in San Isidro District, Davao del Norte. The research was conducted from January to March of the 2024-2025 academic year and focused only on analyzing thirty (30) student compositions. This study will primarily benefit students, as they will be the first to receive interventions from teachers based on identified language learning needs. Analyzing linguistic errors in writing will also greatly help Filipino teachers identify common mistakes in paragraph construction. Thus, it will serve as a guide in selecting appropriate methods, strategies, and techniques to effectively achieve language teaching objectives.

Furthermore, the outcome of this study can be beneficial for school administrators to understand the current level of students' writing skills. Through this, they can promote programs focused on improving language skills. This research is also expected to contribute to future researchers. It can serve as a reference for studies in other contexts aimed at developing and accelerating effective language learning. It can also serve as a guide for research related to language skills development and youth learning in face-to-face learning (FFL) settings.

This research aims to contribute to inclusive and equitable quality education that promotes lifelong learning for students, in line with Sustainable Development Goal 4 (SDG 4) – Quality Education in Sustainable Development. The primary objective of SDG 4 is to ensure equal and inclusive quality education and promote learning opportunities for all.

Some specific targets of SDG 4 include providing free education at the elementary and secondary levels and ensuring equal opportunities for high-quality technical, vocational, and tertiary education to strengthen sustainable development and global citizenship. In this regard, this research is anchored in the objective of SDG 4 to help improve education and preserve education for the greater good.

METHODOLOGY

In this section, describe the participants, tools, and instruments used in the research, as well as the research design and approaches that can be utilized to analyze linguistic errors in students' paragraphs. The objective of this section is to conduct the research in a systematic, appropriate, and highly efficient manner.

Participants

The participants in this research are 11th-grade students from a public secondary school in San Isidro District, Davao del Norte. They consist of thirty (30) students with heterogeneous learning levels, ranging from fast to average learners. In the academic year 2024-2025, the 11th grade at Pinamuno National High School had a total of thirty (30) enrolled students, so they were chosen as the participants in this research. The 11th-grade students were selected because they have sufficient ability and writing skills in essay writing. However, based on the researcher's preliminary observation, linguistic errors continue to appear in their writings. Therefore, this study aims to analyze linguistic errors and students' writing skills to further improve them. The essays written by the students in the Filipino subject as part of their output in the fourth quarter of the academic year 2024-2025 will be used for analysis.

Research Tools

The primary tool in this research is the essays written by the 11th-grade students of Pinamuno National High School, a public school in San Isidro District, Davao del Norte. To achieve the objective of analyzing

linguistic errors in paragraphs, the researcher used the collected essays as part of their output in the Filipino subject in the fourth quarter.

The essays served as the corpus of the research, providing data for analyzing linguistic errors. Through systematic analysis of these compositions, common errors in spelling, punctuation, capitalization, grammar, and other writing mechanics were identified.

To identify, analyze, and describe common errors in essay writing, a qualitative design was used. In this design, the students' essays served as the primary data and formed the corpus of the study. By analyzing these compositions, linguistic errors were systematically identified based on the Surface Strategy Taxonomy, which includes addition, omission, misformation, and misordering, before being described and explained.

Research Design

To achieve the objectives of this research, a qualitative design under the error analysis approach was used. The analysis was based on the errors found in essay writing, which served as the corpus of the research. According to Krashen (2020), qualitative research is an interpretive and naturalistic approach. This means that the researcher studies the natural context of a condition or event, and it is given meaning and significance by people based on their own understanding and experience. In this perspective, understanding cultural and social situations where language actions or products occur is highly valued. In fact, according to Creswell's book cited by Puspitasari (2021), qualitative research is an interpretive process where the researcher attempts to make sense of and give meaning to the data based on existing theory and context.

Error analysis is a type of linguistic analysis that focuses on errors made or encountered by students in using language. It is a process of systematically studying the form, nature, cause, and consequence of unsuccessful language learning (Khansir, 2020). In this perspective, errors are not just deficiencies but are important bases for learning. Puspitari et al. (2020) strongly emphasized the importance of analyzing errors, as it is crucial in determining the true state of students' language development. By analyzing these errors, teachers have the opportunity to adjust, adapt, and improve their teaching methods and tools. Additionally, the level of student development can be assessed, and the amount or type of practice needed to meet their learning needs can be determined.

In qualitative research, researchers can use various data collection methods, such as interviews, observations, and document collection, rather than relying on a single approach (Esclares, 2022). After collecting important information, it is subjected to thorough analysis and understanding before being organized and categorized into categories or themes related to the study's objectives. In fact, data collection is a systematic process of gathering information that serves as the basis for answering research questions, analyzing outcomes, and assessing whether a theory is valid or applicable. In this way, it is ensured that the research results are useful, reliable, and relevant to the context being studied.

To conduct this research, I used thirty (30) selected student compositions as the primary data source. These essays, which were part of the students' academic output, served as the basis for conducting a thorough analysis and investigation. In this section, I analyzed and investigated the writings to identify similarities and differences in linguistic errors based on the categories set forth in the Surface Strategy Taxonomy.⁹

The goal was to discover patterns of error in essay writing that could serve as a basis for improving students' expressive skills.

The analysis of data in qualitative research is based on the researcher's analytical understanding and style. After obtaining the necessary data, it was organized and recorded by the researcher in a systematic manner

to clearly present the answers and questions of the research. Following this, a thorough analysis and investigation were conducted to identify similarities and differences in the linguistic errors made by students.

Meanwhile, according to Corder (1974), error analysis can be conducted through a more detailed strategy. First, I collected the students' essays and arranged them as the corpus of the study. Second, I classified linguistic errors based on the four categories of the Surface Strategy Taxonomy, which include omission, addition, misformation, and misordering. Third, I interpreted these errors in a systematic manner based on context and frequency of occurrence of each type of error. Fourth, I explained the possible cause of each type of error to further understand the root of the students' mistakes. Finally, I analyzed the errors by calculating the percentage of their occurrence in the total number of compositions to determine the most common or dominant type of linguistic error.

As part of the ethical standards in research, I followed the rules for proper data collection. I obtained permission from the students' parents, as well as from the students who owned the essays, to use their work for thorough analysis of linguistic errors. I gave them full freedom to decide whether they wanted to participate in the study, to ensure that their participation was voluntary and not coerced.

I carefully selected and arranged the tools used in the research based on the objective of the analysis, particularly in aspects related to linguistic errors in paragraphs such as capitalization, punctuation, and spelling. The collected data will be stored and treated confidentially to maintain the integrity of the research and adhere to ethical standards. The students' essays used as the corpus will be treated as private and will not be used for any purpose other than research.

In this study, I ensured that the data collection process was smooth and safe to facilitate analysis and ease the correction of interpretations and conclusions by the research panel and my advisor. According to the ethical standards of Belmont (1979), I followed three ethical principles: respect for persons, beneficence, and justice. Respect means that I honored the rights of each individual; beneficence focused on providing protection and benefits to participants; and justice ensured equal treatment of all participants regardless of gender, race, or ethnicity.

To implement these principles, I obtained permission from the participants and ensured that all information shared remained private and confidential until the end of the research. In this way, I maintained the integrity of the study and the trust of the participants.

RESULTS AND DISCUSSION

In this section, the results of the research on linguistic errors in paragraphs from a public school are presented. The data were taken from the essays submitted by students, which served as the corpus of the research. This analysis is based on Corder's (1971) Error Analysis Taxonomy, with modifications in the form of correction, identification of specific types of errors, and provision of appropriate explanations.

Based on the analysis of the students' essays, four main classifications of linguistic errors emerged: omission, addition, misformation, and misordering. These errors were thoroughly analyzed, organized, and categorized according to the framework proposed by Corder, to clearly show the nature and extent of the errors committed by the participants (Puspitari et al., 2020).

Categories of Errors Committed by Students in Their Essays

To describe the categories of errors committed by students in their essays, the errors that emerged in their works were thoroughly analyzed. Each error was identified, explained in depth, and subjected to correction. The errors were organized, listed, and categorized according to their type, with the help of

tables containing detailed and systematic presentations. The process of identification was carried out through comparison and description using excerpts from the essays and analysis of the specific characteristics of each linguistic error.

Table 1. Omission Errors in Essays.

Essay	Corpus	Error in Sentence	Modification/Correction	Classification/Analysis/Type of Error
SHM01	Mahalaga sa atin ang wika dahil ito ang ginagamit natin araw araw.	Mahalaga sa atin ang wika dahil ito ang ginagamit natin araw-araw.	Omission of hyphen	Omission error in using hyphen
SHM02	Ang wika ay may ibat ibang uri ng pananalita gaya ng tagalog, ingles, Bisaya at iba pa.	Ang wika ay may iba't ibang uri ng pananalita gaya ng Tagalog, Ingles, Bisaya at iba pa.	Omission of apostrophe	Omission error in using apostrophe
SHM03	Kung walang wika, hindang-hindi magkakasundo ang mga ibat ibang tao sa bansa.	Kung walang wika, hindang-hindi magkakasundo ang mga iba't ibang tao sa bansa.	Omission of apostrophe	Omission error in using apostrophe
SHM04	Dahil sa wika natuto tayong rumespeto at makipagugnayan sa ating kapwa tao.	Dahil sa wika natuto tayong rumespeto at makipagugnayan sa ating kapwa.	Omission of hyphen	Omission error in using hyphen
SHM05	Ang pagsulat ay nagbibigay ng kahulugan para tayo ay matutong mag basa at sumulat.	Ang pagsulat ay nagbibigay ng kaalaman para tayo ay matutong magbasa at sumulat.	Omission of correct spelling	Omission error in spelling
SHM06	Mahalagang aralin natin ang iba pang wika kasi napaka importante ito	Mahalagang aralin natin ang iba pang wika dahil napakahalaga	Omission of correct spelling and incorrect use of "dahil"	Omission error in spelling and incorrect use of "dahil"

	sating mga Pilipino na aralin ang iba't ibang wika.	nito sa ating mga Pilipino.		
SHM07	Mahalaga ito kung ang isang tao ay hindi nakapagsalita ay maari niyang ipahayag ang kanyang ekspresyon o ideya sa pamamagitan ng pagsulat at pagguhit.	Mahalaga ito kung ang isang tao ay hindi nakapagsalita ito ay maari niyang ipahayag ang kanyang ekspresyon o idea sa pamamagitan ng pagsulat at pagguhit.	Omission of correct word usage	Omission error in using correct word
SHM08	Mahalaga satin na matutunan ang iba't ibang uri ng pananalita o mga kaalaman ng tao.	Mahalaga sa atin na matutunan ang iba't ibang uri ng pananalita o mga kaalaman ng tao.	Omission of correct spelling of pronoun "satin" (should be "sa atin")	Omission error in spelling of pronoun
SHM09	Mahalaga ito sa lahat para matuto tayong rumespeto lalo na sa mga kabataang hindi pa marunong mag isip	Mahalaga ito sa lahat para matuto tayong rumespeto lalo na sa mga kabataang hindi pa marunong mag-isip.	Omission of hyphen	Omission error in using hyphen
SHM10	Ang interaksyon ng kinaon ng wika at pagsulat ng kaisipan ay isa sa mga pinakamahalaga sa kasalukuyang panahon na binubuo ng ibat ibang wika	Ang interaksyon ng wika at pagsulat ng kaisipan ay isa sa mga pinakamahalaga sa kasalukuyang panahon na binubuo ng iba't ibang wika tulad ng Cebuano,	Omission of apostrophe	Omission error in using apostrophe

