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Error Analysis: Academic Writing of Students Specializing in Filipino

Sherlita Mae Gumapac^{1*}, Melissa C. Napil¹

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ABSTRACT

The study examined error patterns in academic Filipino writing among students across Bachelor's, Master's, and Doctorate levels. Using a qualitative error-analysis design grounded in Corder's (1967) framework, twenty (20) student manuscripts were analyzed to identify, classify, and interpret written errors. The analysis included frequency counts and comparison of error types across educational levels, with errors categorized into mechanics, substitution, omission, addition, and permutation. Results showed that mechanical errors were the most frequent, followed by substitution, omission, addition, and permutation errors. These errors were observed in punctuation, capitalization, spelling, morphology, and sentence structure, indicating persistent challenges in academic writing proficiency across levels. The study contributes novel empirical evidence by systematically profiling error types across different academic stages in Filipino writing, an area that remains underexplored in local research. Findings highlight not only the prevalence of specific error patterns but also the need to consider developmental differences in writing competence. Practically, the results provide useful input for curriculum developers, writing instructors, and thesis advisers in designing targeted interventions, particularly in strengthening instruction on mechanics, grammar, and academic writing conventions to improve student output quality.

INTRODUCTION

Writing competence in academic Filipino remains a challenge among students, even at higher education levels. Studies have shown that learners frequently commit grammatical and structural errors, including omissions, additions, misordering, incorrect word choice, verb tense errors, and subject-verb disagreement (Cocjin, 2021; Comeo, 2025). These difficulties are often linked to limited grammatical knowledge, vocabulary, and writing organization (Setiyorini *et al.*, 2020; Alghazo & Alshraideh, 2020; Khan, 2022; Saavedra & Barredo, 2020).

Research further indicates that writing errors are systematic and commonly occur in morphology, syntax, and lexicon (Salva, 2024; Masagus & Syahri, 2022; Labag, 2022). The complexity of academic Filipino language also contributes to these difficulties, as language knowledge, vocabulary development, and sentence construction are closely interconnected (Payando, 2024; Lee *et al.*, 2021). Salva (2024) additionally noted recurring problems in verb agreement, word order, lexical selection, and the use of conjunctions and prepositions.

From a theoretical perspective, error analysis explains that such difficulties are a natural part of language learning. Corder (1967) argued that learner errors serve as indicators of interlanguage development rather than mere failures. This view is supported by Hao *et al.* (2021), who emphasized the gradual evolution of interlanguage systems, and by Dulay *et al.* (1982), who highlighted the recurring nature of errors in morphological and structural aspects of language.

Despite the growing body of literature on writing errors,

there remains a gap in studies focusing specifically on academic theses written by Filipino majors at the bachelor's, master's, and doctoral levels. Cocjin (2021) highlighted error patterns in pre-service teachers' writing, but his findings remain limited to a specific group. Similarly, Salva (2024) examined linguistic errors in literary texts rather than academic theses, while Villaruz and Palma (2024) focused on writing performance factors rather than actual error structures. In response to this gap, the present study aimed to analyze the common linguistic errors found in theses written by Filipino language majors. Specifically, it sought to determine the types and frequency of errors related to substitution, omission/assimilation, addition, permutation, and mechanics. By identifying and classifying these recurring errors using Corder's (1967) Error Analysis framework, the study sought to provide a clearer understanding of students' writing difficulties and contribute to the improvement of academic writing instruction in Filipino.

LITERATURE REVIEW

Error analysis continues to be widely used in examining persistent difficulties in academic writing among Filipino learners. Cocjin (2021) found that pre-service teachers specializing in Filipino frequently committed omission, addition, selection, and misordering errors, which were associated with limited understanding of academic text structures. Similarly, Comeo (2025) reported that grammatical-level errors such as incorrect verb tense, subject-verb disagreement, and incorrect verb forms remain highly prevalent in academic and thesis writing

¹ Professional Schools, University of Mindanao, Philippines

* Corresponding author's e-mail: s.gador.552232@umindanao.edu.ph

outputs.

In addition, recent studies emphasize the importance of linguistic competence in reducing writing errors. Setiyorini *et al.* (2020) stressed that sufficient language proficiency is necessary to minimize grammatical inaccuracies in written work. Likewise, Alghazo and Alshraideh (2020) found that limited vocabulary knowledge and weak grammar competence significantly increase the likelihood of producing incorrect sentence structures. Isma *et al.* (2023) further observed that learners continue to experience difficulties in both vocabulary and grammatical structures, which contribute to recurring writing errors.

Grammar remains a central component of academic writing performance. Royani and Sadiyah (2019) emphasized that grammatical knowledge is essential for clarity and accuracy in written communication. However, Khan (2022) reported that even at the tertiary level, learners still frequently misuse verbs and tenses despite repeated writing practice. In the same line, Fahas (2023) found that errors in sentence structure and grammatical usage remain common in EFL learners' written outputs. Payangdo (2024) further explained that language knowledge is closely linked to morphological and phonological competence, which directly influences writing performance.

