

# Error Analysis on the Written Paragraphs of Communication Students of Cagayan State University

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**Abstract:** This study sought to identify errors in the written paragraphs of graduating communication students at both the Andrews and Carig Campuses of Cagayan State University. The research employed a descriptive-comparative research design and utilized the stratified random sampling technique. The primary instrument for data collection was a questionnaire. Data analysis involved the use of frequency count, percentage, weighted mean, t-test, and ANOVA. The findings revealed that communication students exhibited a substantial number of errors in written paragraphs, particularly in sentence construction, with grammar following closely. Factors such as age, course of study, and language exposure were identified as potential contributors to the magnitude of errors observed among the students.

**Keywords—** error analysis, language exposure, magnitude of errors in language

## 1. INTRODUCTION

English, as a global language, unifies nations and is widely embraced for communication in various industries. It plays a crucial role in advancing corporate goals and enhancing productivity. Despite historical perceptions of difficulty, English has become the second language for Filipinos, especially significant in the context of the ASEAN Integration.

For Filipino students, proficiency in English, encompassing both written and spoken skills, is vital, given the evolving educational landscape and international employment opportunities. Mastery of the four language skills—listening, speaking, reading, and writing—is essential for effective communication.

Writing, considered the most challenging skill, is integral for clear expression. However, tertiary-level students often struggle with writing skills. To address this, analyzing errors in written outputs becomes a proposed solution. Corder's insights emphasize the importance of understanding and correcting errors in the language learning process.

This study focuses on identifying the main errors in written paragraphs of graduating communication students at Cagayan State University's Andrews and Carig campuses. The results aim to guide teachers in addressing these errors, improving students' paragraph-writing proficiency.

## 2. METHODOLOGY

### 2.1 Research Design

The study employed a descriptive-comparative design to delineate the respondents' profiles, specifically in terms of sex, age, course, parents' highest educational attainment, frequency of reading, frequency of viewing, and language exposure. Additionally, this design was utilized to characterize the errors committed in mechanics, grammar,

and sentence structure. Furthermore, a comparative analysis was conducted to ascertain variations in the magnitude of errors when respondents were grouped according to their profile variables.

### 2.2 Locale of the Study

This study, conducted at Cagayan State University, Tuguegarao City (2017-2018), focused on programs at Andrews and Carig campuses. Respondents included a Bachelor of Secondary Education Major in English from Andrews and students from AB Mass Communication, AB English, and BS Industrial Commercial Communication at Carig, chosen for their significant exposure to the English language, both spoken and written.

### 2.3. Analysis of Data

After identifying errors using a coding scheme, the data were tabulated, analyzed, and interpreted in alignment with the study's objectives. Frequency, percentage, and weighted means were employed to analyze writing errors among respondents, specifically focusing on mechanics, grammar, and sentence structure.

The respondents' profile, encompassing sex and age, was then examined. The ranking was applied to identify the most prevalent errors committed by the participants. Subsequently, Analysis of Variance (ANOVA) was utilized to discern any significant differences in the magnitude of errors among respondents when grouped according to their profile variables.

## 3. RESULTS AND DISCUSSION

### 3.1 FREQUENCY AND PERCENTAGE DISTRIBUTION

The majority of respondents, constituting 79.38%, are females, indicating female dominance in communication courses. Regarding age, most respondents fall under 20

(59.53%), aligning appropriately with their tertiary education level.

In terms of academic programs, Bachelor of Secondary Education-English has the highest frequency (39.18%), followed by Bachelor of Arts in English (36.08%). Notably, the teaching profession remains attractive to the community.

As for parental education, a considerable number of mothers (25.77%) completed high school, while fathers with a high school education account for 30.93%.

In language preference, 54.64% of respondents speak Ilokano, reflecting diverse linguistic backgrounds.

In terms of reading habits, the majority read journals (45.36%), newspapers (43.30%), and dictionaries (36.08%), indicating exposure to varied reading materials.

Regarding media consumption, television is the most frequented (81.44%), followed by internet usage (59.79%), and radio listening (30.93%), illustrating widespread engagement with mass media.

The highest-rated item is "I attend English as a subject in school," with a weighted mean of 4.72 (always). This suggests a consistent exposure to the English language through curriculum inclusion.

### 3.2 Magnitude of Errors Committed in Mechanics

Error type	Frequency	Percentage	Rank
Wrong Punctuation	191	67.73	1
Wrong Spelling	57	20.21	2
Missing	34	12.06	3
<b>Total</b>	<b>282</b>	<b>100</b>	

Results reveal that the most prevalent error in mechanics is the incorrect use of punctuation, constituting 67.73%, followed by misspellings at 20.21%, with omissions being the least at 12.06%.

