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Common informative writing errors among junior high school students: input to lesson exemplars

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Abstract

This thesis sought to identify and analyze common informative writing errors committed by junior high school students in order to provide meaningful input to the development of lesson exemplars. Respondents were selected through using convenient sampling method. The respondents gave to the researchers copies of the informative errors they produced in their English class. There were coded as to the errors committed. There were identified and the results were validated by three master teachers of English.

Results showed 12 themes indicating common errors i.e., word choice, punctuation, spelling, capitalization, subject and verb agreement, preposition, articles, verb tenses, pluralization, pronouns, word forms and conjunctions. Of these, spelling errors emerged as the most prominent under the mechanics category next is word choice under the grammatical category followed by preposition from style category.

Based on the findings, the study had reached the following conclusions:

- Mechanical, Grammatical, and Style errors are the most common errors the students commit when writing an English informative essay. Among them the errors that have the most occurrences were the Mechanical error.
- Spelling, Preposition and Word Choice are the errors that primarily affect the overall quality of the students' written output specially when writing an informative essay as they rank first among their respective categories.
- Word choice on students' informative essays affects the idea that the writer wants to convey on the output. Among them is the inappropriate use of words, the best example of it is the use of words with the same sound but different meaning that gives an impact to the output.

Based on this study's preceding and findings and conclusions, the following recommendations are made:

- Students must actively seek guidance from the teachers to give them proper assistance in terms of writing, this will be a big help in correcting their own write-ups.
- Students must find opportunities to develop their writing skills outside of the classroom. Investigate online resources, writing communities, or workshops that offer more help and experience in informative writing. Students should explore various genres to expand their knowledge and ability in writing.
- Teachers should assist students in expanding their vocabulary by assigning substantial reading assignments on various themes. They should provide students with immediate oral and written comments on their writing skills. They should use the sample lesson examples in the thesis as practical models, converting them into workbook activities that fit the desired learning outcomes.

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- Future research should look into the long-term impacts of writing errors in junior high school students' written output and if interventions and instructional approaches impact students' writing skills outside of the immediate setting.
- Lesson exemplars provided by the researchers that address writing faults are valuable tools for enhancing students' informative writing skills. These exemplars will assist students in developing a better knowledge of good grammar, sentence structure, and organization by providing clear instances of frequent problems and teaching how to address them. Students can improve their writing skills and academic performance by analyzing and applying these exemplars.

Keywords: Common errors; Informative writing; Analysis; Lesson exemplars

1. Introduction

The English language is constitutionally named as one of the official languages, and it continues to be an integral part of local life, culture, and the medium of instruction in the Philippines' educational system (Oxford et al., 2022). Also, it is the function of writing that is the most crucial form of communication for the current rapid growth as it informs and civilizes a bridge of learning through different contexts and uses it for individual purposes. Various types of writing require an emphasis on the consistent process that must have factual information and the right to follow standards for academic written curriculum. Informative writing is the primary purpose of increasing learners' knowledge by imparting a particular subject matter inside the class. It is intended not to persuade but merely to inform the reader. It is an essay type in which the writer answers why and how (Rehbein, 2021).

However, for the same reason, enclosed this specific type of written essay frequently has common factors among the students that gradually decline their academic success. Sarawat (2021) identified that students need help with vocabulary usage and terminology, particularly the complexity of words, due to the complexity of English grammar and language. In addition, the article 'English High School' discussed the 22 common errors committed among high school students; lapses in punctuation and grammar have been a few of the most prevalent causes of students failing in academic writing. It also included that they struggle with this matter because they sometimes employ incorrect words, mix prepositions and conjunctions, overlook auxiliary verbs, or must familiarize themselves with punctuation rules.

Therefore, the researchers and this study can solve the problems associated with students' writing abilities at the secondary school level by investigating generally written information errors. The conducted data can be an essential tool for learning how to possibly can increase the necessity in providing appropriate scheme planning of the supported studies, theories, and even the exemplar that encourage self-reflection and guides students' understanding in a prominent, contextual, and non-threatening manner (Esplin, n.d.). It concludes that adequate exposure to comprehensive and relevant materials can help as a supported basis for educators in their particular matters of students writing gaps in the field of English curriculum.

English plays an integral part in the educational system and society in the Philippines, having been colonized by the United States in the early twentieth century and serving as the medium of teaching at the time (Caufield, 2023). English has become an essential language in the country, alongside Filipino (based on Tagalog) as one of the official languages. The English curriculum in the Philippines has undergone various adjustments throughout the years to align with worldwide language standards and adapt to changing educational demands. Implementing the K-12 Basic Education Program in 2013 resulted in significant modifications to the English curriculum by increasing the number of years of primary education, adding new learning areas, and promoting competency-based learning.