Empirical studies also reveal consistent weaknesses in morphology, syntax, and lexis. Salva (2024) identified recurring errors in verb usage, conjunctions, prepositions, and determiners, indicating persistent difficulties across linguistic levels. Muftah (2023) similarly highlighted that incorrect tense usage significantly affects grammatical accuracy in learner writing. Saengklaijaroen (2022) likewise found that grammatical difficulties persist across different text types, reflecting continuing challenges in language mastery.

Moreover, writing difficulties are also evident among more advanced learners. Verano (2024) reported that Filipino majors demonstrated higher orthographic competence than non-majors yet still required further specialized training. Bautista and Quinto (2024) identified recurring lexical and grammatical errors in academic writing, showing that even higher-level academic texts are not free from linguistic issues. Lee *et al.* (2023) further emphasized that orthographic, morphological, and phonological knowledge are closely interconnected and collectively influence writing performance.

Beyond linguistic knowledge, recent studies highlight the role of cognitive, instructional, and contextual factors in writing performance. Villaruz and Palma (2024) found that writing competence is influenced by metacognitive awareness, oral proficiency, and instructional quality. Saavedra and Barredo (2020) identified vocabulary limitations, poor organization, low motivation, and grammar issues as major barriers to effective writing. Pelayre and Napil (2025) emphasized that language exposure and reading strategies significantly contribute to grammatical competence. Likewise, Arevalo and Napil (2023) showed that self-regulated and communicative

learning strategies enhance writing performance. Furthermore, Porque and Napil (2022) highlighted the importance of digital readiness and academic motivation, while Combong and Napil (2025) found that writing apprehension negatively affects academic achievement.

From a theoretical standpoint, Corder (1967) Error Analysis framework remains highly relevant in understanding learner language. It posits that errors are not simply failures but meaningful evidence of the language learning process. This view is supported by Dulay *et al.* (1982), who distinguished between developmental and interlingual errors, and supported by recent discussions on second language acquisition processes (Hao *et al.*, 2021). Collectively, these perspectives reinforce the pedagogical value of analyzing errors to improve instructional practices and enhance academic writing competence.

MATERIALS AND METHODS

Research Data

The data for this study consisted of twenty (20) thesis manuscripts in the Filipino subject area written by students at the Bachelor's, Master's, and Doctoral levels. These included both online-published and officially submitted theses written in Filipino and following the IMRAD format. These texts served as the primary data sources analyzed to identify the types of errors present in academic writing.

The study employed a corpus-based research design, wherein the collected academic texts were treated as a corpus representing actual language use in an academic context. This approach is consistent with contemporary studies in corpus linguistics that utilize large collections of texts to examine patterns of academic writing and their linguistic features (Liang & Jhang, 2021). Such a design is appropriate for conducting an in-depth and systematic analysis of the linguistic characteristics of texts, particularly in the field of error analysis.

Data were gathered through purposive sampling, in which manuscripts were selected based on the following criteria: (1) they were written by students majoring in Filipino, (2) they were written in the Filipino language, (3) they followed the IMRAD format, and (4) they were completed during the academic years 2022–2025 as part of academic requirements.

The study excluded manuscripts that: (a) were produced by students from other majors, (b) were written in English or in a bilingual format, (c) had issues of plagiarism or questionable authorship, and (d) did not adhere to the IMRAD format. The selected manuscripts were collected from official academic repositories and directly utilized as documentary data for error analysis.

According to Patton (2002), purposive sampling is appropriate for qualitative research when the objective is to obtain rich and meaningful data from selected texts or participants. This view is supported by Corder's (1967) perspective that analyzing actual language production is essential for understanding systematic errors and the process of language learning.

Research Design and Procedure

This study employed a qualitative error analysis design to examine linguistic errors found in academic manuscripts written in Filipino. Error analysis is a systematic approach that involves the identification, classification, description, and interpretation of language errors to understand patterns of language use and learning. As emphasized by Corder (1975), the analysis of learner errors provides valuable insights into the nature of language learning and reveals the strategies and processes used by language learners. Similarly, Dulay *et al.* (1982) argued that errors are not merely indicators of failure but are important evidence of language development and acquisition. Thus, error analysis enables researchers to determine the nature, frequency, and possible causes of linguistic errors in written discourse.

The study adopted a corpus-based qualitative approach, wherein the selected thesis manuscripts were treated as a corpus representing authentic academic writing in Filipino. Corpus-based research allows for the systematic examination of naturally occurring language data and facilitates the identification of recurring linguistic patterns and features (Liang & Jhang, 2021). Through this approach, the researcher examined the linguistic characteristics of the texts to identify and describe recurring error patterns. The analysis focused on errors occurring at the lexical, morphological, syntactic, and mechanical levels of writing.