This aligns with Guillermo's (1992) assertion that Filipino students face challenges in placing punctuation correctly due to carelessness and lack of concentration. Etinurwati's (2016) study supports this, indicating that none of the 220 respondents were categorized as excellent in using correct punctuation in descriptive writing, attributing the issue to a lack of mastery of the rules. This deficiency echoes the findings of Rahmawati (2014), who noted that traditional teaching of writing often neglect punctuation.

Similarly, Alinsunod's (2014) research indicates that Filipino respondents encounter challenges, especially with punctuation. Raimes (2004) emphasizes punctuation as a visual aid for understanding written text but observes that inexperienced English writers struggle with punctuation conventions.

### 3.3 On Wrong Punctuations

No. of Paper	Incorrect sentence	Suggested correct sentence
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P1	We learn best not in being perfect but rather in owning and accepting our mistakes.	We learn best not in being perfect (,) but rather in owning and accepting our mistakes.
P25	For some this may be a happy moment...	For some (,) this may be a happy moment...
P64	As early as now you must tell them already...	As early as now (,) you must tell them already...
P75	How are you. I hope you're okay.	How are you? I hope you're okay.

The extracts indicate issues with the use of punctuation among respondents, including omissions of periods, commas, and question marks. Noteworthy instances include P1, P25, and P64, where respondents failed to use a comma correctly. In P1, a compound sentence lacked a comma before the conjunction "but." In P25 and P65, commas were omitted after initial phrases such as "For some" and "As early as now." Additionally, in P75, a period was incorrectly used instead of a question mark for an interrogative statement.

### 3.4 On Misspelling

No. of Paper	Misspelled word	Corrected word
P74	<b>Alway</b> pray to God	<b>Always</b> pray to God.
P83	All of us have <b>dissisions</b> in life.	All of us have <b>decision</b> in life.
P83	...but <b>pIs</b> put God first	...but <b>please</b> put God first
P44	This letter <b>is verry emosional</b>	This letter is <b>very emotional.</b>
P51	You're <b>intillegent</b> , right?	You're <b>intelligent</b> , right?
P56	...ready to forgive us eventhough we <b>committ</b> mistakes.	...ready to forgive us eventhough we <b>commit</b> mistakes.
P36	Go to your mother and tell what <b>happened.</b>	Go to your mother and tell what <b>happened.</b>

Misspelled words ranked second among mechanical errors, suggesting potential weaknesses in students' comprehension of connected materials and word recognition. In P74, the respondent demonstrated carelessness and a lack of focus in writing. Additionally, P83, P74, P44, P51, P56, and P36 exhibited misspellings due to confusion over double letters and literal translation of pronunciation.

Lasaten (2014) attributes such spelling errors to phonetic perception and student carelessness. Wolff (2000) further supports this observation, noting lexical errors, particularly in spelling, in carefully prepared essays and informal written materials.

Adelstein and Pival (1984) argue that spelling conventions evolve, and changes in pronunciation may not

always be reflected in current conventions. This can result in misspellings when words are mispronounced.

### 3.5 On Missing Words

Missing words rank third among mechanical errors. In P26, P25, and P63, instances were observed where students omitted the words "be," "of," and "to" in their sentences, indicating inattentiveness and lack of focus in writing.

This observation aligns with Guillermo's (1992) assertion that this error may stem from students' inattention during the writing activity.

No. of Paper	Incorrect sentence	Suggested correct sentence
P25	Telling someone you are struggling is the first step feeling better.	Telling someone you are struggling is the first step <b>to</b> feeling better.
P63	Remember, stress, depression, and other mental health conditions are nothing to be ashamed.	Remember, stress, depression, and other mental health conditions are nothing to be ashamed <b>of</b> .
P26	Your parents will always there for you.	Your parents will always <b>be</b> there for you.

### 3.6 Magnitude of Errors Committed in Grammar

Error type	Frequency	Percentage	Rank
Wrong Form	193	43.86	1
Wrong Part of Speech	79	17.96	2
Wrong Agreement	44	10.00	3
Wrong Preposition	42	9.54	4
Wrong Tense	34	7.73	5
Wrong Determiner	22	5.00	6
Wrong Pronoun	17	3.86	7
Wrong Number	5	1.15	8
Wrong Comparative	2	0.45	9
Wrong Possessive	2	0.45	9
<b>Total</b>	440	100	

The table reveals that the most prevalent grammar error is "wrong form," accounting for 43.86%, followed by "wrong part of speech" at 17.96%, "wrong agreement" at 10.00%, and "wrong preposition" at 9.54%. Other identified errors include "wrong tense" (7.73%), "wrong determiner" (5.00%), "wrong pronoun" (3.86%), and "wrong number" (1.15%). The least

frequent errors are "wrong comparative" and "wrong possessive," both at 0.45%.