The current English curriculum focuses on students' grammatical and linguistic ability, discourse competence, sociolinguistics competence, and understanding of the proper use of the language. The curriculum also strongly emphasizes students' reading, writing, and comprehension skills. It also seeks to promote the incorporation of ICT into learning and multilingual and intercultural awareness. The Philippines has a rich linguistic landscape, with various local languages and dialects spoken alongside Filipino and English. It enables the curriculum to recognize the importance of preserving and valuing linguistic and cultural diversity designed to address Filipino learners' diverse linguistic backgrounds and cultural contexts. It seeks to improve students' English competence to communicate effectively, think critically, and access various educational and professional opportunities. In the Philippines, writing is considered a crucial aspect of education, and students are expected to develop their writing skills across different subjects and levels.

However, studies have shown that many Filipino students struggle with writing, particularly in grammar and syntax (Balajadia & Calma, 2016; Llanes & Manalo, 2015). For instance, Balajadia and Calma (2016) found that junior high

school students in the Philippines made common errors in subject-verb agreement, verb tense, and word choice. Similarly, Llanes and Manalo (2015) reported that Filipino students needed help constructing coherent and cohesive sentences and paragraphs.

Therefore, it is essential to investigate the common writing errors among Filipino junior high school students and develop effective interventions to address these issues. As observed by the researchers, students who mainly produce three or more essays in a quarter needs help to produce a comprehensible output written in English. Researchers heard the teacher complain that some junior high school students, particularly from the grade 10 levels, need help writing a correct and comprehensible essay based on their level. They use words backward, misspell words, have trouble expressing their ideas, and do not have any interest. According to the study conducted by Southeast Asian Ministers of Education Organization, the Philippines are falling behind the other countries in the SEA region regarding writing due to their inability to express ideas cohesively.

1.1. Statement of the Problem and Objectives of the Study

The study determined the common errors committed by junior high school students when writing an informative essay. Specifically, the study addressed the following objectives: 1. to identify the most common informative writing errors committed by Grade 10 students and 2. To propose lesson exemplars that can address the identified common informative writing errors.

1.2. Significance of the Study

This study entitled "Common Informative Writing Errors Among Junior High School Students: Input to Lesson Exemplars" is significant because it sought to identify and analyze the most common writing errors committed by junior high school students in writing an informative essay. The research will provide practical significance to the following:

- **Teachers-** The research may give teachers helpful information, allowing them to create focused instructional materials addressing these writing faults. It can also strengthen their teaching tactics and assist students in improving their informative writing skills, resulting in improved academic performance and communication abilities.
- **Students-** The research findings will provide significant resources to assist students in enhancing their informative writing skills. It will also address their writing issues in informative writing directly.
- **Curriculum planners-** The findings can benefit curriculum planners as they will provide valuable insights about the typical writing errors committed by students, which can help tailor the content to address these issues effectively and create activities or lessons that can effectively cope with the errors found.
- **Future Researchers-** The findings may benefit future researchers since they will provide a solid platform for additional exploration and investigation into the specific writing flaws that junior high school students frequently make in their informative writing. Future researchers can build on this work by broadening its scope to include a bigger sample size, alternative school circumstances, or specific student groupings, as well as looking into the long-term effects of correcting these writing faults on students' general writing competency, academic accomplishment, and communication skills.

1.3. Scope and Limitations of the Study

The study focused on the most common informative writing errors junior high school students commit in their informative writing essays. The objective is to identify common mistakes made by these students. The study comprises Grade 10 students from three schools, and data are gathered by convenient sampling with the sample size limited to fifty students due to time constraints. The findings may need to be generalized outside the studied demographic and setting.

1.4. Definition of Terms

To better understand this study, the following terms are operationally defined.

- **Article error-** It is the incorrect use of the article in a sentence to indicate whether the noun is specific or general.
- **Capitalization error-** The incorrect capitalization of Common Nouns and Proper Nouns in a sentence.
- **Common Errors** – The primary point of this study that needs to be assessed is found in the paper of the student's essay. The common mistakes that are found especially in grammar use, punctuation, and spelling are specifically determined to its possible use to support developing materials that make a consistent result to

resolve the particular issue of students in their writing English context essay form.