The procedure began with a comprehensive reading of each manuscript to familiarize the researcher with the content and linguistic structures used in the texts. Errors were then identified and extracted based on established linguistic categories. Following identification, the errors were classified according to Corder's (1967) framework, namely substitution, omission, addition, permutation, and mechanics. Each identified error was carefully examined within its textual context to ensure accurate classification. After the classification process, the errors were organized and analyzed according to their frequency and distribution across the manuscripts. Recurring patterns were identified to determine common areas of difficulty in academic writing. The findings were subsequently interpreted to explain the nature of the errors and their implications for the use of Filipino in academic discourse. Finally, qualitative categorization was employed to describe the linguistic characteristics of the errors and establish the dominant patterns that emerged from the corpus. The use of qualitative analysis is appropriate for understanding and interpreting language phenomena within their natural context (Patton, 2002; Tisdell *et al.*, 2025).

Data Collection and Analysis

Data collection began with the selection of twenty (20) theses written by teachers specializing in Filipino from official and authorized academic sources. These theses were chosen using criteria aligned with the objectives of the study. After this, each thesis was carefully read to understand its overall content and to identify possible

linguistic errors. Next, error identification was conducted by marking and extracting sentences or text segments containing mistakes in orthography, grammar, lexical usage, and syntactic structure. The identified errors were then classified according to type, including substitution, omission, addition, and permutation, as well as mechanical errors such as incorrect punctuation and capitalization.

After classification, the data were organized by counting the frequency of each type of error to determine which errors were most common. Recurring patterns of errors were also analyzed to identify systematic weaknesses in the academic writing of the manuscripts. In the final stage, the results were interpreted to determine the possible causes of the errors and their implications for language learning and academic writing. Through this process, dominant error patterns were identified, serving as a basis for understanding the linguistic weaknesses of the participants. The data were categorized using qualitative categorization based on the type of linguistic error, where each error was recorded, categorized, and analyzed according to its frequency and context of use.

In analyzing the data, the five stages of Corder's (1967) Error Analysis were followed: collection, identification, classification, explanation, and evaluation of errors. Corder's theory served as the primary analytical framework, and the identified errors were categorized into substitution, omission, addition, and permutation, including mechanical errors such as incorrect punctuation and capitalization.

This categorization is supported by previous studies. Verla and Mohammed (2023) found that omission errors were the most dominant in students' Facebook posts, followed by addition, misinformation, and disordering, indicating systematic patterns of language errors. Similarly, Gildore *et al.* (2023) reported that mechanics errors occurred most frequently in students' academic essays, followed by omission, addition, substitution, and permutation, suggesting weaknesses in grammatical and mechanical aspects of writing.

Furthermore, Resueno and De Leon (2023) demonstrated that morpho-syntactic errors, including wordorder and structural-placement errors, are closely associated with substitution and permutation errors that often result from interlingual and intralingual interference. Alderete *et al.* (2023) likewise argued that lexical substitution errors affect appropriate word choice and meaning because of weaknesses in semantic processing and lemma access. Hernández *et al.* (2023) further noted that omission and context-dependent errors may arise from violations of linguistic conventions and the rapid nature of text production, highlighting the influence of performance factors in writing.

Ethical Consideration

The research was also conducted in accordance with the ethical standards of the Ethics Review Committee of the University of Mindanao, which focuses on the principles of credibility, confirmability, transferability,

and dependability as guidelines for the quality of qualitative research. In this regard, the researcher was granted ethical approval by the University of Mindanao Ethics Review Committee (UMERC) with protocol number U MERC-2026-114, confirming compliance with all required ethical research guidelines. In addition, validation of textual analysis was included to ensure the accuracy, consistency, and reliability of error classification and interpretation, which is essential to minimize bias and strengthen the credibility of the findings.

RESULTS AND DISCUSSION

This section presents the results of the study, beginning with a general overview of the identified errors, followed by a more detailed presentation of each error based on the levels of linguistic structure in which they occurred. This is then followed by a discussion and interpretation

of the findings in relation to relevant literature.

Types of Errors in Theses

Based on the data in Table 1, a total of 429 errors were recorded in the theses that were analyzed. The highest among all were mechanical errors, with 258 occurrences (60%), indicating that students struggle in following rules related to the technical aspects of writing. This was followed by substitution errors, with 89 occurrences (21%), which show the incorrect replacement of words or forms within sentences. Omission errors accounted for 45 occurrences (10%), while addition errors had 28 occurrences (7%). The lowest was permutation errors, with 9 occurrences (2%), indicating that incorrect word order is least common in the theses.

The findings are consistent with Arsate *et al.* (2025), which show that weaknesses in orthography, correct

Table1: Types of Errors in the Thesis

Type of Error	Frequency	Percentage
Mechanics	258	60
Omission	45	10
Addition	28	7
Substitution	89	21
Permutation	9	2
Total	429	100

spelling, and proper use of punctuation are among the most common problems in students' academic writing. According to their study, incorrect use of grammar and mechanics causes confusion for readers and affects the clarity and organization of academic texts. This is also supported by the study of Porque and Napil (2022), which states that students' academic performance in writing is associated with their academic motivation, learning strategies, and digital readiness. Their study suggests that although students have a high level of motivation, the actual application of linguistic rules in academic writing remains a challenge.