### 3.7 On Wrong Form

No. of Paper	Incorrect sentence	Suggested correct sentence
P85	... but don't forget to focus on your <b>study</b> .	... but don't forget to focus on your <b>studies</b> .
P74	... <b>your</b> pregnant but you need to continue	... <b>you're</b> pregnant but you need to continue
P83	<b>Now adays are really too confident</b> in their decision	<b>Nowadays, men are too confident</b> in their decisions
P75	Don't just <b>depended</b> on your boyfriend...	Don't just <b>depend</b> on your boyfriend...
P25	If you are <b>stress or depress...</b>	If you are <b>stressed or depressed...</b>
P52	...instead of thinking my problem <b>negativity</b>	... instead of <b>thinking negatively</b>
P39	These are the things that <b>troubling your</b> mind.	These are the things that <b>trouble</b> your mind.
P47	It doesn't mean that <b>your</b> alone...	It doesn't mean that <b>you're</b> alone...
P47	... <b>parents has a better experienced</b>	...parents <b>have better experience</b>
P66	...we will be <b>judge</b> anyway	...we will be <b>judged</b> anyway
P13	You need to tell to the <b>realities...</b>	You need to tell to the <b>authorities...</b>
P24	Don't be afraid on what your boyfriend will <b>tell</b> .	Don't be afraid on what your boyfriend will <b>say</b> .
P90	The best thing to do is to tell to your parents that <b>your</b> bearing a child.	The best thing to do is to tell to your parents that <b>you're</b> bearing a child.
P23	Lastly, <b>confront</b> your parents...	Lastly, <b>confess</b> to your parents
P53	...the journey that <b>your</b> facing	...the journey that <b>you're</b> facing

"Wrong form" is the predominant error, stemming from respondents incorrectly forming words, often substituting inappropriate words with different meanings. Instances include P74, P47, P90, and P53, where "you are" was erroneously replaced with the pronoun "your." Similarly, in P13, P23, and P24, inappropriate words were employed, altering the intended message.

This observation resonates with Eun-pyo's (2003) study on "Error Analysis on Medical Students' Writing," which identified the wrong formation of words as a major error in writing.

### 3.8 On Wrong Parts of Speech

No. of Paper	Incorrect sentence	Suggested correct sentence
P81	We know that <i>you are not expected what you are doing</i>	We know that <b>what you have done is unexpected</b>
P81	<i>You must not allowed to date someone</i>	You <b>must not be</b> allowed to date someone
P84	I would like <i>to talks</i> in general...	<b>In general</b> , I would like to <b>talk</b> ...
P86	Jesus <i>love</i> you.	Jesus <b>loves</b> you.
P80	...but if you try, there is something positive <i>to learned</i>	...but if you try, there is something positive <b>to be learned</b>
P40	We, <i>as a human being deals with trial</i> ...	We, as <b>human beings</b> , <b>deal</b> with <b>trials</b> ...
P40	Parents <i>is your adviser you never took away</i> .	Parents <b>are your advisers</b> that you can never <b>take away</b> .
P69	I know he'll be the one <i>to enlightened your bother</i> mind.	I know that he'll be the one to <b>enlighten</b> your <b>bothered</b> mind.
P44	For me, <i>I doing for the best and don't lost hope</i> .	For me, I just do my best and never lose hope.
P50	They are <i>getting to understand it as time goes by</i>	<b>As time goes by</b> , they'll be able to understand it.
P68	In the first place <i>they will angry to us</i>	<b>At first</b> , they will be mad
P68	...and grant <i>what you're ask for</i>	...and grant what you're <b>asking</b> for
P33	You need to do what is right <i>because since you did that</i> .	<b>Since</b> you did that, you need to do what is right.
P30	I also felt the frustrations <i>but nonetheless</i> , I still informed my parents about it.	I also felt the frustrations, <b>but</b> I still informed my parents about it.

"Wrong parts of speech" or ungrammatical sentences rank second, revealing a deficiency in students' understanding of subject-verb agreement rules. Even when aware of these rules, students often struggle to apply them.

This outcome aligns with Tan's (1997) assertion that a major writing difficulty lies in the lexical aspect. Consequently, errors in parts of speech constitute the most prevalent lexical aspect error.