- **Conjunction error**- The incorrect use of conjunctions to connect words, phrases, or clauses in a sentence.
- **Content Error Analysis** – The method used to document the errors that appear in a learner’s language, determine whether they are systematic, and (if possible) explain what caused them. It is also an in-depth analysis of sentences that focuses on identifying the common errors that students commit.
- **Determiner error**- The incorrect use of the word that modifies, describes, or introduces a noun in a sentence.
- **Informative Writing** – The students work as classified to inform their readers and to identify our study approach earnestly as to how the use of producing material will support a conducive action against the lapses found in their essay. It may sustain the valuable learning awareness of students in conducting a real scenario when their time of exposure is thoroughly gathered in a wide scope of information that will gain their experience in constructing sentences.
- **Junior High School** – This refers to Secondary education in the Philippines, also known as high school, and it consists of two levels, lower secondary education, or grades 7 to 10, and upper secondary education, or Grades 11 to 12. Our study defines the grade 10 students as focused on determining their scale in the written or informative type of essay.
- **Lesson Exemplars** – The teacher's or educator's road map with detailed descriptions signifies its aim used not just to follow actual class scenarios but to transparently increase the level of the students in their performance. Thus, the particular topic or a central theme in the English context use must support the standard set of prior goals with exceptional tools and proportions that are indicated in this study.
- **Pluralization error**- The incorrect pairing of a singular word or phrase to a singular word or phrase or vice versa.
- **Preposition error**- The mistake of using a preposition when it is not needed in a sentence.
- **Pronoun error**- The incorrect use of a pronoun in a sentence or the pronoun does not agree with the noun in number, gender, or place.
- **Punctuation error**- The incorrect use of punctuation such as commas in a sentence.
- **Spelling error**- The inaccuracy in a word's usually recognized spelling.
- **Subject and Verb Agreement**- The error when the subject and verb do not agree with each other or vice versa.
- **Verb Form/Tense**- The inaccurate use of verb form and tenses in a sentence.
- **Word Choice** - One of the common errors that primarily affect the overall quality of the student's written output especially when writing an informative essay as it ranks first in the style category.

2. Review of the related literature and studies

This chapter primarily presents the different researchers who have significant bearings on the variables included in the research. It focuses on several aspects that will help develop this study. The study generally concentrates on the common informative writing errors among junior high school students' input to workbook development. The literature of the study comes from journals, articles, electronic materials such as PDF or e-books, and other existing theses and dissertations, foreign and local, that are believed to be helpful in the advancement of awareness concerning the study.

2.1. Common Writing Errors

Since the teaching and learning of English as a Second Language (ESL) support the goal of enhancing the English competence of Filipino learners, writing has received a lot of attention in the Philippine educational system. Writing is commonly regarded as the last language skill to be learned and learning to master writing abilities is a big hurdle for students which results in why errors exist.

2.2. Spelling

Spelling errors were often viewed of as a footprint of a word's inadequate orthographic representation in the mind, and the cause of their occurrence is a lack of stability in a word's spelling, sound, or meaning, resulting with spelling errors that observed in naturally produced written language.(Kuhperman, 2019).Students' spelling ability in English language learning can be increased more effectively through phonics education than by simply teaching pronunciation and sentence usage.(Lingwang, 2018).

2.3. Capitalization

A study conducted by Challay and Jones (2019) looked at capitalization errors that occurred among secondary school students. According to the findings of this study, students did not understand the rules governing the usage of capital letters. This study discovered more errors in proper nouns, the beginning of a phrase, and other errors, such as the

capitalization of the first word in the conclusion of a letter (Huda, 2020). Teachers should pay attention and clarify all punctuation and capitalization requirements. Teachers can always do this by making their students aware of the need to follow such rules in every single written essay they assign or teach in class (Masaoud, 2019).

2.4. Punctuation

Punctuation is a crucial aspect of writing mechanics. Simply put, punctuation refers to the use of punctuation marks, usage of common writing markings and signs to split words into sentences, clauses, and phrases in order to make the meaning clear. According to Sajid and Siddiqui (2015), punctuation errors are the most prevalent errors found in the various papers of students of social sciences and medical sciences, and the most common faults in punctuation were omitted and additionally used a comma. Teachers must reassess their teaching methods and practices. They must continue to emphasize capitalization and punctuation in classroom activities and exams, as well as draw their students' attention to areas of similarity or difference between the mother tongue and the target language in order to avoid interference. A grammatically accurate sentence is one that follows the laws of the language. Meanwhile, a semantically acceptable sentence suggests that the language is meaningful and free of ambiguity.

2.5. Subject – Verb Agreement

Subject-verb agreement refers to the alignment of the subject and verb in the single and plural. Because there are still many errors that occur in this part of grammar, it has become a prevalent concern for English learners. While the error is described as a situation in which the language learner does not know the correct grammar to utilize. A study was done to analyze the writing of postgraduate students whose first language was not English, and the findings revealed that learners still struggle with subject-verb agreement criteria. Learners made errors in all five categories of subject-verb agreement, namely: agreement of person, agreement of number, agreement of topic, agreement of coordinated subject, and agreement of notion and proximity as stated by Stapa and Izahar (2018). As a result, more attention should be placed on this rule in particular, as well as other grammatical rules in general. Learners could benefit from exposure to many online sources for grammar study and practice, such as dialogue journals, fill-in-the-gap tasks, and reading text analysis. In addition, several activities, such as peer work for grammatical rules, games, regular quizzes, and continual feedback, could be used in class (Nesreen, 2019).