In addition, Combong and Napil (2025) showed that writing anxiety can affect the quality of students' academic writing. This is supported by the study of Saavedra and Barredo (1093), which stated that low motivation and negative perceptions of writing lead to difficulties in producing well-structured and organized compositions. In relation to this, Porque and Napil (2022) also found that academic motivation and learning strategies have a significant influence on writing performance, while Villaruz and Palma (2024) emphasized that metacognitive awareness of the writing process helps improve the quality of students' academic output.

Errors in Mechanics

Table 2 shows that within the mechanics category, punctuation has the highest number of errors with 95 (37%), followed by capitalization with 83 (32%), and

spelling with 80 (31%). This indicates that although mechanics is considered a basic writing skill, it remains a major challenge for students.

A high number of punctuation errors indicates a lack of proper use of commas, periods, and other symbols that are important for clarity and the organization of ideas. Meanwhile, capitalization errors suggest inconsistent adherence to rules on the use of capital letters, especially for proper nouns and at the beginning of sentences. Spelling errors, on the other hand, may be linked to limited vocabulary or the influence of pronunciation on writing.

These findings are supported by the study of Lee *et al.* (2023), which states that orthographic knowledge is closely related to students' morphological and phonological skills. When there is a lack of fundamental knowledge in these areas, it becomes more difficult for students to produce clear and grammatically correct academic texts.

In relation to this, Pelayre and Napil (2025) found that exposure to language and students' language learning is an important factor in developing their grammatical competence. Their study showed that students who are more exposed to academic language in school have a higher ability to use correct grammar and writing structure. However, their findings also suggest that the relationship between these factors is more complex than expected, which is why more systematic teaching of writing rules is necessary.

Table 2: Mechanical Errors and Their Types

Type of Error	Frequency	Percentage
Punctuation	95	37%
Capitalization	83	32%
Spelling	80	31%
Total	258	100%

Punctuation. Punctuation is an important part of writing mechanics because it connects and separates ideas to make the flow of the text clear. In the analysis of the thesis, frequent errors were found in the use of commas and other punctuation marks such as hyphens and parentheses.

“Kangnay nito, makatutulong ang multiple case study na madiskubre (madiskubre) ang ...” (c1-p482)

Dagdag pa rito(.) ang mga mababang kalidad ng materyales na hadlang rin sa kanilang pagproseso...” (c2-p241)

This shows the incorrect placement of a comma inside the parentheses, which does not conform to proper punctuation rules. This type of mechanical error is consistent with the findings of Gildore *et al.* (2023), who identified errors in mechanics, including punctuation, as among the most common problems in academic writing. Moreover, López Hernández *et al.* (2023) emphasized that context-dependent and performance-based errors, such as incorrect punctuation, affect the clarity and effectiveness of written communication

Capitalization. The proper use of capital letters is also a common problem in theses. It has been observed that there are instances where the rules of capitalization are not followed, especially for proper nouns such as languages, institutions, and special terms. For example, in the transcript:

“Ginagamit rin ito bilang midyum sa pagtuturo sa mga asignatura gaya ng agham, matematika, pilosopiya, at

Kasaysayan (kasaysayan).” (c2-p234)

“Ang pag-aaral na ito ay nakatuon sa kakayahan sa pangramatikang filipino (Filipino) og mga mag-aaral na nasa Grade 9 ng Laboratory High School ...” (c7-p58)

In this sentence, the word “filipino” is incorrectly written in lowercase and should be capitalized as “Filipino” since it is a proper noun. Errors like this may make the academic work appear less carefully edited and reviewed.

Spelling. Spelling errors are commonly caused by incorrect recall of words, confusion with sounds or syllables, and sometimes a limited vocabulary. In the thesis, several words were misspelled, such as:

“Ang In-depth Interview (IDI) ay isang pamamaraang pangkwalitatibong (kwalitatibong) pananaliksik...” (c1-p484)

“Maaari ring gamitin ang alternatibong disenyo ng pananaliksik, tulad ng moga kuantitatibong (kwantitatibong) pamamaraan...” (c1-p488)

The examples show misspellings in the words “kwalitatibong” and “kwantitatibong.” Errors like these can reduce the credibility of the researcher and may cause confusion among readers.

The findings of the thesis regarding errors in writing mechanics, particularly in punctuation, capitalization, and spelling, are supported by various studies. In the context of writing mechanics, Padli (2025) found that students frequently make mistakes in the use of punctuation, capitalization, and spelling when constructing paragraphs in academic writing. Among these, errors in punctuation and capitalization emerged as the most common issues identified in the analysis of students’ paragraphs. Similarly, a quantitative study conducted within the Australian academic context revealed that punctuation errors constitute the most significant mechanical problem in students’ writing, particularly the incorrect use of commas and other punctuation marks, which disrupt the proper flow and coherence of sentences (Raheem & Ghafar, 2024).