### 3.9 On Wrong Agreement

No. of Paper	Incorrect sentence	Suggested correct sentence
P80	...but remember in the eyes of God, there	...but remember in the eyes of God, there <b>are</b>

	<i>is consequences</i> on that matter	<i>consequences</i> on that matter
P42	You are not the <b>only person who are</b> experiencing that kind of situation.	You are not the <b>only person who is</b> experiencing that kind of situation.
P47	...because I believe that <b>parents has a better experienced</b>	...because I believe that <b>parents have better experience</b>
P69	<b>Parents wants</b> you to achieve...	<b>Parents want</b> you to achieve...

"Wrong agreement of number" ranks third, suggesting potential confusion among students regarding verb endings in -s. This confusion may lead to the erroneous belief that the -s ending denotes plurality, resulting in mismatched agreement with nouns ending in -s or vice versa.

### 3.10 On Wrong Use of Preposition

No. of Paper	Incorrect sentence	Suggested correct sentence
P83	My tips <b>in</b> the girls...	My tips <b>for</b> the girls...
P53	Be strong for your baby and good luck <b>for</b> the journey that you're facing.	Be strong for your baby and good luck <b>with</b> the journey that you're facing.
P39	You're scared and frustrated <b>for</b> the problem you've been through	You're scared and frustrated <b>of</b> the problem you've been through
P50	You must learn <b>to</b> your mistakes.	You must learn <b>from</b> your mistakes.

"Wrong use of preposition" ranks fourth and may result from incorrect usage of prepositions. Instances, such as in P83, P53, P39, P54, and P50, reveal the interchangeability of prepositions. This mirrors the findings of Lozada and Magsangya (2009), highlighting that ESL participants frequently err in the improper use of prepositions. The study attributes this to the limited number of prepositions in the Filipino language, leading to confusion among students when exposed to the broader range of prepositions in English. Cultural differences also contribute to this limitation in language acquisition.

### 3.11 On Wrong Tense

No. of Paper	Incorrect sentence	Suggested correct sentence
P78	...they will see that you are their daughter and <i>they love you</i>	...they will see that you are their daughter and <b>they will love you</b>
P58	I <b>will</b> think that this is the biggest problem	<b>I think</b> that this is the biggest problem

P70	You <i>will be surpass</i> your problem	You <i>will surpass</i> your problem
P72	If he is <i>going to accepts you...</i>	If he is <i>going to accept you...</i>

"Wrong tense" ranks fifth, indicating limited knowledge among students regarding the use of verbs in present, past, and future tenses. This suggests unfamiliarity with the rules governing verb tenses and a lack of reinforcement in their correct usage.

This finding aligns with Sukasame, Kantho, and Narrot's (2013) assertion that learners of English as a foreign language (EFL) and English as a second language (ESL) encounter challenges in tense selection. While they can comfortably use all tenses, a lack of confidence in selecting the correct tenses for consistency persists in certain situations.

### 3.12 On Wrong Use of Determiner

No. of Paper	Incorrect sentence	Suggested correct sentence
P41	...it is just <i>a struggles</i> for you	...it is just <i>a struggle</i> for you
P45	...make <i>a wrong decisions</i>	...make <i>wrong decisions</i>
P49	Think of <i>a things</i> that will make you a better person.	Think of <i>the things</i> that will make you a better person.

"Wrong use of determiner" ranks sixth and arises from students' insufficient mastery of the correct usage of articles such as "a," "an," and "the." Lasaten (2014) underscores that while the basic rule is to use "a" before a consonant-starting noun and "an" before a vowel, few students are aware of additional rules governing their use.

Huang (2001) further notes that some students are unaware of sound considerations in article usage, such as placing "an" before "hour," which starts with a consonant but requires the article "an."

This outcome aligns with Chuang's (2005) study, where the largest number of errors, totaling 5232, was attributed to the wrong use of determiners.

### 3.13 On Wrong Pronoun

No. of Paper	Incorrect sentence	Suggested correct sentence
P42	It cannot define <i>you</i> intelligence	It cannot define <i>your</i> intelligence
P92	<i>We/you</i> must enjoy and embrace <i>your</i> flaws.	<i>You</i> must enjoy and embrace <i>your</i> flaws.

"Wrong pronoun" ranks seventh, indicating a lack of mastery among students in ensuring agreement between pronouns and their antecedents.

Pratiwi's (2015) study on Junior High School students found that the misselection of pronouns constitutes one of the six intralingual errors committed.