2.6. Preposition

The correct use of prepositions can affect the quality of information in spoken language. However, errors in the usage of prepositions, particularly in, on, and a, are common Yildiz (2018) discovered that prepositional interference errors are the most commonly encountered error kinds in Turkish EFL learners' speaking performances in his study. It is proposed that English language learners learn more about prepositions by focusing on the special function of each of them, and that English language instructors teach about prepositions by emphasizing on their functions and their suitable places in the phrase (Nentis,2020).

2.7. Articles

One of the most difficult issues for pupils to master is the use of articles. Articles are the most common and frequently targeted errors by automatic error detection (Cheng et al., 2022). A study found that errors occur most commonly in substitution, where pupils use the incorrect article in the phrase (Vitashenkova, 2020). Creating a non-threatening and supportive classroom environment for teaching target language grammar may increase the ability and trust of learners in both accuracy and fluency in the use of articles paired with other linguistic aspects (Suswanto, 2023).

2.8. Conjunction

Conjunction is critical for learners to build grammar skills. In difficult sentences, students made mistakes with subordinate conjunctions (Pangaribuan 2018). Teachers should focus on the most common mistakes students make when using conjunctions and provide adequate practice opportunities for them to develop their skills, as well as use diverse teaching strategies, such as games, to make the learning process more interesting and successful (Sari, 2019).

2.9. Determiners

The usage of determiners, particularly those that comprise the article system, causes significant confusion among user especially English speakers who are not native speakers. The most common errors made by pupils were the deletion and addition of DET 'the', which were explained using the linguistic and surface structure taxonomy. The students had difficulty determining when to use the DET 'the', thus teachers must design effective ways or strategies to ensure their success (Tolentino, 2018).

2.10. Word Choice and Forms

The most common error in regard to verb tenses and forms is the incorrect choice of word forms that signify an action. Teachers must be more strategic in their grammar instruction, such as by merging grammar and writing instruction. Furthermore, they must explain the principles of verb use more precisely and focus, provide extra lessons to the most troublesome regions, provide more exercise, and pay more attention to students' work by providing quick responses in the form of corrections to avoid further errors (Fitrawati, 2019).

2.11. Pronoun and Pluralization

The majority of pronoun errors involve the usage of personal pronouns. While errors in pluralization are connected to when to add s (Fitrawati, 2019). To solve these challenges, teachers must integrate grammar instruction with writing instruction; they must utilize grammar concepts that students understand by introducing grammar terms naturally into the activities of editing, revising, and applying grammar meaningfully to their own work. (Chin, 2018) It is well known that vocabulary is important in ESL writing. The size of a learner's vocabulary can be demonstrated in their effective language usage, such as writing. The students' difficulties with writing in English may be due to a lack of ideas, written activities, and written vocabulary (Pratiwi, 2017). Encouraging students to use a learner's dictionary ensures that a term is appropriate for the target genre. (Brun-Mercer and Zimmerman). Error Analysis, the technique of finding errors is known as error analysis (EA). James (2018) discussed ineffective language's prevalence, nature, origins, and implications of ineffective language. Furthermore, he defined error analysis as examining learners' blunders by contrasting what they have learned with what they lack. The mistakes analysis method Kuiken (2018) analyzed errors committed by EFL and ESL learners. It supports teachers in understanding what difficulties of enhancing their teaching by revealing the tactics learners employ to learn a language. Errors are valuable information for three beneficiaries: instructors, researchers, and learners. For teachers, it provides information on their pupils' progress; for researchers, it provides evidence on how language is acquired or learned; and for learners, it provides resources to study.

2.12. Local Literature and Studies

2.12.1. Types of Errors

In the same studies, researchers found that the first language influenced students' errors and the academic discipline related to a written course subject. The results identified the most frequent errors in vocabulary, mechanics, word choice, verb tense, subject-verb agreement, prepositions, punctuation, and syntax (Santos & Villafuerte, 2021; Gonzalez, 2020). They also discussed the implications of these errors for teaching writing. They provided recommendations for instructors to address these issues, such as proposing a framework of English for Academic Purposes (EAP) writing program that helps to address the most common errors related to grammar and other relevant issues in constructing ideas to form a coherent organization of sentences.