	tulad ng Cebuano, Ingles, tagalog, Ilokano at iba pa.	Ingles, Tagalog, Ilokano at iba pa.		
SHM1 1	Ang interaksyon ng wika at pagsulat sa pagpapahayag ng kaisipan ay mahalaga dahil ito ang nag bibigay impormasyon upang tayo ay magkaintindihan sa isa't -isa.	Ang interaksyon ng wika at pagsulat sa pagpapahayag ng kaisipan ay mahalaga dahil ito ang nagbibigay impormasyon upang tayo ay magkaintindihan sa isa't -isa.	Omission of correct spelling	Omission error in spelling
SHM1 2	May ibat iba tayong wikang ginagamit halimbawa nito ang walong wikang ginagamit tulad ng Cebuano, ilokano, tagalog, Hiligaynon, bikol, Waray , pampango, Pangasinan.	May iba't iba tayong wikang ginagamit halimbawa nito ang walong wikang ginagamit tulad ng Cebuano, ilokano, tagalog, Hiligaynon, bikol, Waray , pampango at Pangasinan.	Omission of apostrophe and conjunction	Omission error in using apostrophe and conjunction
SHM1 3	Nag kakaroon ng interaksyon ang wika at pagsulat kapag ginagamit ito.	Nagkakaroon ng interaksyon ang wika at pagsulat kapag ginagamit ito.	Omission of correct spelling	Omission error in spelling
SHM1 4	Sa paggamit ng wika sa pagsusulat kailangan nyang alamin ang	Sa paggamit ng wika sa pagsusulat kailangan niyang alamin ang kahalagahan ng	Omission of apostrophe and correct spelling	Omission error in using apostrophe and spelling

	kahalagahan ng ugnayan nito sa isat isa.	ugnayan nito sa isa't isa.		
SHM1 5	Ang pagsulat naman ay ginagamitan ng wika upang mayrong masulat ang isang tao at masabi.	Ang pagsulat naman ay ginagamitan ng wika upang mayroong maisulat ang isang tao at masabi.	Omission of correct word "mayroong"	Omission error in using correct word
SHM1 6	Ang wika ang dahilan upang magkaroon ng komunikasyon sa ibat ibang bansa.	Ang wika ang dahilan upang magkaroon tayo ng komunikasyon sa iba't ibang bansa.	Omission of apostrophe	Omission error in using apostrophe
SHM1 7	Sa pagsulat naman ng mga ulat o diyaryo ay kaylangan ng wika at kaisipan.	Sa pagsulat naman ng mga ulat o diyaryo, kailangan ang wika at kaisipan.	Omission of correct spelling	Omission error in spelling
SHM1 8	Ang interaksyon ng wika at pagsulat ang pinaka mahalaga dahil kung wala ang isa sa kanila ay malabong magkaroon tayo ng komunikasyon .	Ang interaksyon ng wika at pagsulat ang pinakamahalaga -dahil kung wala ang isa sa kanila - ito ay malabong magkaroon ng komunikasyon.	Omission of correct spelling and punctuation	Omission error in spelling and punctuation
SHM1 9	“Ang hindi marunong magmahal sa sariling wika ay higit pa sa malasang isda”. Dr. Jose Rizal	“Ang hindi marunong magmahal sa sariling wika ay higit pa sa hayop at malansang	Omission of correct spelling	Omission error in spelling

		isda". Dr. Jose Rizal		
SHM20	Ginagamit din ang wika sa pagpapahayag ng opinion tungkol sa mga bagay na gusto mo ipaliwanag	Ginagamit din ang wika sa pagpapahayag ng opiniyon tungkol sa bagay na gusto mong ipaliwanag.	Omission of linker "ng"	Omission error in using linker
SHM21	Ang interaksyon ng wika at pagsulat sa pagpapahayag ng kaisipan ay ang pinaka unang mahalaga dahil sa pamamagitan nito, maipahayag nang maayos ang gusto.	Ang interaksyon ng wika at pagsulat sa pagpapahayag ng kaisipan ay ang pinakaunang mahalaga dahil sa pamamagitan nito, maipahayag nang maayos ang gusto.	Omission of correct spelling	Omission error in spelling
SHM22	Kung meron tayong makasalubong na hindi nakapagsalita ay pwede natin itong sulatan para ito ay basahin lamang.	Kung mayroon tayong makasalubong na hindi nakapagsalita ay pwede natin itong sulatan para ito ay basahin na lamang.	Omission of correct word usage	Omission error in using correct word
SHM23	Ang nilalaman ng sanaysay na ito ay makatutulong sa atin upang tayo ay magkaroon ng kaalaman kung ano ang	Ang nilalaman ng sanaysay na ito ay makatutulong sa atin upang tayo ay magkaroon ng kaalaman kung ano ang interaksyon ng wika at pagsulat.	Omission of correct spelling	Omission error in spelling

	iteraksiyon ng wika at pagsulat			
SHM2 4	Mayroon ding ugnayan ang wika sa pagsulat dahil kung wala kang maisulat sa iyong papel kung wala kang alam sa wikang Pilino.	Mayroon ding ugnayan ang wika sa pagsulat dahil kung wala kang maisulat sa iyong papel, wala kang alam sa wikang Pilipino.	Omission of correct spelling and punctuation	Omission error in spelling and punctuation
SHM2 5	Dahil ang wika rin ang napaka halaga.	Dahil ang wika rin ang napakahalaga.	Omission of correct spelling	Omission error in spelling
SHM2 6	Mayroon namang dalawang uri ng pagpapabatid ng kaisipan, ang pagbibigkas at ang pagsulat, nararapat lamang na meron tayong sapat na kaalaman sa wikang ating nakasanayan.	Mayroon namang dalawang uri ng pagpapabatid ng kaisipan ang pagbigkas at ang pagsulat, nararapat lamang na mayroon tayong sapat na kaalaman sa wikang ating nakasanayan.	Omission of correct spelling	Omission error in spelling
SHM2 7	Ang wika at pagsulat ay hindi pwedeng pag hiwalayin dahil sila ang nag bibigay ng malinaw sa lahat ng mga nasaisip ng mga tao.	Ang wika at pagsulat ay hindi pwedeng paghiwalayin dahil sila ang nagbibigay nang malinaw sa lahat ng mga nasaisip ng mga tao.	Omission of correct spelling	Omission error in spelling
SHM2 8	Sa pagsulat kaylangan ng matuto tayo para makamit	Sa pagsulat kailangang matuto tayo para makamit natin	Omission of correct spelling and hyphen	Omission error in spelling and hyphen usage

	natin ang ang tagumpay sa buhay kaya mahalaga ang wika sa pag-unlad ng bansa.	ang tagumpay sa buhay kaya mahalaga ang wika sa pag-unlad ng bansa.		
SHM29	Ang video na ito ay nagtatakay ng mga bagay na nagagawa sa mga magulang para sa ilang anak.	Ang video na ito ay nagtatalakay ng mga bagay na nagagawa ng mga magulang para sa kanilang anak.	Omission of correct word usage	Omission error in word usage
SHM30	Malaki ang tungkulin ng wika sa pag-aaral dahil nagsisilbi itong instrumento para matuto.	Malaki ang tungkulin ng wika sa pag-aaral dahil nagsisilbi itong instrumento para matuto.	Omission of hyphen	Omission error in hyphen usage
SHM31	Hindi maaring ihiwalay ang interaksyon ng wika at pagsulat dahil kung walang wika, walang pag asa ang ating bansa.	Hindi maaring ihiwalay ang interaksyon ng wika at pagsulat dahil kung walang wika, walang pag-asa ang ating bansa.	Omission of hyphen and correct spelling	Omission error in spelling and hyphen usage

Errors in the Omission Category

Omission errors refer to the lack of essential grammatical elements. Omission errors occur when an element is omitted from a sentence, affecting the relationship between words. Examples of omission errors include lack of punctuation that changes the meaning of a message, incorrect use of linkers, misspelling, and omission of words and phrases necessary in a sentence (Puspitari et al., 2020).

The example statement below, taken from a senior high school student's essay, shows an omission error, particularly in the use of a hyphen. A hyphen is used to combine two words while retaining their meaning. In the example sentence, two words are combined: "araw" and "araw". According to the rules of hyphen usage, when two words are combined, a hyphen is necessary, especially when repeating a word. Therefore, the correct arrangement of the words is "araw-araw".

Notably, the error in hyphen usage is evident in the example below. In the underlined word, there is an omission of a hyphen. According to the rules, when a prefix ends with a consonant and the root word starts with a vowel, a hyphen is necessary. In the example, the prefix "makipag" ends with a consonant, and the

root word "ugnayan" starts with a vowel. Therefore, the correct arrangement of the word is "makipag-ugnayan".

Example:

"Dahil sa wika natuto tayong rumespeto at makipagugnayan sa ating kapwa tao" - SHM_03

Correction:

(Dahil sa wika natuto tayong rumespeto at makipag-ugnayan sa ating kapwa tao.)

The example statement below, taken from senior high school students' essays, shows an omission error, particularly in the use of hyphens. A hyphen is used to combine two words while retaining their meaning. In the example sentence, two words are combined: "araw" and "araw"; "makipag" and "ugnayan"; and "mag" and "isip".

Example:

"Mahalaga ito sa lahat para matuto tayong rumespeto lalo na sa mga kabataang hindi pa marunong mag isip." - SHM_08

Correction:

(Mahalaga ito sa lahat para matuto tayong rumespeto lalo na sa mga kabataang hindi pa marunong mag-isip.)

According to the rules of hyphen usage, when two words are combined, a hyphen is necessary to retain the meaning of the combined words. Therefore, the correct arrangement of the words is "araw-araw", "makipag-ugnayan", and "mag-isip".

The apostrophe is a type of punctuation mark that is used to indicate the omission of letters in a word. It is used when two words are connected and a letter is omitted. For example, in the phrase "Siya at ako" (He/She and I), it becomes "siya't ako" where the apostrophe is inserted between the two words. In the example essays of students, it is noticeable that they exhibit omission errors in the use of apostrophes. The phrase "iba't ibang" (various/different) is an example of an error in the omission category. Two words are connected: "iba" and "ibang". When abbreviating these two words, an apostrophe should be inserted between them. Therefore, the correct arrangement would be "iba't ibang".