### 3.14 On Wrong Agreement in Number

No. of Paper	Incorrect sentence	Suggested correct sentence
P83	In my <i>suggestions</i> ...	In my <i>suggestion</i> ...
P46	<i>Every parents</i> would understand your situation...	<i>Every parent</i> would understand your situation...

"Wrong number" ranks eighth, resulting from students' confusion regarding when to use -s in singular and plural nouns.

### 3.15 On Wrong Comparative

No. of Paper	Incorrect sentence	Suggested correct sentence
P55	I think that it is <i>more good</i> to open up...	I think that it is <i>better</i> to open up...
P09	Prepare yourself for something <i>more worse</i>	Prepare yourself for something <i>worse</i>

"Wrong comparative" ranks ninth, revealing students' failure to employ the correct degree to indicate greater quantities.

### 3.16 On Wrong Possessive

No. of Paper	Incorrect sentence	Suggested correct sentence
P79	I am also like you, having a secret relationship without my <i>parents praise</i> ...	I am also like you, having a secret relationship without my <i>parent's praise</i> ...
P02	In <i>others</i> perception...	In <i>other's</i> perception...
P01	From <i>others</i> perspectives, indeed, you made a big mistake...	From <i>other's</i> perspectives, indeed, you made a big mistake...

"Wrong possessive" ranks tenth, stemming from students' insufficient mastery in discerning when a word becomes possessive.

### 3.17 Magnitude of Errors Committed in Sentence Structure

Error type	Frequency	Percentage	Rank
Rearrange	188	42.44	1
Reword	100	22.57	2
Not Necessary	98	22.13	3
Incoherent	21	4.74	4
Don't Understand	16	3.61	5

Wrong Word Order	14	3.16	6
Wrong Sentence Order	6	1.35	7
<b>Total</b>	443	100	

The table indicates that the most prevalent error in sentence structure is "rearrange," with a frequency of 188 or 42.44%, followed by "reword" at 100 or 22.57%, and "not necessary" at 98 or 22.13%. Other identified errors include "incoherent" at 21 or 4.74%, "don't understand" at 16 or 3.61%, and "wrong word order" at 14 or 3.16%. The least frequent error is "wrong sentence order" at 6 or 1.35%.

This pattern of errors suggests that students face challenges in expressing their ideas directly and clearly, resulting in vague sentences. It highlights a lack of mastery in constructing coherent, concise, and brief sentences.

### 3.18 On Rearrange

"Rearrange" takes the lead, signifying sentences that, while making sense, require reordering for easy comprehension. Lasaten's (2014) study on linguistic errors in English writings of teacher education students revealed sentence structure as a common issue, leading to vague and challenging-to-understand sentences.

No. of Paper	Incorrect sentence	Suggested correct sentence
P74	If your problem <b>you have a boyfriend,</b>	If your problem is <b>having a boyfriend,</b>
P81	...but you already <b>not you should not do it because your parents said that you can't date someone because that is the rule of your parents</b>	...but you <b>shouldn't have done it because you weren't allowed to date someone as dating is one of the rules of your parents</b>
P45	<b>I can advice to you is that you need to tell first that you have a not so good grade...</b>	<b>I advise you to tell first that you have a not-so-good grade...</b>
P27	<b>You must tell to your parents so that they can help you also. You must tell it to your boyfriend also. Expect things will go the way you want it.</b>	<b>Also, you must tell to your parents and boyfriend so that they can help you, and expect things will go the way you want it.</b>
P94	<b>We all know that it is not a right time that the angel came into your life, but God have more plan to you.</b>	<b>We all know that your angel came not in a right time, but God has greater plans for you.</b>

### 3.19 On Reword

No. of Paper	Incorrect sentence	Suggested correct sentence
P74	Your <b>reason</b> is very <b>big</b>	Your <b>problem</b> is <b>really big</b>
P78	...they will <b>see</b> that you are their daughter	...they will <b>realize</b> that you are their daughter
P80	She will <b>say</b> what <b>the good things to do</b>	She will <b>advise good things to be done</b>
P86	Just <b>give faith to Him...</b>	Just <b>have faith in Him...</b>
P83	...just <b>keep strong and pray</b>	...just <b>be strong and pray</b>
P10	As <b>time will go by...</b>	As <b>time goes by...</b>
P10	<b>Turn back</b> to your parents.	<b>Come back</b> to your parents.
P08	Be a good mother to your <b>sibling...</b>	Be a good mother to your <b>child...</b>

"Reword" ranks second, indicating potential confusion among students regarding word meanings, leading to the substitution of words with different meanings. Kato's (2006) study on first-year lexical errors highlighted "word choice" as the most common mistake (93 in total), emphasizing the need for significant rewording. This finding aligns with Tan's (2001) study, where common errors were attributed to limited vocabulary, poor grammar knowledge, and interference from the first language.