In addition, the study by Apuhin *et al.* (2023) reported that the comma had the highest frequency of punctuation errors in the persuasive writing of English language learners, suggesting that punctuation, not only capitalization and spelling, is a critical aspect of effective writing. Similarly, Putri found that errors in capitalization, punctuation, and spelling continue to appear in students’ academic writing, resulting in a decline in the quality of their theses and written outputs (Putri, 2024). These studies demonstrate that deficiencies in writing mechanics significantly affect the effectiveness of academic texts and indicate that a deeper understanding and greater practice of these conventions are necessary to improve the quality of academic writing.

Errors in Omission

Table 3 shows that omission errors are more prevalent at the morphological level, with 37 occurrences (82%), while the syntactic level has 8 occurrences (18%). This indicates that students more frequently omit morphemes that form words, such as affixes and markers of aspect or number, rather than entire words or phrases within a sentence.

This type of error causes a mismatch between the form of the word and the meaning of the sentence. It also shows that students have a weakness in morphological awareness, which is important for correctly forming words in academic discourse.

This result aligns with the findings of Payangdo (2024),

Table 3: Errors in Omission and their Types

Type of Errors	Frequency	Percentage
Syntactical	8	18%
Morphological	37	82%
Total	45	100%

which state that knowledge of language has a direct relationship with students' morphological skills. It is also supported by the study of Arevalo and Napil (2023), which states that the development of writing skills is linked to the use of learning strategies such as selfregulated learning strategies and grammar learning strategies. This suggests that a lack of these strategies may result in errors in word formation and sentence construction.

Syntactic Errors. Syntactic Errors are mistakes in sentence structure where important words or phrases are missing, making the sentence incomplete or grammatically incorrect. These errors often result in unclear or awkward meaning because the proper structure of the sentence is not fully formed.

For example, in a thesis, there may be sentences that are missing essential parts such as subjects, verbs, or objects, which makes them incomplete or difficult to understand.

"Ang mga impormante ay tatlong guro sa Filipino sa ilalim ng Kagawaran ng Edukasyon na nagmula sa iba't ibang distrito at naninirahan sa probinsiya (ng) Davao del Norte." (c1-p484)

"Batay sa obserbasyon ng kasalukuyang mananaliksik, maraming mga mag-aaral gayundin ang mga tagapagturo ng wika ang nalilito at nahihirapan sa pagpili at paggamit ng mga salita at pagbuo (ng) tamang pangungusap..." (c7-p58)

Syntactic omissions show a lack of proper sentence construction, resulting in unclear expression of ideas. This type of error may cause confusion for readers and can affect the credibility of academic writing.

Morphological Errors. A morphological error refers to the mistake of forgetting or misusing small parts of a word, such as affixes (prefixes, infixes, suffixes) or markers of aspect and number, which are important for giving meaning. Example:

"Sa paraang ito, mailalahad nila ang mga impormasyong makakatulong (makatutulong) na mabigyang katuturan..." (c1-p484)

"Ito ay hindi lamang isang teknikal na aspeto sa pag-aaral ng wika kundi isang mahalagang pundamental na (mahalagang) naglalarawan ng pag-unlad ng kaisipan..." (c2-p234)

"Ito rin ay naglalayong lakbayin ng (ang) ugnayan ng bawat kaso at madiskubre..." (c1-p484)

It can be seen here that small morphemes such as the affixes "-ng," "-ang," and others are often omitted, resulting in incorrect word forms and a deviation from the intended meaning of the sentence. These morphological omission errors show a weakness in understanding and using the correct word forms. Because of this, the quality of academic writing decreases and it causes confusion among readers.

In the analysis of omission errors in the thesis, it was found that morphological omissions are more frequent (82%) than syntactic omissions (18%). Morphological omission refers to the absence of morphemes such as affixes and markers of aspect or number, whereas syntactic omission refers to the exclusion of whole words or phrases in a sentence, such as prepositions or linking words. Morphological omissions result in incorrect word forms, which may lead to confusion or misinterpretation of the sentence. Meanwhile, syntactic omissions cause structural inconsistencies in sentences and weaken the logical flow of ideas.

The study by Al-Sofi (2022) supports that omission errors are commonly observed in the syntactic aspect of language, particularly in conjunctions that link ideas within sentences. In addition, Gayo and Widodo (2020) found that morphological omission errors are a major barrier to the correct use of English in students' writing in Indonesia. Also, Hatifi *et al.* (2024) also showed that errors in inflectional morphemes particularly the failure to include correct markers such as plural and tense have a significant impact on the clarity and grammatical accuracy of students' writing in the EFL context. According to their study, the frequent omission or incorrect use of inflectional morphemes results in grammatically deficient and unclear compositions, demonstrating how the technical aspects of morphology directly affect the quality of writing.