"Ang wika ay may ibat ibang uri ng pananalita gaya ng tagalog, ingles, Bisaya at iba pa." SHM_01

Pagwawasto

(Ang wika ay may iba't ibang uri ng pananalita gaya ng tagalog, Ingles, Bisaya at iba pa.)

"Ang wika ang dahilan upang magkaroon ng komunikasyon sa ibat ibang bansa.." SHM_15

Pagwawasto

(Ang wika ang dahilan upang magkaroon ng komunikasyon sa iba't ibang bansa.)

The example sentences above, taken from student essays, demonstrate omission errors, particularly in the use of apostrophes. Notably, in the words "Siya" and others, the apostrophe is omitted between the two words or phrases. The word "siya'y" is a shortened version of "siya ay" (he/she is), and when abbreviated, an apostrophe is inserted between the letters "a" and "y", making it "siya'y".

Similarly, in the phrase "iba't", it is a shortened version of "iba at" (different and). According to the rules, when abbreviating these two words, an apostrophe should be inserted between them. Therefore, the correct arrangement would be "iba't ibang".

Similarly, the word "iba't ibang" (various/different) inherently contains an error in the omission category regarding the use of apostrophes. The word "iba't" is a shortened version of "iba at" (different and). According to the rules, when abbreviating these two words, an apostrophe should be inserted between them. Therefore, if corrected, "iba't" would be the appropriate arrangement.

However, in this context, it seems that the word "iba't" is actually correctly written, and the error might be in the assumption that it's incorrect. Without further context, it's hard to determine the exact nature of the error being described.

A more accurate translation might be:

Similarly, the word "iba't ibang" is actually correctly written according to the rules of apostrophe usage for shortened versions of words. The word "iba't" is a shortened version of "iba't ibang" the apostrophe is correctly placed between the two words.

In the sentence below, the omission of the letter "i" in the word "nyang" is noticeable. In national orthography, this spelling is not accepted. Therefore, it should be inserted with the letter "i" between the letters "s" and "y". The correct arrangement of the word would be "niyang".

"Sa paggamit ng wika sa pagsusulat kailangan nyang alamin ang kahalagahan ng ugnayan nito sa isat isa."

- SHM_13

Correction:

(Sa paggamit ng wika sa pagsusulat kailangan niyang alamin ang kahalagahan ng ugnayan nito sa isa't isa.)

Translation: "In the use of language in writing, they need to know the importance of its relationship with each other."

"Ang hindi marunong magmahal sa sariling wika ay higit pa sa malasang isda". Dr. Jose Rizal (SHM_18)

Correction:

(Ang hindi marunong magmahal sa sariling wika ay higit pa sa hayop at malansang isda". Dr. Jose Rizal.)

Translation: "One who does not love his own language is worse than a beast and a rotten fish." (Quote from Dr. Jose Rizal)

"Mahalaga satin na matutunan ang iba't ibang uri ng pananalita o mga kaalaman ng tao." SHM_07

Correction:

(Mahalaga sa atin na matutunan ang iba't ibang uri ng pananalita o mga kaalaman ng tao)

Translation: "It is important for us to learn different types of speech or human knowledge."

"In the sample sentence from the Senior High School students' essay, it's noticeable that one letter is missing from the word 'satin'. There's an omission in this word. The letter 'a' was left out. The words 'sa' and 'atin' are separate. They cannot be combined into one because they are naturally distinct words. The correct arrangement of these words would be 'sa atin'."

In short, the sentence is discussing a grammatical error where "sa" and "atin" were incorrectly combined into "satin" instead of the correct phrase "sa atin", which means "to us" or "for us".

"Lahat ng tao ay may karapatang magsalita at magbasa. At ang wika ay mahalaga sating cultura bilang mga Pilipino". SHM_05

Pagwawasto

(Lahat ng tao ay may karapatang magsalita at magbasa. At ang wika ay mahalaga sa atin g kultura bilang mga Pilipino.

It can be observed below that there are errors in the spelling of words, which can be attributed to the omission of correct letters in the words. For example, in the words 'nag bibibigay', 'nag kakaroon', and 'mag basa', the omission of letters can be seen, which results in incorrect spelling. Here are the correct spellings of the words: 'nagbibigay', 'nagkakaroon', and 'magbasa', which follow the correct writing of words according to Filipino orthography.

"Table 2 shows the errors committed by senior high school students under the category of addition or supplementation as cited in the essays of the students. The analysis and correction or modification of the incorrect sentences are meticulously arranged and presented."

Sanaysay	KORPUS Kamaliang sa Pangungusap	MODIPIKASIYON Pagwawasto sa Kamalian	KLASIPIKASIYON Pagsusuri/uri ng kamalian
SHM_01	<i>Dahil ang wika ang mag-bibigay ng impormasyon.</i>	Dahil ang wika ang magbibigay ng impormasyon.	Pagdaragdag ng Gitling.
SHM_02	<i>Wika ang naging tulay upang ang mga tao ay makapag-salita at makapag-bigkas</i>	Wika ang naging tulay upang ang mga tao ay makapagsalita at makapagbigkas.	Pagdaragdag ng Gitling.
SHM_03	<i>Kailangan din nating pag-aralan ang wika para matuto tayo kung paano gamitin ang wikang Ingles at tagalog at iba pa.</i>	Kailangan din nating pag-aralan ang wika para matuto tayo kung paano gamitin ang wikang Ingles,tagalog at iba pa.	Pagdaragdag ng pang-ugnay
SHM_04	<i>Maraming mga batang hindi marunong magbasa at sumulat at hindi nakaiintindihan.</i>	Maraming mga batang hindi marunong magbasa,sumulat at hindi nakaiintindi.	Pagdaragdag ng pag-ugay at panghalip
SHM_05	<i>Ang wika ay mahalaga dahil kungb walang wika hindi tayo magka-intindihan sa isa't isa.</i>	Ang wika ay mahalaga dahil kung walang wika hindi tayo magkaintindihan sa isa't isa.	Pagdaragdag ng gitling
SHM_06	<i>Higit pa, ito rin ay mahalaga, sapagkat kung tayo ay walang wika ay walang tayong gagamiting wika sa pagsusulat at sa pang-araw-araw para makapagkumunikasyon.</i>	Higit pa, ito rin ay mahalaga sapagkat kung tayo ay walang wika, walang tayong gagamiting wika sa pagsusulat —at sa pang-araw-araw para makipag-ugnayan.	Pagdaragdag ng kuwit
SHM_08	<i>Importante ito tulad nang pagbuo nang ingles, tagalog at Bisaya.</i>	Importante ito tulad ng pagbuo ng Ingles, Tagalog at Bisaya.	Pagdaragdag ng kataga

SHM_09	<i>Kung walang wika hindi lahat ng tao ay magkakaintindihan Malaki ang rin ang papel ng wika sa pagbuo ng kultura at pananaw ng tao.</i>	Kung walang wika hindi magkakaintindihan ang mga tao. Malaki rin ang papel ng wika sa pagbuo ng kultura at pananaw ng tao.	Pagdaragdag ng pang-ugnay
SHM_10	<i>Dahil sa mga paaralan itinayo nga ating kababayan tinuturuan tayo na magsulat sa sarili nating wika. Upang tayo ay magkakaintindihan sa isa't – isa pinapalawak din ng wika ang ating mga kaisipan.</i>	dahil sa mga paaralang itinayo para sa ating kababayan. Tinuturuan tayong magsulat sa sarili nating wika. Upang tayo ay magkaintindihan sa isa't isa pinapalawak ng wika ang ating mga kaisipan.	Pagdaragdag ng kataga at gitling.
SHM_11	<i>Ang wika ay natatangi lamang sa tao at hindi isa iba pang nilalang.</i>	Ang wika ay natatangi lamang sa tao at hindi sa ibang nilalang.	Pagdaragdag kataga
SHM_12	<i>Ang wika ay ginagamit sa pamamagitan ng pagbigkas. Ginagamit ang wika upang maipabatid mo ang gustong sabihin sa isang tao o kahit ano man.</i>	Ang wika ay ginagamit sa pagbigkas. Ginagamit ang wika upang maipabatid ang gustong sabihin sa isang tao.	Pagdaragdag ng salita at panghalip
SHM_13	<i>Ang interaksyon ng wika at pagsulat ay lubhang napakahalaga.</i>	Ang interaksyon ng wika at pagsulat ay napakahalaga.	Pagdaragdag ng salita
SHM_14	<i>Sa pagsulat ay kinakailangan ng kaalaman ng isip ng isang tao at masabi.</i>	Sa pagsulat — kinakailangan ng kaalaman ang isang tao.	Pagdaragdag ng hindi wastong pang-akop o kapula at hindi wastong salita.

SHM_15	<i>wika ay ito din ang dahilan upang magkaroon ng komunikasyon sa ibat-ibang bansa.</i>	wika ang dahilan upang magkaroon ng komunikasyon sa iba't ibang bansa.	Pagdaragdag ng maling pang-angkop ,panghalip,pang-ugnay at pagdaragdag ng gitling.
SHM_16	<i>Ang pagsulat ay nagagamit din sa komunikasyon tulad ng mga ulat at liham , diyaryo at marami pang iba.</i>	Ang pagsulat ay nagagamit sa komunikasyon tulad ng mga pag-uulat, pagawa ng liham , diyaryo at marami pang iba.	Pagdaragdag ng pangatnig o pang-angkop at pang-ugnay
SHM_17	<i>Ang wika ay ang mahalaga upang tayo ay magkakaintindihan tayo.</i>	Ang wika ay mahalaga upang tayo ay magkaintindihan.	Pagdaragdag ng pantukoy at panghalip
SHM_18	<i>...ang kaibahan lang ay ang wika ay binibigkas o sinasalita .</i>	...ang kaibahan lang—ang wika ay binibigkas o sinasalita .	Pagdaragdag ng pang-angkop
SHM_19	<i>Sa isang banda, dapat nating pahalagahan at mas pagtibayin ang wika sa pamamagitan ng paggamit nito.</i>	Sa isang banda—dapat nating pahalagahan at pagtibayin ang wika sa pamamagitan ng paggamit nito.	Pagdaragdag ng salita
SHM_20	<i>Alam nating lahat kung gaano ka maalaga ang wika sa bawat indibidwal.</i>	Alam nating lahat kung gaano ka halaga ang wika sa bawat indibidwal.	Pagdaragdag ng panlapi.