The importance of addressing the writing needs of Filipino college students, especially in academic writing, demonstrates that collegelevel students observe as nearly similar due to writing faults to junior high school students. Furthermore, Esguerra & Natividad (2019) identified that students face grammatical problems when writing an essay, and Hikmah, Akmal, & Buffet (2019) found the usually written errors encountered with the level of written skill competence of Grade 8 students at The University of Saint Anthony, Philippines. The findings are that students are good at writing content, style, and organization but still need to improve in mechanics and grammar. They have more errors in grammar aspects such as the usage of subject and verb, proper usage of tenses, organization of thoughts, contracted words, distribution of thoughts per sentence, and on mechanics, wherein students have errors in the usage of punctuation, capitalization of proper nouns, the proper indentation of the paragraph and sentence breaks, and the supplementary learning material must be developed to improve the writing skills and competence of the students. It stipulates that students' at the high school level are prone to have many misconceptions about mechanics and grammar aspects.

Consequently, to properly create an effective intervention for such writing errors, one must have a necessary basis and concrete observation to figure out what to do in place to cure the deficiency in the writing skills of the students. Also, the tactful essence of crafting the learning materials and students' learning activities is a must to improve writing academic skills and competence.

2.12.2. Challenges Faced by the Students in Learning Writing Skills

Saavedra & Barredo (2020) conducted a study to identify the reasons for the poor writing abilities of sixth-grade elementary students in one of the Zamboanga Peninsula's Divisions in both English and Filipino. The findings showed that language teachers believed five reasons to be responsible for the elementary students' subpar English and Filipino

writing abilities, such as a lack of vocabulary in the target language, a challenge organizing and conveying ideas, a lack of motivation and interest in writing, and a challenge with spelling, grammar, and sentence construction.

Teachers acknowledged that elementary students' writing abilities still needed to improve at the required level. They were hopeful that using the K–12 curricula would help the student's writing skills to improve. Curriculum designers should consider ways to help students improve their L2 writing abilities. The study concluded that there is an urgent need to modify the content topics of the workbook to supply intervention on the students' writing malpractices and perceptions. Yasuo's (2022) study stressed that students committed errors due to the lack of comprehensive information on the problem due to insufficient sources. Pablo and Lasaten's (2018) study had identified that most students struggle with writing academic essays due to a lack of variety in their ideas, lack of appropriate grammatical components, lack of connectives in their organization, incorrect use of vocabulary and word choices, poor sentence structures, the use of the first-person pronoun, and absence of source citations.

Ulit (2018), in his study, found that students are generally weak in sentence construction and implies that the errors committed in sentence writing could also be due to their inadequate English language knowledge of English usage. Additionally, social media provides a transitional design to stimulate ideas, which can lead to a common language barrier. Therefore, interventions such as peer-editing and revision activities and developing a writing module that focuses on correct grammar, sentence construction, and punctuation are necessary to address these specific areas of academic writing gaps.

2.13. Foreign Literature and Studies

2.13.1. Common errors

Writing problems are more than just specific to one country; many countries face these kinds of problems, especially countries that need to become more familiar with English. A study by Gholami (2019) investigated the common writing errors of Iranian high school students in English as a foreign language (EFL) classes. They analyzed a sample of 68 student essays. They identified grammatical, vocabulary, and coherence errors and found that grammar errors were the most common type, followed by coherence errors. Another study used a corpus-based approach to investigate the common errors made by Chinese students in English writing (Peng & Yan, 2018). They found that lexical errors were the most common type of error, followed by grammatical error vocabulary errors, spelling errors, and punctuation errors, the same result as other research studies by Tsao and Lin (2020) among junior high school students in Taiwan. The studies were correlated and concluded that lack of explicit instruction, authentic materials, the inadequate practice of writing skills, and interference from their first language contributed to the prevalence of writing errors among the students. All the findings of studies indicate that written errors such as in grammar, lexical, and coherency are prevalent among the students, reflecting a need for more familiarity with English vocabulary. These studies suggested increasing the writing learners' exposure to authentic English materials, improving English instruction, and addressing the influence of their first language that could help assess and improve the particular academic written gaps.

Studies by Khatter (2022) and Enesi (2022) also provided results that one of the. Students commit errors when writing an academic output under an essay's mechanics, the punctuation. Barzanji (2016) studied the most common writing mistakes committed by 58 Saudi undergraduate students and investigated whether the type of prompt influences the frequency of these errors. Every student completed two timed essays. The findings found that the most common error was missing/unnecessary words, followed by spelling errors, wrong choice, articles, and wrong noun form.