Errors in Addition

Based on Table 4, addition errors are most frequent at the syntactic level with 15 occurrences (54%), followed

Table 4: Errors in Addition and their Types

Types of Error	Frequency	Percentage
Syntactical	15	54%
Morphological	11	39%
Lexical	2	7%
Total	28	100%

by the morphological level with 11 (39%), and the least at the lexical level with 2 (7%). This suggests that students tend to add unnecessary words or structures in sentences. Excessive use of words can result in ideas becoming repetitive, vague, or indirect. In academic writing, being precise and direct is important, so this kind of mistake lowers the quality of a thesis. This observation is consistent with the study of Saavedra and Barredo (2020), which states that lack of vocabulary and weakness in idea organization lead to grammatical problems in academic writing. When students have limited vocabulary, they often tend to add unnecessary words to express their ideas.

Syntactical. Syntactic addition errors are mistakes in which extra words or phrases are inserted into a sentence even though they are not needed, making the structure repetitive or poorly constructed. These may include the overuse of linkers, prepositions, auxiliary verbs, or introductory words.

The following examples can be found in the thesis:

"Ang layunin ng multiple case na pag-aaral na ito ay upang galugarin (ay galugarin) ang mga karanasan..." (c1-p479)

"Ito ay sumasagot sa mga tanong na paano, bakit at sumasagot sa isang open-ended na tanong." (c1-p482)

"Gayunpaman, ay kabilang pa rin ito sa isang hamon..." (c2p238)

Such errors indicate insufficient mastery of sentence structure and the appropriate use of the functional elements of language. Excessive additions make sentences complicated to read and weaken the logical progression of ideas.

Morphological. Morphological addition errors refer to the unnecessary or inappropriate insertion of morphemes, such as affixes, determiners, or ligatures, that do not conform to the correct form of a word. These errors result in incorrect word formation and may lead to deviations from the intended meaning.

Several examples identified in the thesis are presented below:

"...upang mauanawaan ng pinakikinggan." (c2-p240)

"...nagsasalita nang (ng) dalawa o maraming wika..." (c7-p60)

"...na tumutualong sa paglinang..." (c14-p1448)

This example demonstrates that the excessive addition of morphemes results in incorrect word forms and adversely affects the grammaticality of sentences. It suggests a weakness in the students' morphological awareness, which is essential for the accurate formation and use of words in academic discourse.

Lexical. Lexical addition errors refer to the inclusion of unnecessary or contextually inappropriate words in a sentence, such as the repetition of words or the use of redundant expressions that convey the same meaning. The following examples of lexical addition errors were

identified in the thesis:

"Kung pakaisipin, hindi hindi kailangang maging dalubhasa sa..." (c7-p59)

"Sa pangkabuon, pangakabuon ang paggamit ng mga tradisyunal na kagamitang pampagtutulong..." (c19-p89)

This type of error tends to make sentences unnecessarily lengthy and can disrupt the natural flow of ideas, suggesting difficulties in the appropriate selection and use of vocabulary in academic writing.

The findings of this study on addition errors are consistent with established theories and previous research in the field of error analysis. According to Corder (1975), learners' errors should not be viewed simply as mistakes but as reflections of their current stage of language development. Addition errors may arise when learners' overapply linguistic rules. In the present study, the high occurrence of syntactic addition errors (54%) in the theses indicates that students often add unnecessary sentence elements to make their writing appear more formal, grammatically accurate, and academically appropriate.

Similarly, Dulay *et al.* (1982) emphasized that addition errors often result from the overgeneralization of language rules, where learners apply a rule even when it is not required. The findings of this study, which revealed a high occurrence of both syntactic and morphological addition errors, support this observation.

Furthermore, recent studies in Second Language Acquisition (SLA) suggest that learner errors, including addition errors, are a normal and expected part of language learning. These errors emerge as learners gradually develop their interlanguage, a temporary and evolving linguistic system that reflects their growing understanding of the target language (Wisudayanti & Hikmaharyanti, 2021). Researchers also describe interlanguage as a dynamic grammatical system that changes over time as learners gain greater language proficiency (Domínguez & Arche, 2021).

In addition, studies on the syntactic structure of interlanguage indicate that learner errors are not simply signs of failure; rather, they provide evidence of the ongoing process through which learners build and reorganize their language knowledge (Hao *et al.*, 2021). In the context of the present study, the prevalence of morphological addition errors (39%) may indicate that students are actively experimenting with word forms to meet the demands of academic writing.

Meanwhile, recent studies in interlanguage and error analysis show that lexical addition errors, although not very common, can still lead to unnecessary repetition and less efficient use of language, which may reduce the clarity of students' writing (Hao *et al.*, 2021). The fact that these errors appear in theses, even at a rate of 7%, suggests that some learners still struggle with full control of vocabulary.