SHM_21	<i>Dahil ang wika at pagsulat ang nagsisilbing tulay kung bakit tayo nagkakaintindihan at kung bakit tayo nagkakaisa.</i> <i>Mahalaga ang wika at pagsulat , dahil ito ang nagbibigay diin kung bakit tayo maraming natutunan ngayon, at tayong mga kaibigan.</i>	Dahil ang wika at pagsulat ang nagsisilbing tulay—kung bakit tayo nagkakaintindihan at nagkakaisa. Mahalaga ang wika at pagsulat dahil ito ang nagbibigay diin kung bakit tayo maraming natutunan at mga kaibigan.	Pagdaragdag ng mga salita Pagdaragdag ng kuwit, salita at panghalip
SHM_22	<i>Ang wika at pagsulat ay mahalaga sa bawat indibidwal katulad natin.</i> <i>Sa tulong ng wika ating naipapahayag ang ating mga iba't – ibang saloobin, nailalabas natin ang ating mga dinaramdam sa pamamagitan ng pakikipag-usapsa mga taong malapit sa atin.</i>	Ang wika at pagsulat ay mahalaga sa bawat indibidwal. Sa tulong ng wika ating naipapahayag ang iba't ibang saloobin, nailalabas ang ating mga dinaramdam sa pamamagitan ng pakikipag-usap sa mga taong malapit sa atin.	Pagdaragdag ng mga ng salita at panghalip Pagdaragdag ng panghalip at gitling
SHM_23	<i>Ang pagpapahayag ng sariling kaisipan ay mahalaga dahil nakakabahagi ka ng iyong kaalaman sa iyong mga kaklase at sa ibang tao at naipapahayag mo din ang iyong nararamdaman.</i>	Ang pagpapahayag ng sariling kaisipan ay mahalaga dahil nakabahagi ka ng iyong kaalaman sa mga kaklase, sa ibang tao —at naipapahayag ang iyong nararamdaman.	Pagdaragdag ng panghalip at pang-ugnay

SHM_24	<i>Ang interaksyon ng wika at pagsulat sa pagpapahayag ng kaisipan ay napaka-halaga dahil ang wika ay isang simbolo upang tayo ay makipag-ugnayan.</i>	Ang interaksyon ng wika at pagsulat sa pagpapahayag ng kaisipan ay napakahalaga dahil ang wika ay isang simbolo upang tayo ay makipag-ugnayan	Pagdaragdag ng gitling
SHM_25	<i>Hindi tayo makakapagsulat kapag o makapagbigay ng ideya kapag wala tayong sapat na pundasiyon sa wikang nakagisnan.</i>	Hindi tayo makapagsulat o makapagbigay ng idea kapag walang sapat na pundasiyon sa wikang nakagisnan.	Pagdaragdag mg panlapi, salita at panghalip.
SHM_26	<i>Ang pagsulat naman ay pagkakataon na para maipahayag ng isang tao ang kanyang saloobin sa pamamagitan ng pagsulat .</i>	Ang pagsulat— ay pagkakataon na para maipahayag ng isang tao ang kanyang saloobin sa pamamagitan ng pagsulat .	Pagdaragdag ng salita
SHM_27	<i>...importante dahil ito ay nag tumutulong sa impormasyon at mensahe sa mga tao</i>	...importante dahil ito ay tumutulong sa impormasyon at mensahe sa mga tao.	Pagdadagdag Panlapi
SHM_28	<i>Ang wika ay isang simple na salita pero malalim ang ibig-sabihin.</i>	Ang wika ay isang simpleng salita pero malalim ang ibig sabihin.	Pagdaragdag ng pang-angkop at gitling
SHM_29	<i>Kailangan mag-karoon ng wika at pagsulat para sa komunikasyon</i>	<i>Kailangan magkaroon ng wika at pagsulat para sa komunikasyon</i>	Pagdaragdag ng gitling
SHM_30	<i>Ang mahusay at tamang paggamit ng wika at pagsulat ay naging gabay sa pagpapahayag ng nasa ating kaisipan.</i>	Ang mahusay at tamang paggamit ng wika —at pagsulat ay naging gabay sa pagpapahayag ng ating kaisipan.	Pagdaragdag ng salita.

Errors in the Category of Addition

Addition is a category of linguistic error where one or more elements are included in a sentence that are not necessary. According to Dulay et al. (2020) in their Simple Linguistic Category Taxonomy, this type

of error can be seen in students' writing in the form of excessive use of parts of speech, punctuation, or other elements that are not needed in the sentence structure. In the analysis, the researcher identified some common forms of this error, such as the addition of inappropriate ligatures and excessive use of hyphens in words that do not require them. In addition, students sometimes added unnecessary words to their sentences, such as repeating the same idea or using words without meaning in the context.

I also observed the addition of conjunctions in sentences that did not require them, which resulted in a disorganized flow of ideas. Another form of error is the addition of pronouns that do not refer to a clear antecedent, causing the reader to be confused about what or who is being referred to. There were also cases of excessive use of commas or placement of words out of place, which delayed the clarity of the message. All of these examples show that adding unnecessary elements not only disrupts the flow of ideas but also affects the overall organization of student writing.

In my analysis, I noticed the addition of hyphens in words like "mag-bibigay", "maka-pagsalita", "makapagbigkas", and "magka-intindihan". According to the rules of hyphen usage, it is only necessary to use a hyphen when the prefix ends with a consonant and the root word starts with a vowel. For example, in the word "magbigay", the prefix "mag" ends with a consonant, while the root word "bigay" starts with a vowel, so a hyphen is not needed. However, in the cases analyzed, hyphens were added to these words even when they were not necessary, such as "mag-bibigay" which should be "magbigay", and "maka-pagsalita" which should be "makapagsalita". The same observation was seen in "maka-pagbigkas" which should be "makapagbigkas".

*"Dahil ang wika ang **mag-bibigay** ng impormasyon."* SHM_01

Pagwawasto

(Dahil ang wika ang magbibigay ng impormasyon.)

*"Wika ang naging tulay upang ang mga tao ay **makapag-salita at makapag-bigkas**" – SHM_02*

Pagwawasto

(Wika ang naging tulay upang ang mga tao ay makapagsalita at makapagbigkas)

*"Ang wika ay mahalaga dahil kung walang wika hindi tayo **magka-intindihan** sa isa't isa"-*

SHM_05

Pagwawasto

(Ang wika ay mahalaga dahil —kung walang wika hindi tayo magka-intindihan sa isa't isa.)

Furthermore, I also examined the word "magka-intindihan". At first glance, the use of the hyphen seems correct, but according to the rules of affixation, when both the prefix and the root word end and start with a consonant, a hyphen is not necessary. Therefore, the correct form of the word is "magkaintindihan". These examples show that excessive use of hyphens is a form of linguistic error, likely caused by students' misconception that a hyphen is always needed when using affixes. Consequently, it has become clear that there is a need to correct and clarify the rules of affixation for students to avoid this type of error.

The **hyphen** is one of the primary punctuation marks in Filipino grammar that has important uses in forming and shaping words. Some of its uses include indicating compound words where the original meaning of the combined words is retained, repetition of root words or parts of words, and writing units such as fractions (e.g., dalawang-katlo) (Esclares, 2022). However, in my analysis of student essays, I noticed that the error of adding hyphens to words that do not require them is widespread. This is a clear indication of an incomplete understanding of the proper use of hyphens.

In my analysis of one of the student's essays, I noticed an error in adding an affix to the end of a word, specifically in the use of the word "nakaiintindihan". In the sentence, there are three consecutive actions:

magbasa (to read), sumulat (to write), and nakaiintindihan. However, this does not show a logical relationship in the form and use of the words. The word "nakaiintindihan" has a suffix that implies mutual understanding between two parties, whereas the context of the sentence refers only to an individual's ability to understand - an aspect of comprehension, not mutual understanding.

*“Maraming mga batang hindi marunong magbasa at sumulat at hindi **nakaiintindihan**.” -SHM_04*

Pagwawasto

(Maraming mga batang hindi marunong magbasa, sumulat at hindi nakaiintindi.)

Ligatures are words used to connect words or phrases in a sentence, providing clarity and proper structure to the sentence. In the sentence above, an error was observed in the addition of the word "ay" (a ligature) that is not necessary to maintain the meaning of the sentence.

In the sentence "Ang wika ay ito din ang dahilan upang magkaroon ng komunikasyon sa ibat-ibang bansa" (Language is also the reason for having communication in different countries), an error was observed in the addition of the ligature, determiner, and conjunction. The words "ay", "ito", and "din" are not needed in the sentence. If these words are removed, the sentence would become "Wika ang dahilan upang magkaroon ng komunikasyon sa iba't ibang bansa" (Language is the reason for having communication in different countries).

*“Sa pagsulat **ay** kinakailangan ng kaalaman ng isip ng isang tao at masabi.” - SHM_14*

Pagwawasto

(Sa pagsulat, kinakailangan ng kaalaman ng isip ang isang tao.)

*“Ang wika **ay** ito din ang dahilan upang magkaroon ng komunikasyon sa ibat-ibang bansa” -SHM_15*

Pagwawasto

(Wika ang dahilan upang magkaroon ng komunikasyon sa iba't ibang bansa.)

Table 3 shows the errors committed by students under the categories of misselection and misformation based on their essays. The analysis and correction or modification of the incorrect sentences are carefully listed and presented in the table below.

Table 3. Errors in Misselection and Misformation of Sentences in the Essays of Senior High School Students.