### 3.20 On Not Necessary

No. of Paper	Incorrect sentence	Suggested correct sentence
P81	...he will <b>be</b> guide you	...he will <b>guide</b> you
P58	I will not think that this problem <b>of mine</b> will ruin my life.	I will not think that this problem will ruin my life.
P69	You <b>don't don't</b> have to worry anymore	You <b>don't</b> have to worry anymore
P92	We <b>people</b> have problems in our daily lives.	We have problems in our daily lives.
P97	I have <b>no some experience</b> like the problem you're facing right now.	I don't have experience like the problem you're facing right now.

"Not necessary" ranks third, indicating students' failure to recognize unnecessary words in their written output. This is attributed to carelessness, lack of motivation, and concentration. It also implies a lack of thorough review and finalization of their output.

### 3.21 On Incoherent Phrases and Sentences

No. of Paper	Incorrect sentence	Suggested correct sentence
P23	No matter <b>of your pregnant...</b>	No matter <b>if you're pregnant...</b>

P51	Be <i>lighten depressions will depress you more when you think and think about it</i>	<b>Lighten yourself up; depression comes when you over think things.</b>
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"Incoherent phrases and sentences" rank fourth, indicating instances where sentences and phrases lack coherence. This error may stem from students' insufficient knowledge of sentence construction and the ability to compose a coherent written output.

### 3.22 On Don't Understand

No. of Paper	Incorrect sentence	Suggested correct sentence
P75	<i>Sad to say that's like accept the consequence because you know how to enter.</i>	<i>Sad to say that in order for you to enter, you need to accept the consequences...</i>
P81	<i>...yourself was begin to calm down.</i>	<i>...you begin to calm down.</i>
P43	No parents <i>can't</i> ignore their children.	No parents can ignore their children.

"Don't understand" ranks fifth, signifying phrases and sentences that are not comprehensible due to numerous errors. This suggests a lack of vocabulary, retention, and familiarity with the proper structure and rules of English.

### 3.23 On Wrong Word Order

No. of Paper	Incorrect sentence	Suggested correct sentence
P75	I know how hard <i>is your situation is...</i>	I know how hard <i>is your situation ...</i>
P47	You should tell to your parent <i>what is your situation.</i>	You should tell to your parent <i>what your situation is.</i>
P38	You <i>also be true</i> to your boyfriend because he has the right to know about your pregnancy.	<b>Also, be true</b> to your boyfriend because he has the right to know about your pregnancy.

"Wrong word order" ranks sixth, stemming from students' insufficient mastery in constructing concise written output. Additionally, students may experience confusion in placing words correctly within a sentence.

### 3.24 On Wrong Sentence Order

"Wrong sentence order" ranks seventh, indicating an error arising from unnatural sentence sequencing. The sentences below reveal students' challenges in constructing sentences effectively.

No. of Paper	Incorrect sentence	Suggested correct sentence
P12	<b>You just have to tell what happened honestly</b> to your parents. Nothing is	<b>Honestly, you just have to tell what happened to your parents</b> for nothing

	going happen if you try to hide it more.	is going happen if you try to hide it more.
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### 3.25 Over-all Magnitude of Errors Committed by Respondents

Criteria	Frequency	Percentage	Rank
Mechanics	282	24.21	3
Grammar	440	37.77	2
Sentence Structure	443	38.02	1
	1165	100	

The data reveal that there is no significant difference in the magnitude of errors between male and female respondents, as indicated by the computed F-values of -0.8187 and -0.294, respectively. Thus, the null hypothesis is accepted. This finding suggests that students, regardless of gender, exhibit the same magnitude of errors.

The results of the present study align with those of a study conducted by Cuc (2017) in Vietnam on Translation Competence, where students demonstrated similar competence in translation.

However, these findings contradict the results of a study conducted by Millan (1995), which indicated that female students are more predisposed to learning a second language than male students.

## 4. TEST OF DIFFERENCE ON THE TOTAL MAGNITUDE OF ERRORS

### 4.1 By Sex

Sex	Mean	Variance	F-value	Probability
Male	11.00	33.789	-0.8187 <sup>ns</sup>	0.41823
Female	12.27	5.017		

Note: ns – not significant

The data indicate that there is no significant difference in the magnitude of errors between male and female respondents, with computed F-values of -0.8187 and -0.294, respectively. Consequently, the null hypothesis is accepted, suggesting that students, regardless of gender, exhibit the same magnitude of errors.