Errors in Substitution

Table 5 shows that substitution errors are almost

Table 5: Errors in Substitution and their Types

Types of Error	Frequency	Percentage
Syntactical	38	43%
Morphological	43	48%
Lexical	8	9%
Total	89	100%

equally distributed at the morphological level (48%) and the syntactic level (43%), while only 9% occur at the lexical level. This suggests that learners most frequently substitute incorrect word forms or sentence structures, which results in grammatical errors.

These errors show that students are sometimes unsure about how to properly use language forms, especially when it comes to grammar. This could be due to limited practice in academic writing and not being fully familiar with formal language use. Salva (2024) supports this, noting that many students struggle with morphology, syntax, and vocabulary in their academic writing. In addition, Pelayre and Napil (2025) found that students' grammatical skills are closely connected to how they learn language and the reading strategies they use.

Syntactic Substitution Error. A syntactic substitution error happens when the wrong grammar elements are used in place of the correct ones in a sentence. These errors involve the misuse or improper substitution of conjunctions, ligatures, prepositions, or sentence patterns, which results in unclear or grammatically incorrect sentences. Examples include the following:

Ang resulta sa (ng) pag-aaral ay konektado sa pag-aaral na isinagawa ni Terzi (2023). (c4-p390)

Ipinakikita sa mga resulta ng pananaliksik na ito na ang mga guro ay gumagawa ng iba't ibang paraan upang matuto at makapagturo ng (nang) maayos sa kabila... (c1-p485)

Hindi madali na (madaling) pag-aralan ang wika, lalo pa kung hindi ito ang katutubo at pangunahing wika ng tao. (c2-p235)

The examples show that the incorrect use of “sa” in place of “ng,” the confusion between “nang” and “ng,” as well as improper word order, weaken the clarity and logical flow of sentences. Such errors cause confusion among readers and reduce the quality of academic writing.

Morphological Errors in Substitution. Morphological errors in substitution occur when the form of a word is incorrectly replaced, particularly involving affixes, verbal aspects, or the form of the root word. Examples of such errors include:

Sa paraang ito, mailalabid nila ang mga impormasyong makakatulong (makatutulong) na mabigyang katuturan ang kanilang pagtatrabaho. (c1-p484)

Dabil dito, may mga pagkakataon hindi nila agad masagot ang mga tanong ng kanilang estudyante, o hindi nila naipapalitanag (naipalilimang) nang maayos. (c1-p486)

Ang mananaliksik ay humingi ng pabintulot sa Dekano ng Paaralang Gradwado ng Rizal Memorial Colleges, Lungsod ng

Davao, at sa Tagapamanibala (Tagapamahala) ng mga Paaralan ng Sangay ng Davao del Sur, upang maisagawa ang pag-aaral na ito. (c3-p1767)

These examples illustrate the incorrect use of word forms, resulting in improper adherence to tense, focus, and grammatical function within sentences. Consequently, grammatical errors arise that negatively affect the quality of academic writing.

Lexical Substitution Errors. Lexical substitution errors refer to mistakes involving the incorrect selection or replacement of words, leading to inappropriate or informal vocabulary usage. Some examples include:

Ipinakikita ng pananaliksik na kabit hindi espesyalisado (espesyalisasyon) ng isang guro ang asignaturang kanilang tinuturo... (c1-p487)

Kung saan, ginamit ang isang convergent parallel na disenyo dahil nakakalap ito ng iba-iba at komplementaryong data (datos) sa parehong paksa. (c4-p376)

Sa kaibahan (Talinas) sa kwantitatibong bahagi, ang pagpili ng mga kalabok sa kwalitatibong pananaliksik ay isinagawa gamit ang stratified random sampling. (c4-p380)

Incorrect word choice affects the formality and tone of academic writing, which may lead to reader confusion and a decline in the text's credibility.

Syntactic substitution errors commonly occur when there is incorrect usage of conjunctions, linkers, prepositions, or sentence structures. For instance, the misuse of “sa” instead of “ng,” as well as confusion between “nang” and “ng,” weakens both clarity and the logical flow of sentences, thereby potentially causing misunderstanding among readers. Matusalem *et al.* (2025) found that ESL learners in Southern Palawan frequently commit such syntactic errors, resulting in ineffective communication in their academic writing. Also, Masruddin and Nasriandi (2022) found that junior high school students exhibit substitution errors that negatively affect sentence structure and the correct use of prepositions in their descriptive texts.

On the other hand, morphological substitution errors arise from the incorrect alteration of word forms, such as affixes, verb aspects, and other morphemes, which consequently result in grammatical inaccuracies. For instance, an incorrect verb form such as “makakatulong” instead of “makatutulong” represents a commonly observed error in written texts. Saputro (2022) mentioned that such errors frequently occur among EFL learners, particularly in the appropriate use of affixes and verb

forms, thereby diminishing the quality of their academic writing. Furthermore, Anggreni and Bochari (2021) emphasize that lexical errors, such as inappropriate word choice, negatively affect the formality and credibility of written work, which are essential components of academic writing. Meanwhile, Badilla and Núñez (2020) state that a proper understanding of lexical and syntactic rules is fundamental to effective academic communication.