Sanaysay	KORPUS Kamalian sa Pangungusap	MODIPIKASYON Pagwawasto sa Kamalian	KLASIPIKASYON Pagsusuri/Uri ng Kamalian
SHM_01	<i>Ang wika ay nagsisilbing ugat para lahat ng mga kabataan ay makaintindihan sa mga sinasabi ng mga tao.</i>	Ang wika ay nagsisilbing ugat para lahat ng mga kabataan ay magkaintindihan sa mga sinasabi ng mga tao.	Misseleksyon Kamalian sa Pagpili ng Salitang gagamitin
SHM_02	<i>Mahalaga ang wika sapag-sulat at</i>	Mahalaga ang wika sa pagsulat at pagpahayag ng kaisipan.	Mispormasyon kamalian sa paggamit ng gitling

	<i>pagpapahayag ng kaisipan</i>		
SHM_03	<i>...dahil sa wika natuto tayong rumespeto at natuto tayong makipag-ugnayan sa ating kapwa.</i>	...dahil sa wika natuto tayong gumalang at makipag-ugnayan sa ating kapwa.	Misseleksiyon kamalian sa pagpili ng salitang gagamitin.
SHM_04	<i>Ang interaksyon ng wika at pagsulat sa pagpahayag ng kaisipan ay isa sa importante sa kasalukuyang panahon.</i>	Ang interaksyon ng wika at pagsulat sa pagpahayag ng kaisipan ay isa sa mahalaga ngayon sa kasalukuyan.	Misseleksiyon kamalian sa paggamit ng salita
SHM_05	<i>At nagkokonekta ang interaksyon sa wika kasi para matutunan natin ang iba't ibang uri ng wika</i>	May ugnayan ang interaksyon sa wika para matutunan natin ang iba't ibang uri ng wika.	Misseleksiyon ng paggamit ng salita
SHM_06	<i>Ginagamit ang wika upang tayo ay magkaka-intindihan sa pang-araw-araw na gawain. Higit pa dito, ito ay mahalaga upang ang bawa't isa ay magkaintindihan, makipaghalubilo, magkaisa at sa pag-unlad.</i>	Ginagamit ang wika upang tayo ay magkaintindihan sa pang-araw-araw na gawain. Higit pa rito, ito ay mahalaga upang ang bawat isa ay magkaintindihan, makipag-ugnayan at magkaisa sa pag-unlad.	Mispormasyon kamalian sa pag-uulit ng pantig Misseleksiyon ng paggamit ng salita at mispormasyon sa paggamit ng kudlit, at pang-ugnay/pang-angkop
SHM_07	<i>Mahalaga satin ang wika dahil ito ang ating ginagamit araw-araw</i>	Mahalaga sa atin ang wika dahil ito ang ating ginagamit araw-araw	Mispormasyon sa paggamit ng panghalip
SHM_08	<i>Ang pagpahayag ay nagbibigay din ng kaalaman at informasyon para malaman kung anong</i>	Ang pagpahayag ay nagbibigay din ng kaalaman at impormasyon para malaman kung anong	Misseleksiyon sa kamaliang paggamit ng salita

SHM_09	nangyayari sa ating kapaligiran. Ang masasabi kulang ay hindi dapat natin ikinahiya ang kung ano ang miron satin	nangyayari sa ating kapaligiran. Ang masasabi ko lang, hindi dapat nating ikinahiya—kong ano ang mayroon tayo.	Misseleksiyon ng paggamit ng salita at mispormasyon ng paggamit ng panghalip
SHM_10	Pangalagaan natin ang ating wika mahalin natin ito dahil napakalaki nang natulong ng wika sa atin kahit sa iba't ibang lugar.	Pangalagaan natin ang ating wika at —mahalin ito dahil napakalaki ang naitulong sa atin—kahit sa ibang lugar.	Misseleksiyon sa kamaliang paggamit ng salita. At mispormasiyon sa paggamit ng panghalip
SHM_11	Katulad ng foreigner may wika rin sila na Ingles na mahirap satin na maitindihan.	Katulad ng dayuhan may wika rin sila tulad ng Ingles na mahirap na intindihin.	Misseleksiyon sa paggamit ng salita atb mispormasiyon ng paggamit ng salita
SHM_12	Mahalaga rin ang pagsulat sa mga hindi makakagamit ng wika tulad ng mga hindi nakakabibigkas.	Mahalaga rin ang pagsulat sa mga hindi makagamit ng wika —tulad ng mga hindi nakabibigkas	Mispormasiyon sa kamalian sa pag-uulit ng salita/pantig
SHM_13	Ang pagkakaroon ng wika ay nagreresulta sa isang maunlad at masiglang sangkatauhan bukas sa pakikipagkasunduan sa isa't -isa.	Ang pagkakaroon ng wika ay nagdudulot ng isang maunlad at masiglang sambayanan na bukas sa pakikipagkasundo sa isa't -isa.	Misseleksiyon sa kamaliang paggamit ng salita
SHM_14	Para sakin ang pagsulat ay isang kasangkapan ng wika upang maipahayag ng tao ang kaniyang naiisip, maibahagi ang kanyang karanasan at maipadama ang kaniyang nararamdaman	Para sa akin— ang pagsulat ay isang kasangkapan upang maipahayag ng tao ang kaniyang naiisip, maibahagi ang kanyang karanasan at maipadama ang kaniyang nararamdaman.	Mispormasiyon sa paggamit ng panghalip

SHM_15	<i>Kung hindi ka marunong mag sulat kailangan na mag sanay ng pagsulat dahil ito ay mahalaga saatin.</i>	Kung hindi ka marunong magsulat— kailangan mong magsanay sa pagsusulat dahil ito ay mahalaga sa atin.	Mispormasyon sa paggamit ng salita sa pagbaybay
SHM_16	<i>Ang wika ay ginagamit sa komunikasyon tulad ng pakikipagusap sa mga tao o mga kaibigan</i>	Ang wika ay ginagamit sa komunikasyon tulad ng pakikipag-usap sa mga tao o mga kaibigan.	Mispormasyon sa kamalian paggamit ng gitling
SHM_17	<i>Ang wika ay nakabuo ng mga letra upang ating mabasa at para ating isulat.</i>	Ang wika ay binubuo ng mga titik upang ating mabasa at maisulat.	Misseleksiyon sa kamaliang ng paggamit ng salita
SHM_18	<i>Sa parteng interaksyon nila halimbawa, paggawa ng talumpati o speech ,isusulat mo ang iyong kaisipan bago ibahagi o ibibigkas sa madla.</i>	Sa bahaging interaksyon nila halimbawa, paggawa ng talumpati o speech ,isusulat mo ang iyong kaisipan bago ibahagi o bigkasin sa madla.	Misseleksiyon sa kamalian ng paggamit ng salita at mispormasyon sa aspekto ng pandiwa
SHM_19	<i>Mahalagang matutunan natin ang ating wika dahil isa ito sa nga mahalagang bagay na dapat natin pagtuunan ng pansin .</i>	Mahalagang matutunan natin ang ating wika dahil ito ang mahalagang bagay na dapat nating pagtuunan ng pansin .	Mispormasyon sa kamaliang pag-uulit ns salita/pantig at paggamit ng panghalip
SHM_20	<i>Ang interaksyon ng wika at pagsulat ay mahalaga sa pagpapahayag ng kaisipan dahil sa pamamagitan ng ito mapapahayag mo ng maayos ang gusto mong ipahayag.</i>	Ang interaksyon ng wika at pagsulat ay mahalaga sa pagpapahayag ng kaisipan —at pamamagitan nito maipapahayag mo ng maayos ang gusto mong ipahayag.	Mispormasyon ng kamalian sa paggamit ng panlapi at salita.
SHM_21	<i>Dahil ang pagsulat ay pwede nating gamitin kung, meron tayong makasalubong na hindi nakapagsasalita.</i>	Dahil ang pagsulat ay maari nating gamitin kung mayroon tayong makasalubong na hindi nakapagsalita.	Misseleksiyon sa wastong paggamit ng salita .

SHM_22	<i>Mahalag ag wika at pagsulat dahil ito ay nagbibigay diin kung bakit tayo maraminng natutunan ngayon.</i>	Mahalag ang wika at pagsulat dahil ito ay nagbibigay kaalaman kung bakit tayo maraming natutunan.	Misseleksiyon sa kamalian ng paggamit ng salita
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Errors in the Category of Mis-selection and Mis-formation in Student Essays

Misselection and misformation refer to errors in the form of morphemes or sentence structure, as well as incorrect word choice in sentences. According to Khansir (2021) in his book "Error Analysis and Second Language", these types of errors are common in language learning.

In the students' essays, various errors were observed in the category of misformation or misselection, including errors in choosing the right words to use, repetition of words, incorrect use of "ng" and "nang", verb aspect, and incorrect use of markers and affixes. Errors in morphophonemic changes were also observed.

In the sentence below, an error was observed in the use of the word "makaintindihan". The more appropriate word to use would be "magkaintindihan" to make the sentence structure correct. There is no word "makaintindihan" in the Filipino dictionary and vocabulary. It is essential to use the correct word to ensure clear interpretation of the message.

"Ang wika ay nagsisilbing ugat para lahat ng mga kabataan ay makaintindihan sa mga sinasabi ng mga tao" - SHM_01

Corrected version:

(Ang wika ay nagsisilbing ugat para lahat ng mga kabataan ay magkaintindihan sa mga sinasabi ng mga tao.)

The words used below, such as "rumespito", "importante", and "informasyon", also exhibit errors in the category of misselection or incorrect word choice in formal writing. Whenever possible, it is better to use equivalent words in Tagalog in formal writing.

“...dahil sa wika natuto tayong **rumespeto** at natuto tayong makipag-ugnayan sa ating kapwa.”- SHM_03

Pagwawasto

(...dahil sa wika natuto tayong gumalang at natuto tayong makipag-ugnayan sa ating kapwa.

“Ang interaksyon ng wika at pagsulat sa pagpahayag ng kaisipan ay isa sa **importante** sa kasalukuyang panahon.”-SHM_04

Pagwawasto

(Ang interaksyon ng wika at pagsulat sa pagpahayag ng kaisipan ay isa sa mahalaga ngayon sa kasalukuyan.)

“ Ang pagpahayag —ay nagbibigay din ng kaalaman at **informasyon** para malaman kung anong nangyayari sa ating kapaligiran.”-SHM_08

Pagwawasto

(Ang pagpahayag ay nagbibigay din ng kaalaman at impormasyon para malaman kung anong nangyayari sa ating kapaligiran.)

In the sentence below, an error is observed in the repetition of the syllable "ka" in the word "makakagamit". The root word of the mentioned word is "gamit", and the first syllable that should be repeated is "ma", which is part of the prefix "maka". According to the rules of repetition, the correct form of the word should be "makagagamit".

In the word "mahahalagang", it is noticeable that the repeated syllable "ha" is not appropriate in the sentence. If written correctly, the word should be "mahalaga". Additionally, an error is observed in the use of "natin" in the sentence. The correct possessive pronoun should be "nating".

*“Mahalaga rin ang pagsulat sa mga hindi **makakagamit** ng wika tulad ng mga hindi **nakakabibigkas**” -SHM_12*

Pagwawasto

(Mahalaga rin ang pagsulat sa mga hindi makakagamit ng wika tulad ng mga hindi nakakabibigkas.)

*“Mahalagang matutunan natin ang ating wika dahil isa ito sa mga **mahalalagang** bagay na dapat **natin** pagtuunan ng pansin” SHM_19*

Pagwawasto

(Mahalagang matutunan natin ang ating wika dahil isa ito sa mga mahalagang bagay na dapat nating pagtuunan ng pansin.)

In the sentence below, the incorrect choice and use of words are noticeable. The word "ng" is used when the preceding word is an adjective, noun, indicates possession, marks the doer of the verb in the sentence, and ordinal adjectives. Meanwhile, the word "nang" is used between repeated verbs, to indicate reason or action, and when the preceding word is an adverb (James, 2020).