This finding is supported by a study conducted by Cuc (2017) in Vietnam on Translation Competence, where students demonstrated similar competence in translation. However, it contradicts the results of a study by Millan (1995), which suggested that female students are more predisposed to learning a second language than male students.

### 4.2 By Age

Groups	Mean	Variance	F-value	Probability
19	9.41	34.132	2.7309*	0.048266
20	12.24	53.439		
21	16.38	59.923		

22	10.67	40.941		
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Note: \*significant at .05 level

Results reveal a significant difference in the magnitude of errors among respondents based on age, indicating an association between the magnitude of errors and respondents' age. The null hypothesis is rejected at the 0.05 level of significance.

This significant difference is reflected in the computed F-value of 2.7309 and a probability value of 0.048266. Examining the table, respondents aged 21 obtained the highest mean of 16.38, followed by age 20 with a mean of 12.24, age 22 with a mean of 12.24, and the least age 19 with a mean of 9.41.

The finding implies that age plays a role in the occurrence of magnitude of errors. Younger learners, with fresher and sharper memories of classroom learning, exhibit greater attention to constructing sentences carefully, resulting in fewer errors.

#### 4.3 By Course

Course	Mean	Variance	F-value	Probability
BS Education	8.58	20.575	8.42367	5.2x10 <sup>-5</sup>
AB English	13.37	40.770		
AB Mass Communication	12.46	72.936		
BS ICC	19.00	85.000		

Note: \*\*\* significant at .001 level

Results indicate a significant difference in the magnitude of errors among respondents based on their course of study, associating the magnitude of errors with the respondents' chosen courses. Consequently, the null hypothesis is rejected at the 0.001 level of significance.

This significant difference is evident in the computed F-value of 8.42367 and a probability value of 5.2x10<sup>-5</sup>. According to the table, those enrolled in Bachelor of Science in Industrial and Commercial Communication (BSICC) obtained the highest mean of 19.00, followed by Bachelor of Arts in English (ABEng) with a mean of 13.37, Bachelor of Arts in Mass Communication (ABMC) with a mean of 12.46, and the lowest mean was observed in Bachelor of Secondary Education major in English (BSED-English) with 8.58.

The higher magnitude of errors among respondents enrolled in BSICC may be attributed to external influences and a screening-out process from another program. In contrast, respondents in BSED-English exhibited the least magnitude of errors due to stringent admission and retention policies. This board course requires demonstrated English language competence upon enrollment, monitored each semester to ensure success in examinations.

Moreover, BSED-English respondents are expected to excel as future educators, serving as role models for language competence in both written and oral forms.

#### 4.4 By Father's Highest Educational Attainment

Groups	Mean	Variance	F-value	Probability
Elementary Level	9.71	32.066	1.83703 <sup>ns</sup>	0.113418
Elementary Graduate	17.38	75.125		
High School Level	11.50	38.885		
High School Graduate	10.43	35.978		
College Level	13.05	54.261		
College Graduate	14.09	95.091		

Note: ns – not significant

The data indicate that the magnitude of errors among respondents does not significantly differ based on their father's highest educational attainment. This is supported by the computed F-value of 1.83703 and a probability value of 0.113418, leading to the acceptance of the null hypothesis. This finding suggests that students, regardless of their father's highest educational attainment, exhibit the same magnitude of errors.

This aligns with the findings of Manuel et al. (2018), who observed a similar trend in academic performance rather than errors. In their study, the academic performance of respondents with fathers of low education did not significantly differ from those with fathers of higher education.

#### 4.5 By Mother's Highest Educational Attainment

Groups	Mean	Variance	F-value	Probability
Elementary Level	8.08	24.447	0.88445 <sup>s</sup>	0.522213
Elementary Graduate	13.00	69.500		
High School Level	11.13	26.552		
High School Graduate	13.36	48.990		
College Level	11.84	45.807		
College Graduate with	13.53	100.552		



With MA Unit	15.00	# DIV/0!		
Master's Degree	7.00	# DIV/0!		

**Note: ns – not significant**

The data reveal that the magnitude of errors among respondents does not significantly differ based on their mother's highest educational attainment. This is supported by the computed F-value of 0.884458 and a probability value of 0.522213, leading to the acceptance of the null hypothesis. This finding suggests that students, regardless of their mother's highest educational attainment, exhibit the same magnitude of errors.

This result aligns with the findings of Koskei and Ngeno (2015) in Kenya, although their study focused on academic performance. They observed that the educational attainment of both fathers and mothers had no significant impact on the students' performance.