A study by Amiri and Puteh (2017) identified and classified English language errors made by postgraduate Iranian international students in term papers. They found that subject verb agreement and tenses were the most common errors and the construction of complex sentences lacking essential and nonessential clauses. Another study by Alghazo and Alshraideh (2020) found that students needed help with the verb tense 'was' and the preposition 'on,' followed by using nouns with incorrect word order. Finally, Al-Jabri and Al-Rashdi (2018) found that the most common errors were related to the use of articles, prepositions, verb tenses, and subject-verb agreement. Students in Saudi Arabian English needed to improve their understanding of tenses and make complex sentences. Alghazo and Alshraideh (2020), identified that students from the Arab Emirates, struggle the most with writing among the four language skills as they do not have a good mastery of vocabulary and grammar rules of English. This is the same same as the study of Özkayran (2020).

However, the study points explicitly out that grammar, vocabulary, spelling, punctuation, and coherence are the most common errors high school students commit in an English Writing task. It is necessary to improve student's writing skills, an essential skill for learning. For several reasons, pupils must be able to write at the required age level. One of these rationales is the research of Sioco & De Vera (2018), who discussed one of the most common conceivable reasons

why students struggle to generate written output in English, grammar. The researchers found that junior high school students must improve their average grammatical skills in subject-verb agreement. There is also a problem in determining the reasons and justifications for the importance of written work in academic and professional life, not only in terms of grammar. Okpe and Onjewu ascertained that even respondents needed to be made aware of the importance of writing an essay. They also discussed an excellent connection with the topic examined, which in its outcome, most respondents did not realize was a link between getting good essay writing skills and being able to acquire them but due to insufficient awareness that the topic has a significant impact on student's ability to write healthy essays, there is little motivation for reading it at all. The number of errors was unaffected by the type of prompt.

In an empirical study that employed Error Analysis (EA) as a treatment, Zafar (2016) initially assessed errors regularly made by her business students, and verb tenses were determined to be the most problematic. Her students improved noticeably after a two-month writing workshop focused on the correct usage of verb tenses. The results also highlight the importance of providing targeted instruction and practice to help students improve their writing skills. The researchers focus on the future professions in education; it is significant to support the value of identifying students' specific errors and provide feedback and guidance to help them develop their writing abilities. Experience is crucial for developing individual writing skills, as demonstrated by Alfaqiri (2018).

Professionals teaching English as a foreign language should focus on prepositions, the verb, spelling, articles, and singular/plural forms of nouns, word formation, tenses, word choice, and subject-verb agreement. Teachers should also respect learners' errors and create a positive atmosphere for self-expression. Therefore, teachers must offer pupils a wide range of opportunities to use English in real situations and develop vocabulary teaching practices that are relevant and engaging. Students can improve their English writing skills and become more able to use English as an academic or professional tool. Teachers have to develop efficient ways of teaching writing skills in line with students' individual needs for English as a Second Language.

2.13.2. Challenges Faced by the Teachers in Teaching Writing Skills

It is essential to be able to write English to be successful in today's business world. Rajesh (2017) highlighted that persuasive writing requires appropriate motivation for teachers. Peter & Singaravelu (2021) conducted one-on-one interviews with a second-year student group at a university and found that they needed formal writing training. They also had less access to translation and interpretation because their teacher did it for them. Hidayati (2018) and Sardar & Ramana (2018) found that teachers face challenges in developing English writing skills due to internal and external factors. Internal factors include pupils' language skills, mother tongue interference, motivation, and literacy habits. External factors include school conditions, teaching aids, and the time students learned to write. Teachers need to be able to determine students' level of education, how they are learning, reasons for their writing difficulties, and solutions to resolving these problems.

2.13.3. Synthesis

This research aims to identify common errors students make when preparing a writing report. A study in this field is being conducted by various researchers from foreign and local, such as Santos & Villafuerte, (2021): Gonzalez, (2020), Ulit (2018), and Yasto (2022). In producing the English language written output with the same objective as this study, their studies have identified the standard errors of junior high school students. A research on the impact of students' writing abilities in high school on their ability to write a coherent output for college by Amir & Putah (2017); Gonzales (2020) and Delos Santos (2021) is also conducted. The errors and possible reasons students why they commit them are identified in their studies. Labuguen (2021), Okpe (2021), and Suelto (2018) studies have identified possible reasons why students make mistakes, in particular about the production of written output. They listed several reasons, e.g., using a language because there is no familiarity with students, how to learn, the method of instruction, and an author's point of view. Overall, the study's related can be an excellent means of answering these questions and arriving at a complete and accurate conclusion.

2.13.4. Theoretical Framework

It is crucial to look at the factors and barriers affecting language acquisition to ensure that any educational writing success can be sustained for an extended period and how languages can fit into everyday life. This study is based on the ideas put forward by Corder and Richard (2019) that the Error Analysis, which was developed from Contrastive Analysis, had a much more convincing paradigm of analyzing learners' errors since it compared a learner's inter language with the target language. The content analysis was intended to be a research tool based on several theories that would assist in interpreting and analyzing the contents of media messages by Lasswell and Berelson. Thus, this study proposes both theories that help as a specific step to support an educational framework plan.