In the case of the word used in the example above, an error is noticeable. In the phrases "ng mabuti" and "ng labis", the incorrect use of "ng" is observed. The word preceding the word "ng" should be an adjective or a noun that indicates possession. According to the rules, "nang" should be used when the preceding word is an adverb. Therefore, "nang mabuti" should be used because it follows the rules.

It is also noticeable in the sentence "Ang pagsulat ay kinakailangan ng malalim pag-aral upang maging mahusay ng labis". The word "labis" is not suitable to use in the sentence. The word "labis" should be replaced with the correct word "mabuti".

*“Mahalagang pag-aralan ng **Mabuti** ang wika upang maging bihasa sa paggamit nito.” -SHM_28*

Pagwawasto

(Mahalagang pag-aralan nang mabuti ang wika upang maging bihasa sa paggamit nito.)

“Ang pagsulat ay kinakailangan ng malalim pag-aral upang maging mahusay ng labis”-SHM_29

Pagwawasto

(Ang pagsulat —ay kinakailangan ng malalim na pag-aral upang malinaw nang mabuti)

In the sentence below, the incorrect use of words that can be replaced with Filipino equivalents is noticeable. The words "pwede" and "pwedeng" are not formal enough for academic writing. The correct words to use in formal writing would be "maari".

Also noticeable is the incorrect use of the word "meron" in Filipino grammar. The correct word to use would be "mayroon". "Mayroon" is used to indicate existence or possession, and it is more formal and often used in detailed descriptions or explanations.

*“Dahil ang pagsulat ay **pwede** nating gamitin kung, **meron** tayong makasalubong na hindi nakapagsasalita.” -SHM_21*

Pagwawasto

(Dahil ang pagsulat ay maari nating gamitin —kung mayroon tayong makasalubong na hindi nakapagsalita.)

*Ang wika at pagsulat ay hindi **pwedeng** paghiwalayin dahil sila ang nagbibigay ng malinaw **nga mga nasa isip**.SHM_27*

Table 4 shows the errors committed by senior high school students under the category of disorder or incorrect sentence structure based on their essays. The analysis and correction or modification of the incorrect sentences are carefully listed and presented in the table below.

Sanaysay	KORPUS Kamalian sa Pangungusap	MODIPIKASYON Pagwawasto sa Kamalian	KLASIPIKASYON Pagsusuri/Uri ng Kamalian
SHM_01	<i>Ang interaksyon ng wika at pagsulat sa pagpahayag ng kaisipan dahil ang wika ay nagbibigay ng</i>	<i>May interaksyon ang wika at pagsulat sa pagpahayag ng kaisipan dahil ang wika ay nagbibigay ng</i>	Misorder Istruktura ng Pangungusap

	<i>impormasyon sa mga tao at dito rin magkakaintindihan ang mga tao.</i>	impormasyon sa mga tao sa pamamagitan ng pagsulat —upang maintindihan ang mga ito	
SHM_02	<i>Kung wala ang wika hindi tayo magkakaroon ng pagkakaintindihan sa bawat isa.</i>	Kung wala ang wika hindi tayo magkakaintindihan sa bawat isa.	Misorder Istruktura ng Pangungusap
SHM_03	<i>Maraming naitutulong ang wika sa atin, dahil magkakaroon tayo ng mabuting asal sa nakakatanda sa atin, at dahil sa wika natuto tayong rumespeto at natuto rin tayong makikipag-ugnayan sa ating mga kapwa ta.</i>	Maraming naitulong ang wika sa atin, dahil nagkaroon tayo ng mabuting asal sa nakatatanda sa atin, — natuto tayong gumalang at makipag-ugnayan sa ating mga kapwa.	Misorder Istruktura ng Pangungusap
SHM_04	<i>Ang wika ang nagbuo nang Ingles. Tagalog at Bisaya. Kung walang wika hindi tayo makapag Salita ng mga Ingles at kung iba pa.</i>	Ang wika ay binubuo ng Ingles, Tagalog at Bisaya. Kung walang wika hindi tayo makapagsalita ng wikang Ingles, tagalog— at iba pa.	Misorder Istruktura ng Pangungusap
SHM_05	<i>Ang interaksyong wika ay may pagsusulat at pagpapahayag ng kaisipan ng tao kaya mahalaga nating aralin ang pagsusulat at pagbabasa o matutunan ang wika kasi napakamahalaga ito ngayun.</i>	May interaksyon ang wika at pagsulat sa pagpapahayag ng kaisipan — kaya mahalagang aralin ang pagsulat at pagbasa upang malaman ang kahalagahan nito.	Misorder Istruktura ng Pangungusap
SHM_06	<i>Mahalaga ito kung ang isang tao ay hindi nakapagsalita ay maari niyang ipahayag ang kaniyang ekspresiyon o ideya sa pamamagitan ng pasulat at paguhit.</i>	Mahalaga ito—kung ang isang tao ay hindi nakapagsalita —ay maari niyang ipakita ang kaniyang idea sa pamamagitan ng pasulat at paguhit.	Misorder Istruktura ng Pangungusap

SHM_07	<i>Ginagamit itong wika dahil ito ang paraan kung paano tayo nakakapag salita ng iba't ibang wika , ngayun, dahil lagi natin itong ginagamit araw-araw ang ating wikang ginagamit ngayun.</i>	Ginagamit itong wika sa paraan kung paano tayo nakapagsalita ng iba't ibang wika sa pang-araw-araw na kumonikasyon.	Misorder Istruktura ng Pangungusap
SHM_08	<i>Pahalagahan ang ating wika kasi dito na tayo nag mula hindi dapat natin ikinahiya kung anong miron tayo maging matatag tayong lahat at ipaglaban ang ating Karapatan bilang wika.</i>	Pahalagahan ang wika dahil dito tayo namulat at hindi dapat ikahiya kung anong mayroon tayo. Maging matatag at ipaglaban ang karapatan bilang mga Pilipino.	Misorder Istruktura ng Pangungusap
SHM_09	<i>Dapat nating respitohim ang ating wika maging respito saating kapwa at maging mabuti sa lahat.</i>	Dapat nating igalang ang ating wika— at maging mabuti sa ating kapwa.	Misorder Istruktura ng Pangungusap
SHM_10	<i>Napaka laki ng naitulong ng wika satin dahil kung wala ang wika wala tayung maisusulat sa ating mga libro, wala tayung mga libro, wala tayung mga libro sa ating mga paaralan, wala tayong mababasa at wala tayung maintindihan sa mga sinusulat nati kaya dapat pahalagahan natin ang ating wika.</i>	Malaki ang naitulong ng wika sa atin —dahil kung wala ang wika wala tayung maisusulat sa mga libro, —kung wala mga libro , wala tayong mababasa sa paaralan kaya dapat pahalagahan natin ang ating wika.	Misorder Istruktura ng Pangungusap
SHM_11	<i>Pangalagaan natin ang ating wika mahalin natin ito dahil napakalaki nang natulong ng wika sa atin kahit sa iba't -ibang lugar may sarili na itong</i>	Pangalagaan at mahalin natin ang wika dahil malaki ang naitulong nito sa atin gaya ng dayuhan na may sarili ring wika— tulad ng	Misorder Istruktura ng Pangungusap

	<i>wika katulad ng mga foreigner may wika rin sila na ingles na mahirap satin intindihin.</i>	ingles na mahirap intindihin.	
SHM_12	<i>Ang wika at interaksyon at kaisipan ay para bang meron itong pinakamahalaga sa sinomang to kundi ang pagkakaroon ng kamalayan tungkol sa wika.</i>	Ang wika ay may interaksyon sa ating kaisipan. Ito mahalaga upang mayroon tayong kamalayan sa wika.	Misorder sa paggamit ng pang-ugnay at istruktura ng pangungusap
SHM_13	<i>Mahalaga talaga na magkaroon ng interaksyon ang wika at pagsulat sa pagpapahayag ng kaisipan . Dahil kung walang wika hindi ka makakapagpahayag ng na sa iyong kaisipan at kung walang magamit ang mga kapansanan upang maipahayag nila ang kanilang nais.</i>	Talagang mahalaga ang interaksyon ng wika at pagsulat sa pagpahayag ng kaisipan —dahil kung walang wika hindi mo maipahayag ang iyong idea.	Misorder Istruktura ng Pangungusap
SHM_14	<i>It is important dahil natuto tayong magbasa at magsulat. We can use it sa pakikipag-ugnayan.</i>	<i>Ito ay mahalaga dahil natuto tayong magbasa at magsulat. Magagamit natin ito sa pakikipag-ugnayan.</i>	Misorder Code -switching
SHM_15	<i>Ang pagkakaroon ng wika ay nagreresulta sa isang maunlad at masiglang pagpapahayag ng kaisipan sa pagsulat at sa pagbukasa ng kaalaman at pakikipagkasunduan sa isa't – isa .</i>	Ang pagkakaroon ng wika ay nagbubunga ng isang maunlad at masiglang pamayanan, —nagbubukas ng kaalaman at pakipagsundo sa isa't – isa.	Misorder sa paggamit ng pang-ugnay at istruktura ng pangungusap.
SHM_16	<i>Magkapariha ang wika at pagsulat dahil ka pag</i>	Magkaugnay ang wika at pagsulat —kapag tayo ay	Misorder Istruktura ng Pangungusap

SHM_17	<i>nag susulat ka ay hindi pweding walang wika.</i> <i>Ang pagsulat ay tumutulong ito upang masmaunlad ang ating malayang kaisipan sa pagsulat ay pwede nating ilahad ang ating nararamdaman.</i>	nagsulat hindi maaring walang wika. Sa pagsusulat natutulungan tayo upang mapaunlad ang ating kaisipan —at maari nating ilahad ang ating naramdaman.	Misorder Istruktura ng Pangungusap
SHM_18	<i>“Ang hindi marunong magmahal sa sariling wika ay higit pa sa malansang isda” Jose protacio Mercado y realonda Alonzo.</i>	“Ang hindi marunong magmahal sa sariling wika ay higit sa hayop at malansang isda.” Ayon kay José Protasio Rizal Mercado y Alonso Realonda	Misorder Istruktura ng Pangungusap
SHM_19	<i>May interaksyon ng aba ang talaga ang wika at pagsulat? Samakatuwid ang wika ay siyang dahilan kung bakit tayong mga tao ay nakakapagsalita at nakakapagsulat.</i>	"Mayroong interaksyon ang wika at pagsulat. Samakatuwid, ang wika ang nagbibigay-daan sa atin upang makapagsalita at makapagsulat."	Misorder Istruktura ng Pangungusap
SHM_20	<i>Mahalaga ang wika sa pagsulat sa pagpapahayag ng kaisipan sapagkat ito ay nagbibigay daan upang mas lalong magkaintindihan ng mga tao ang nais mong ipahiwatig.</i>	Mahalaga ang wika sa pagsulat at pagpapahayag ng kaisipan sapagkat ito ang nagbibigay-daan upang magkaintindihan nang mabuti ang mga tao sa nais ipahiwatig.	Misorder Istruktura ng Pangungusap
SHM_21	<i>Dahil ang wika at pagsulat ang nagsisilbing tulay kong bakit tayong nagkakaintindhan at kung bakit tayong nagkakaisa, at ito din</i>	Ang wika at pagsulat ang nagsilbing tulay kung bakit tayong nagkaintindhan, nagkaisa at nagpapahayag ng mga kaisipan.	Misorder Istruktura ng Pangungusap ,at paggamit ng pang-ugnay