Permutation Errors

Permutation errors, as shown in Table 6, are all classified under the syntactic level, with a total of nine occurrences (100%). Although this represents the lowest percentage among all types of errors, it still indicates instances in which incorrect word order occurs within sentences.

Table 6: Permutation Errors and their Types

Types of Error	Frequency	Percentage
Syntactical	9	100%
Total	100%	100%

The relatively low frequency of errors in permutation suggests that, in general, students possess an adequate understanding of proper word order. However, there remains a need for further attention to achieve clearer and more organized academic writing.

This type of error may be attributed to the influence of the learners' first language, as emphasized by Laranjo (2022) in his study on interlingual interference in Filipino language acquisition. In addition, Combong and Napil (2022) demonstrated that cognitive and contextual factors, such as writing apprehension and learning styles, may also affect students' academic writing performance.

Syntactic Permutation Error. Permutation errors refer to writing mistakes in which the elements of a sentence are not arranged in their proper or conventional order. This type of error belongs exclusively to the syntactic level, as it affects the sequence of words or phrases within a sentence, thereby causing confusion and weakening the coherence and flow of the text. In the analysis of academic writing, instances of permutation errors at the syntactic level were identified. For example, there are sentences that exhibit incorrect ordering of sentence elements such as the following:

"Bukod pa rito, maaaring itaon ng mga hinaharap na pananaliksik (pananaliksik sa hinaharap) ang pagsasama ng pananaw ng mga mag-aaral mismo." (c1-p489)

"Batay sa mga matuklasang resulta at sa ginawang konklusyon, ang mga mananaliksik ay inirerekomenda (inirerekomenda ng mananaliksik) na kung..." (c19-p91)

"Ang mga susunod na pananaliksik ay maaaring ulitin ang pagaaral na ito gamit ang mas malaking grupo ng mga out-of-field na guro (guro ng out-of-field) upang matiyak na mas malawak na saklaw ng mga karanasan ang makuha" (c1-p488)

"Sa pamamagitan ng pagpapalawak ng dami ng mga kalahok, maaaring makuha ang mas komprehensibong pananaw sa mga hamong kinakaharap ng mga out-of-field na guro (guro ng out-of-

field)" (c1-p488).

"Bukod pa rito, maaaring itaon ng mga hinaharap na pananaliksik (pananaliksik sa hinaharap) ang pagsasama ng pananaw ng mga mag-aaral mismo" (c1-p489)

Recent studies on interlanguage and syntactic development indicate that learners' word order in a second language is frequently influenced by their first language, resulting in sentence construction errors in both writing and speaking (Hao *et al.*, 2021). Furthermore, it is emphasized that this syntactic transfer is a natural part of second language acquisition, wherein the interlanguage structure of learners is continuously shaped and developed (Domínguez and Arche, 2021). Also, Gildore *et al.* (2023), most student errors arise from interlingual processes, in which the first language affects the use of the second language.

CONCLUSION

The study revealed that students committed a total of 429 errors across different linguistic levels in their thesis writing. The findings indicate that errors in writing mechanics, particularly in punctuation, capitalization, and spelling, were the most frequent, suggesting that these fundamental language skills continue to pose challenges in the production of academic texts. In addition, omission, addition, and substitution errors were commonly observed at the morphological and syntactic levels, reflecting difficulties in the correct use of morphemes, affixation, word forms, and sentence structures. Although permutation errors occurred less frequently, their presence suggests occasional problems in word order and sentence organization, which may be influenced by learners' first language.

The results emphasize the importance of strengthening students' competencies in mechanics, morphology, and syntax to improve the quality, clarity, and credibility of academic writing. Despite its contributions, the study is limited to the analysis of selected student theses and may not fully represent the writing performance of learners from different academic programs or linguistic backgrounds. Nevertheless, the findings provide valuable insights into the common writing difficulties encountered by students and highlight areas that require greater instructional attention.

The findings have practical implications for teachers, curriculum developers, and academic institutions. The high occurrence of mechanical errors suggests the need for more focused instruction and practice in punctuation, capitalization, and spelling. Likewise, the prevalence of omission and addition errors indicates the importance of reinforcing grammar instruction, particularly in word formation and sentence construction. The occurrence of permutation errors further underscores the need to address the influence of the first language on second-language writing through activities that develop awareness of syntactic differences between languages. By addressing these concerns, educators can better support students in

producing more accurate and effective academic texts. Considering these findings, it is recommended that educational institutions strengthen writing instruction through targeted interventions that focus on mechanics, morphology, and syntax. Teachers may incorporate regular writing exercises, editing activities, and feedback sessions to help students overcome recurring errors. Future research may investigate the effectiveness of specific instructional strategies designed to address the identified error patterns, examine the influence of first language interference among learners from diverse linguistic backgrounds, and explore how these errors affect reader comprehension and perceptions of academic credibility. Such studies may contribute to the development of more effective and learner-centered approaches to writing instruction.

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