2.13.5. *Errors Analysis Theory (Suthar, 2017; Yilmaz & Demir 2019) Corder's*

“The significance of learners’ errors” points out that the learners’ errors provide evidence of their language. He classifies errors in terms of the difference between the learner’s utterance and the reconstructed version and proposes four categories: omissions, additions, misinformation, and disordering. In his book “Error and Interlanguage” as the “Father” of Error Analysis, he states that error analysis researchers have developed various classifications of these error systems, three of which can be helpful for the teacher: pre-systematic, systematic, and post-systematic. Corder’s theory of error analysis (EA) includes the collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and error evaluation. He also introduced the distinction between errors (incompetence) and mistakes (in performance).

“A non-contrastive approach to error analysis” by Richards (2017) identified sources of competence errors, L1 transfer results in interference errors, incorrect application of language rules results in intralingua errors and construction of faulty hypotheses in L2 results in developmental errors. Error analysis can help students identify their misconceptions and support them in correcting their understandings. It can deal effectively only with learner production (speaking and writing) and not with learner reception (listening and reading). It can be used to generate good techniques for examining errors made by second language learners. It is likely that the remedy will be decided upon and concluded once its causes or sources of error have been identified.

2.13.6. *Content Analysis*

It is a research method that determines the existence of certain words, themes, or concepts in some specific quantitative data referred to as texts. The type of content analysis also comprises two general types: conceptual analysis and relational analysis. A conceptual analysis determines the existence and frequency of words in the text. By looking at the relationship between concepts in a text, relational analysis enables conceptual analysis to be further developed.

Generally, this analysis is carried out by generating and defining codes for specific recurring images, which are repeated words, phrases, or topics expressed in a language as a literary technique, and then coding a large set of data using those codes (Columbia.edu., n.d.). In addition, the use of content analysis was to analyze and understand media content deeply, and its logic is becoming more common that the critical questions in the content analysis were set out by Harold Lasswell, “Who says what to whom, why, how and for what effect? (Thakur, 2016). Berelson also defined the field of content analysis as a research method intended to define, systematically and quantitatively, the manifest contents of communications.

Therefore, content analysis provides a view of an individual's intent, focus, and communication trend; it shall describe attitudes and behavior concerning communications; determine the psychological or emotional state of individuals or groups; demonstrate cultural differences in communication content; provide structures in discourse writing; initial test and improve treatment or survey ahead of launch; and evaluate focus-group discussions and open-ended questions.

2.14. **Conceptual Framework**

The research paradigm provides the overall procedures to be undertaken by the researchers throughout the study. It contains an IPO framework known as Input, Process, and Output. Input comprises respondents/ student – produced informative essay outputs. The process consists of error analysis using mixed method. The output produces lesson exemplars addressing the issues found and how to correct them to hit the competencies of informative writing.

A schematic presentation of how the variables were considered in the study.

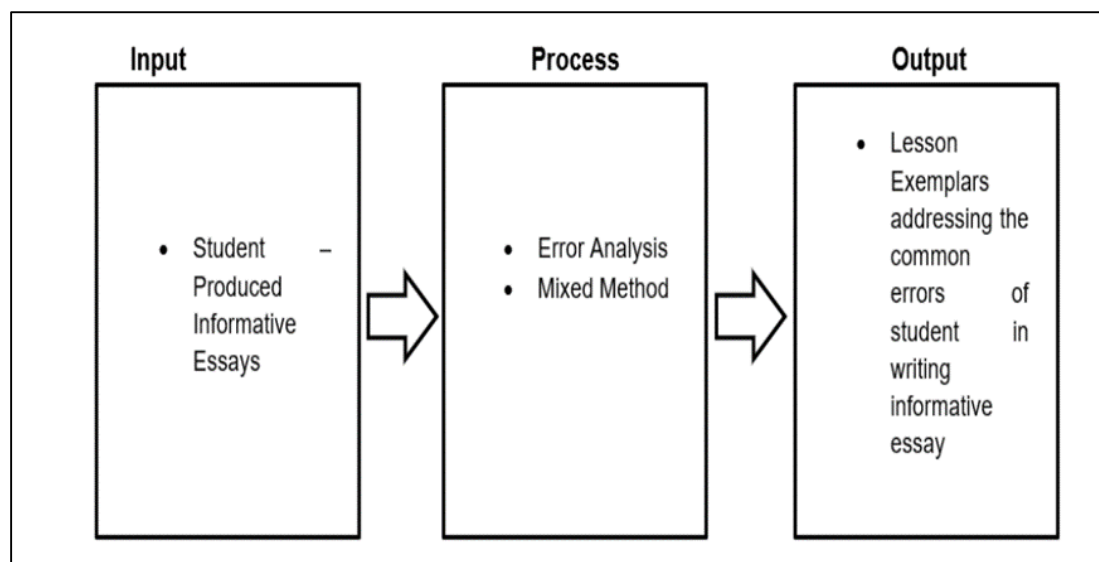


Figure 1 Research Paradigm

3. Material and method

This chapter reveals the research methods used in conducting the study, including the research design, study population, research instrument, research location, and data collection procedure.