	<i>ang nagpapahayag sa ating mga kaisipan.</i>			
SHM_22	<i>Halimbawa sa ating pag-aaral, katulad ko alam na mas madaling intindihin ang isang bagay o sitwasyon kung ito ay ibinibigkas o isinasalita kompara kapag ito ay isinusulat.</i>	Halimbawa sa ating pag-aaral, mas madaling maunawaan ang isang bagay o sitwasyon kung binibigkas o sinasalita. — Mas mainam itong gawin kaysa sa paraan ng pagsulat.	Misorder Istruktura ng Pangungusap	50
SHM_23	<i>Mahalaga ang wika sa ating mga Pilipino dahil ito ang tanging tulay para may roon tayong kumunikasyon sa ating mga kapwa tao dahil ang komunikasyon ang pinaka mahalaga sa ating mga Pilipino.</i>	Ang wika ay mahalaga sa ating mga Pilipino dahil ito ang tulay upang magkaroon tayo ng komunikasyon sa ating kapwa.	Misorder Istruktura ng Pangungusap	
SHM_24	<i>Ang narapat lamang mapaghusayan natin ang pag-aaral sa ating wika upang mapanatili pa natin ang ating kultura kaya bilang isang kabataan nararapat lamang nating ipagmalaki ang wikang ating nakagisnan.</i>	Nararapat na paghusayan natin ang pag-aaral sa ating wika upang mapanatili ang ating pagkakilanlan at kultura —At bilang kabataan, ating ipagmalaki ang wikang kinagisnan.	Misorder Istruktura ng Pangungusap at ng	
SHM_25	<i>Dahil hindi tayo makakapagsulat kaya o makapagbigay ng ideya kapag wala tayong sapat na pondasiyon sa wikang ating binibigkas.</i>	...hindi tayo makapagsulat at makapagbigay ng idea kung wala tayon sapat na kaalaman sa ating wikang binibigkas.	Misorder Istruktura ng Pangungusap	
SHM_26	<i>Ang interaksyon nga dalawang wikang ito ay mahalaga sa pagpapalakaw ng kaisipan ng mga tao.</i>	Ang interaksyon ng wika at pagsulat sa pagpapahayag ng kaisipan ay mahalaga sa paghahatid ng kaalaman sa mga tao.	Misorder Istruktura ng Pangungusap	

Error Category: Misordering or Incorrect Sentence Structure

Misordering refers to the incorrect placement of a morpheme or group of morphemes in a sentence. In this study, errors in this category are noticeable, particularly in forming meaningful sentences. From the essays of senior high school students, various errors were observed in the mis ordering category, including errors in the arrangement of morphemes or groups of morphemes within a sentence, code-switching, sentence structure, use of correct conjunctions, and verb aspect.

Code-switching, often used in English-Filipino, occurs because it is easier to understand when expressing opinions and interpretations. Students often use this in school because they are not proficient in using the native language. In the case of the sentence above, quoted from the essays of senior high school students, an error is observed in the mis ordering category, particularly in the syntax or sentence structure, which caused the error. Three languages were used by the students in this statement - English, Tagalog, and Bisaya. It is necessary to translate this statement into a unified language to make its meaning clear and concise.

Intersential switching, on the other hand, refers to language switching at the boundary of a clause or sentence, where the clause is in a different language. This is what happened in the example sentence presented, according to James (2021) in his book "Errors in Language and Use: Exploring Analysis".

***"It is important dahil natuto tayong magbasa at magsulat.
We can use it sa pakikipag-ugnayan."** – SHM_14*

Pagwawasto

(Ito ay mahalaga dahil natuto tayong magbasa at magsulat.
Magagamit natin ito sa pakikipag-ugnayan.)

***" Do not forget na ang wika ay may connection sa buhay
ng tao."**-SHM_30*

Pagwawasto

(Huwag kalimutan na ang wika ay bahagi sa buhay ng tao.)

In the sentence below, an error is observed in the misordering category, particularly in sentence structure due to code-switching. In the first word "tools", it is evident that the student does not know the equivalent in Filipino, so they borrowed it entirely. In the second part, the phrase "to padala ng kaalaman" clearly exhibits code-switching due to the word "to", which alters the sentence structure. Upon closer examination, it is necessary to find equivalents for words that are not native to Filipino, and thus it should be corrected. To correct the student's sentence, it should be rearranged to "Dahil ito ay instrumento para sa atin upang maipadala ang kaalaman at impormasyon" (Because it is a tool for us to convey knowledge and information)

*“Dahil ito ay **tools** para sa atin **to padala ng** kaalaman
at impormasyon.”-SHM_27*

Pagwawasto

(Dahil ito ay instrumento para sa atin upang
maipadala ang kaalaman at impormasyon.)

This section presents the results and analysis of the study on language errors committed by senior high school students in essay or writing. This chapter also includes conclusions, interventions, implications of the study, and final statements for future research related to the results and thorough analysis of students' essays. The results are compared to other studies within the scope and limitations of the research.

Language Errors in Students' Paragraphs in Senior High School

Omission or Reduction. The study revealed that omission or reduction is one of the categories of errors committed by students in their writing. Some of the errors under this category include omission in the use of punctuation marks such as hyphens and diacritical marks. Many errors were noticeable in the mentioned punctuation marks. Apart from punctuation, the analysis showed that there was omission in the use of ligatures (-na and -ng), omission of some letters in a word, and omission in the use of correct spelling. These errors can be classified based on their origin, specifically in structural and cognitive perspectives, which are interlingual and intralingual. Interlingual refers to the conscious or unconscious transfer of elements from the first language to the second language. This can be seen in the use or borrowing of nouns and verbs from English and misformation of phrases (James, 2021).

On the other hand, according to James (2021) in his book "Errors in Language Learning and Use," intralingual transfer refers to overgeneralization within the target language. Examples of this include the use of the ligature "na" instead of "-ng-" or "-g," omission of the ligature "-ng-" or "-g." These errors manifest that student have not yet fully learned the system of the second language. Overall, it can be observed that at the intermediate level of Filipino language, the interlanguage elements of students are closer to the target language, Filipino.

The presence of omission in the mentioned errors will lead to misunderstandings and different meanings in the language being studied. For example, the omission of the hyphen in the word "mag-usap" will have a different meaning if the hyphen between the two words is removed. In effective written communication, it is necessary to use hyphens to prevent changes in meaning.

In the use of ligatures, it is essential to apply the correct ligature to a word to avoid errors. Ligatures are words that connect consecutive words in a sentence to make pronunciation smoother or easier. They are also used to connect modifiers and the words they modify.

The results of this study show that students committed errors in the category of omission in punctuation, ligature usage, omission of letters in a word, and errors in correct word usage and spelling that alter the meaning of sentences.

Addition

The error of addition refers to the inclusion of unnecessary linguistic elements. The results of this study revealed that addition errors include the unnecessary use of ligatures, hyphens, letters, words, affixes,

conjunctions, and pronouns. Among these types of errors, the most common was the incorrect use of ligatures.

Ligatures refer to words that connect modifiers and the words they modify. According to traditional grammar, there are three ligatures, but only two are officially recognized: -ng and -na. The ligature "-g" is no longer considered a ligature because the digraph "-ng" is not composed of the phonemes /n/ and /g/. Instead, "-ng" represents the phoneme /ŋ/. Therefore, when a word ending in /n/ is connected to a ligature, the /n/ is replaced by /ŋ/, rather than adding the ligature "-g".

Students also committed errors in the use of hyphens. In the category of addition, unnecessary hyphens were added where they were not needed. Many senior high school students tend to add hyphens to words that do not require them. In writing essays, short stories, novels, or even simple sentences, proper punctuation is crucial. One punctuation mark that is often overlooked is the hyphen. The results of this study showed that the hyphen is one of the punctuation marks frequently used incorrectly (Brown, 2020). According to "Makabagong Balarilang Filipino" by Santiago (2003), hyphens are used when a prefix ends with a consonant and the word it is attached to begins with a vowel, which can change the meaning if not hyphenated due to pronunciation. However, the analysis of student writing revealed that this rule was often violated, with hyphens being added unnecessarily. This can result in incorrect word structure and potentially change the entire meaning of the sentence.

The following are the specific uses of hyphens: hyphens are used when a prefix is attached to an English word; hyphens are used when a prefix is attached to a proper noun, symbol, brand, or trademark; and hyphens are used when two words are combined and a word in between is omitted.

The results of the addition errors are supported by the study of Saputra (2020), which found that students often add unnecessary punctuation marks such as hyphens, diacritical marks, commas, and periods in informal communication and carry these errors over to formal writing. This can result in errors in word structure due to a single added punctuation mark.

The research results showed that adding unnecessary punctuation marks can change the meaning and structure of sentences. This issue in student writing suggests that some students may be neglecting the use of proper punctuation in formal writing. It is undeniable that punctuation follows specific rules, and it is essential to internalize these rules to avoid errors in formal communication, both spoken and written.

Misformation and Missellection

The results of the study revealed that there were many errors in the category of misselection and misformation. In the misselection category, it was discovered that senior high school students had difficulty choosing the appropriate words to use in formal writing. Selecting the right words is one of the most challenging tasks in writing. It was observed that students struggled to choose the correct words when constructing sentences. Filipino grammar is not easy to learn, and students need to memorize rules and usage of words due to its complex grammatical structure. The many affixes in Filipino grammar can cause errors, and students often find it difficult to determine which words to use in their sentences (Krashen, 2020).

The results also showed errors in the use of the words "ng" and "nang". Many students in public schools do not know the correct usage of these two words, possibly because they find it hard to remember the rules. They often assume that the words are interchangeable in sentences.

"Ng" and "nang" are two distinct words in Filipino that often cause confusion. "Ng" is used as a possessive marker, while "nang" is used as a conjunction to show manner or reason. For example, "ng" is used in

phrases like "bahay ng pamilya" (family house) or "libro ng guro" (teacher's book), while "nang" is used in sentences like "Kumilos ka nang mabilis" (Act quickly) or "Nagtrabaho siya nang mabuti" (He worked well). "Nang" is also used to mean "if" in English.

The incorrect use of "ng" and "nang" can be attributed to the simplification of complex Filipino grammar rules, also known as overgeneralization in second language acquisition. This is a common error even among native Filipino speakers.