**4.6 By Language Used at Home**

Groups	Mean	Variance	F-value	Probability
Itawes	12.39	32.487	0.465949	0.760397
Ilocano	12.24	49.761		
Ybanag	10.00	# DIV/0!		
Tagalog	9.29	16.238		
Others	9.00	50.000		

**Note: ns – not significant**

The data indicate that the magnitude of errors among respondents, based on the language used at home (single response), does not significantly differ. This is supported by the computed F-value of 0.465949 and a probability value of 0.760397, leading to the acceptance of the null hypothesis. This finding suggests that students, irrespective of the language used at home (single response), exhibit the same magnitude of errors.

**4.7 By Type of Reading Materials**

Groups	Mean	Variance	F-value	Probability
Single (1)	13.00	52.179	0.659087	0.621992
Double (2)	10.77	35.613		
Triple (3)	10.45	96.873		
Quad (4)	10.40	29.300		
Penta (5)	10.00	32.000		

**Note: ns – not significant**

The data indicate that the magnitude of errors among respondents, based on the type of reading materials (multiple responses), does not significantly differ. This is supported by the computed F-value of 0.659087 and a probability value of 0.621992, leading to the acceptance of the null hypothesis. This finding suggests that students, irrespective of the type of

reading materials (multiple responses), exhibit the same magnitude of errors.

**4.8 By Use of Mass Media**

Groups	Mean	Variance	F-value	Probability
Single (1)	12.58	52.202	1.321092	0.272250
Double (2)	10.92	42.764		
Triple (3)	12.18	56.778		
Quad (4)	24.00	# DIV/0!		

**Note: ns – not significant**

The data indicate that the magnitude of errors among respondents, based on the type of mass media (multiple responses), does not significantly differ. This is supported by the computed F-value of 1.321092 and a probability value of 0.272250, leading to the acceptance of the null hypothesis. This finding suggests that students, irrespective of the type of mass media (multiple responses), exhibit the same magnitude of errors.

**4.9 By Language Exposure**

Groups	Mean	Variance	F-value	Probability
Seldom	25.00	242.000	4.39401	0.006129
Sometimes	13.68	55.141		
Often	12.05	58.682		
Always	8.47	17.041		

**Note: \*\* significant at .01**

Results indicate a significant difference in the magnitude of errors among respondents based on language exposure. In essence, the magnitude of errors is linked to the respondents' language exposure. Therefore, the null hypothesis is rejected at the 0.01 level of significance.

This significant difference is reflected in the computed F-value of 4.39401 and a probability value of 0.006129. Analysis of the data reveals that those who rated themselves as seldom exposed to the English language obtained the highest mean of 25.00, followed by those who reported often (mean of 12.05), sometimes (mean of 13.68), and least by those who reported always (mean of 8.47).

This implies that infrequent exposure to the English language is associated with a higher frequency of errors. This result aligns with the overall finding of the study, indicating a high magnitude of errors among the respondents.

Furthermore, this finding is corroborated by a study conducted by Tuan (2017) in Vietnam on communicative competence, where the students' level of communicative competence was influenced by their language exposure. Formal and intensive learning, interactions with native English speakers, rich exposure to social media networks, and reading materials in English were identified as contributing factors to linguistic, grammatical, and discourse competence.

## 5. SUMMARY, CONCLUSION, AND RECOMMENDATION

The majority of respondents, predominantly females at the age of 20, are enrolled in BSED-English, with AB English being the subsequent choice. Their parents generally have a high school education, speak Ilokano, engage in reading journals, and watch television, with frequent exposure to the English language.

Regarding errors in mechanics, grammar, and sentence structure, respondents most commonly made mistakes in wrong punctuation for mechanics, wrong form for grammar, and rearranging, rewording, and not necessary for sentence structure. Among the factors tested, age, course, and language exposure were found to significantly influence the respondents' error magnitude.

The study's findings indicate a high occurrence of errors in sentence construction, followed by grammar, suggesting that age, course, and language exposure contribute to the errors made by students.

Based on these findings and conclusions, the following recommendations are made:

1. Encourage students to respond in complete sentences to enhance awareness of sentence components and improve the expression of ideas.
2. Provide more writing opportunities to enhance student's skills in sentence construction and overall coherence in expressing thoughts.
3. Focus on the use or function of language to motivate and enhance students' communicative skills in both speaking and writing.
4. Implement an English enhancement program for graduating students to ensure they possess the necessary language skills.
5. Consider developing admission and retention policies to evaluate students' language competence.
6. Encourage further research to validate the study's results.

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