In this category, errors in verb aspect were also observed. Students often used incorrect verb aspects, which changed the meaning of the sentence. In any type of writing, it is crucial to follow the correct verb aspect to ensure clarity of message.

The study also revealed errors in the use of markers, determiners, and morphophonemic changes. These errors have a single manifestation. The Department of Education and schools should have sufficient programs to teach these concepts correctly. Students also need to learn Filipino grammar to express themselves effectively and not limit their ability to understand the language (Esclares, 2022).

Misorder or Incorrect Sentence Structure

The results of the study revealed many errors in the category of misorder. In this category, it was discovered that senior high school students exhibited code-switching in their written output, which led to errors in sentence structure. Some errors were also observed in sentence construction, including incorrect sentence structure, incorrect use of pronouns, use of the linking word "ay", and incorrect use of verb focus and aspect, which resulted in errors in meaningful sentence interpretation (Manian et al., 2020).

It is undeniable that having more than one language has a significant impact on students learning a new language in school. Language plays a crucial role in communication, both spoken and written, as it facilitates understanding and unity. Fortunately, Filipinos are naturally adept at combining multiple languages in a single sentence. However, combining three languages in a sentence can lead to misunderstandings (James, 2021).

According to the study's results, students used three languages to construct meaningful sentences, but this led to errors in sentence structure. The involvement of three languages, rather than just two, caused misunderstandings.

According to Esclares (2022), in his study titled "An Analysis of Mechanical Aspect Errors in Student Writing Compositions", code-switching refers to the alternation between two languages within a single discourse, conversation, or its parts. In a report on balanced bilingualism, code-switching can be classified according to the level of integration of items from a native or first language into the phonological, morphological, and syntactic patterns of the target language. In the case of student-constructed sentences, it was observed that the rules of code-switching were violated because three languages were involved in constructing meaningful sentences. The languages combined by students were English, Tagalog, and Bisaya.

The study also discovered errors in misorder in sentence structure. Errors in verb focus and aspect were observed. Students were confused about using different affixes for specific verbs. In their submitted essays, there was a common mixture of Filipino affixes and English verbs or nouns, and a broad application of this in the present tense due to the influence of English on Filipino language, culture, and grammar. On the other hand, the use of the aforementioned rules is considered an error in written communication (Esclares, 2022).

Having the correct sentence structure or form is essential because it clarifies the meaning of the sentence being conveyed. Students' errors often involve the complex structure of Filipino grammar. It is undeniable that Filipino grammar is complicated due to its many structural forms.

Implications and Conclusion

This section discusses the implications of teaching language errors in essay writing, proposed interventions to improve students' essay writing skills, and recommendations based on research findings.

Implications for Teaching Practices

This study serves as a bridge and an eye-opener for Filipino teachers and students who find learning, teaching, and studying the Filipino subject. Many challenges are faced by individuals in teaching and learning. Teachers play a significant role in language instruction, and it's up to them to address these challenges.

The language errors in omission, addition, misselection or misformation, and misordering indicate students' lack of knowledge in grammar, orthography, and rhetoric in forming sentences and paragraphs. Effective methods, interventions, and approaches are needed to address these errors. Remedial activities, such as spelling bees and incorporating grammar instruction in lesson planning, can be implemented in the field of Teaching. Encouraging students to read dictionaries or books can also improve their language knowledge.

Teaching is a complex process, especially in Filipino grammar. A teacher's strategy, approach, and methodology determine how students learn. As a Filipino teacher, I admit the challenges in teaching students who lack interest in language learning. However, it's essential to impart knowledge and skills to all students.

Researching effective methods, strategies, and interventions is crucial in teaching Filipino in a meaningful way. Student learning outcomes depend on the teacher's expertise and dedication. Addressing language errors and providing solutions can lead to successful teaching.

To help fellow Filipino teachers, training programs related to their field can enhance their teaching skills in the 21st century. Research and reading are essential in expanding knowledge on teaching Filipino to private and public school students. Teachers need to learn new technologies, tools, and strategies to capture students' attention and promote education.

The implications of this study suggest further research on language errors in essay writing in Filipino, particularly in Tagalog, and the necessary interventions teachers can implement. Additionally, this study proposes an in-depth analysis of specific linguistic areas, such as punctuation, word spelling, conjunction usage, and verb formation.

Recommendations

For **future researchers**, it is recommended to conduct similar studies to further analyze language errors in essay writing among students. Intensifying research that contributes to teachers' influence on students' knowledge is crucial to ensure effective teaching. Searching for additional interventions and strategies to deepen the teaching of Filipino grammar and orthography is also recommended to achieve teaching and learning objectives.

For **school administrators** and education departments, conducting training programs for Filipino teachers focused on enhancing their knowledge and skills in selecting teaching strategies for grammar,

orthography, and rhetoric is suggested. This can clarify teaching approaches, especially for teachers who did not take courses focused on teaching Filipino. Consequently, this can elevate their awareness of Filipino language and grammar.

For **Filipino teachers**, improving teaching methods for spelling, grammar, rhetoric, and semantics in essay writing is essential. Finding approaches and strategies to develop students' skills in learning macro skills, particularly in writing, is also recommended.

Proposed Intervention

As a teacher, I am delighted to help my students develop their writing abilities and skills. Here's my proposed intervention, called "Peer Assisted Writing Support" (PAWS), which utilizes peer review to enhance students' essay writing skills in Filipino.

The objective of this intervention is to develop students' writing skills with structure, content, and style. Additionally, it provides a guide for students to showcase their writing abilities and encourages unity and collaboration among peers.

Here's the intervention:

- **Pre-writing activity and first draft:** The teacher provides an introductory activity to stimulate brainstorming and outlining. Students create a first draft, focusing on structure, content, and style, and proofread their work before submitting it for peer review.
- **Peer Review process and revision:** Students are paired for peer review, and the teacher provides clear guidelines for giving and receiving feedback. Students revise their essays based on peer feedback and teacher evaluation.
- **Second draft and final draft:** After revision, students create a second draft, incorporating teacher feedback. The final draft is submitted after revising and editing.
- **Reflection and conclusion:** Students reflect on the peer review process and its effectiveness in improving their writing skills. They provide feedback on the intervention's impact, which the teacher uses to refine the approach.

I also propose another intervention, "Language Errors: Focus and Correction," with the following steps:

- **Identifying errors:** Determine specific language errors and create a list to guide correction.
- **Focusing on errors:** Explain the errors, provide examples of correct usage, and discuss reasons for correction.
- **Correcting errors:** Provide activities for students to practice correcting errors, offer feedback, and encourage discussion.
- **Practice and reinforcement:** Offer exercises and activities to reinforce correct language usage and encourage students to apply their knowledge in daily life.
- **Assessment and evaluation:** Evaluate students' understanding and progress in correcting errors and assess the effectiveness of the intervention.

Remedial teaching can also be implemented to address language errors in students' essays. Teachers can prepare activities to help students correct their mistakes and discuss the errors in class based on research findings.

Intervention for Language Error Analysis

This section presents an intervention for language errors in student paragraphs, focusing on omission, addition, misformation, and misordering. The intervention outlines Key Result Areas (KRAs), objectives,

activities, and learning outcomes.

Talahanayan 4. Intervention on error analysis in Paragraph

Error Analysis	KRA (Key Result Area)	Objectives	Activities	Expected outcomes
1. Omission	Kawastuhan sa gramatika	Identify the missing parts of a sentence. Use auxiliary verbs, articles, and prepositions correctly	Fill-in-the-blank exercises. Sentence completion. Peer editing (correcting a fellow student's work)	Students can identify and correct missing parts. Sentences are constructed completely and correctly
2. Addition	Correct Use of Grammar Rules	Identify unnecessary parts in a sentence. Avoid repetition or addition of unnecessary words	Error identification exercises. Sentence editing.	Students can remove unnecessary words. Sentences become clear and direct.
3. Misformation/Misselection	Correct Use of Word Forms	Identify incorrect use of verb forms, nouns, etc. Use grammatical forms correctly.	Verb chart exercises. Irregular verb practice. Correct vs. incorrect form comparison.	Students can use the correct forms of words. Verb tenses and forms are used correctly

4. Misordering	Correct and Logical Word Order in Sentences	Identify incorrect word order. Construct sentences with correct word order	Rearranging jumbled sentences. Sentence arrangement activities. Syntax practice.	Students can construct sentences with correct and logical word order. Their ideas become clear in writing and speaking.
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Conclusion

Teaching is the most complicated profession in the world, yet it's the greatest job among all professions. Every teacher's role in school comes with significant responsibility, especially for students who struggle with writing in Filipino (Tagalog), which is not limited to Filipino grammar and orthography. Even teaching the framework of language, including phonology, morphology, syntax, and semantics, can be challenging for students to understand the target language they're studying. Analyzing students' essays reveals various errors, particularly when following Corder's taxonomy. Each language framework will inevitably have errors in sentence and paragraph structure. Filipino grammar can be complex when discussing essay writing structure.

Despite the challenges, there's still a strong belief that every person can learn. There are many ways for someone to learn a particular thing. Teachers play a significant role in students' learning, especially with the emergence of modern technology in schools and society. This is where a teacher's expertise and dedication are measured in achieving their teaching objectives. Every teacher adheres to a theory, belief, principle, or perspective on life. Student errors are natural and occur as part of the language learning process.

These errors will serve as inspiration to improve teaching further. Teaching complex grammar can become easier when approached with enthusiasm and confidence. Student errors will challenge a teacher's stability and intelligence in shaping their awareness.

Teaching Filipino grammar can be challenging if students don't understand it. However, it still depends on a teacher's ability and skill in addressing this challenge. Filipino teachers strive to promote the national language, which our heroes fought for, and it's their duty to teach it correctly, regardless of the outcome. Planting knowledge in students who need it is essential. Through this study, I realized that this task is not easy. Before achieving the research objective, my patience was tested several times, and I faced fatigue and problems in analyzing their written essays. Analyzing student errors wasn't easy; it could make you sad, happy, or sympathetic towards their compositions. Still, I pursued studying various grammatical and orthographic rules to analyze errors accordingly.

This study's design can be considered challenging, requiring in-depth study of various linguistic aspects. To complete this research, I drew inspiration from students' efforts in learning in the public school where I taught. Despite facing many challenges, I'm determined to finish it to promote the importance of the Filipino language and proudly say I'm a Filipino. As a saying goes, "There's no fruit without planting effort and hard work." This resonates with me that everything requires perseverance to bear fruit. Before achieving the sweetness of success, we go through bitterness and suffering, which will eventually be replaced with joy. The researcher believes that before attaining sweet success, one needs to experience hardship, failure, and doubt to savor the expected happiness and success.

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