3.1. Research Design

The mixed method research design was used in the study. The most prevalent writing faults in the students' written output are tabulated and computed using numerical and statistical approaches. At the same time, this is a qualitative study to describe and analyze the causes and sources of errors made by students when writing an essay, which may be used to help developed lesson exemplars addressing the common writing errors of the students.

3.2. Research Locale

The research has carried out and conducted in the vicinity of Laguna at three respective high schools: (1.) Los Banos National High School-Poblacion, Brgy, Timugan, Los Baños, Laguna) (2.) Sta. Catalina National High School Extension Bakia-Botocan, Majayjay, Laguna) (3.) Calamba Integrated school Gitnang Bukid, Calamba,Laguna). The said schools offer complete Junior High School levels and researchers chose Grade 10 students only.

3.3. Population of the Study

Among the 1000 total number of Grade 10 students, only 60 respondents are chosen from three Laguna high schools: Los Banos National High School Poblacion, Sta. Catalina National High School Extension Bakia-Botocan and Calamba Integrated School, 20 per school served as the study's population. The researchers utilized a convenient sampling method, a non-probability approach, in choosing the participants based on their willingness and availability.

The researchers collected the data from the informative writing samples from the chosen respondents as well as a guide/rubric which describes the characteristics of possible writing/linguistic errors existing in a written output of a student to accurately determine and identify what is the most common error/s committed by students when writing an essay in the English language. The writing samples from the students will be the basis and identifier for the errors frequently committed by the students when writing an essay. Frequency count was used to assess and identify the common errors committed among participants. The tool greatly helped to develop a deeper understanding to analyze the most common errors a student makes in producing an academic essay.

3.4. Data Gathering Procedure

Researchers wrote a request letter to all the respondents asked to participate in the study. After the respondents' approval, the researchers collect the data needed for the study. After collecting the necessary data, it is checked and validated by three Master Teachers of language and it is statistically processed to obtain the study's results. The

interpretation of the data will be the basis for identifying the most common errors of the students when writing an essay in the English language. It will be the basis of the lesson examples.

3.5. Treatment of Data

Anthe informative essay was collected from the 60 chosen participants among the Grade 10 level. Mean of error was used to calculate the occurrences of errors committed by the students when writing an informative essay. It was used to give precise and accurate data that can help the researchers to determine the common writing errors that the students encounter while they make their essays.

$$\bar{x} = \sum x/n$$

\bar{x} = Mean

$\sum x$ = Sum of values

n = Total number of values

4. Results and discussion

This study identified the common writing errors that Junior High School students commit, particularly in Grade 10, when writing an informative essay. According to the findings of this study, Grade 10 students commit a wide range of writing errors in general and mechanical, grammatical, and style errors in particular. This chapter focuses on the outcome and interpretations of the results based on the collected materials (50 essays).

Table 1 Category and types of errors

Category of errors	Types of errors
Mechanics Errors	Punctuation, Spelling, And Capitalization
Grammatical Errors	Subject And Verb Agreement, Preposition, Articles, Verb Tenses/Forms, Pluralization, Pronouns, Determiner And Conjunctions
Style Errors	Word Choice

Table 1 presents the errors in the sample essay categorized based on its function. Mechanics errors are mistakes committed related to the mechanics of an essay. Another category is grammatical errors related to inconsistencies in using grammar rules and style errors, which are mistakes in structure and coherence. Every category has its corresponding errors based on its meaning; for mechanics errors, they are punctuation, spelling, and capitalization, while for grammatical errors, subject and verb agreement, prepositions, articles, verb tenses/forms, pluralization, pronouns, word forms, and conjunctions and style errors, word choice.

Categorizing writing errors is essential in improving a written message's quality and intelligibility. Whether it is academic essays, professional reports, or personal letters, errors may negatively affect the impact of a writer's written expression. We can systematically identify and classify standard punctuation, spelling, grammar, and sentence structure shortcomings by categorizing writing issues. This classification allows us to identify particular areas for growth, provide targeted feedback, and establish plans to improve our writing skills.

Classifying and identifying the types of errors committed allows writers to approach the editing and revising process precisely, allowing them to master their craft fully (Mushin, 2016).

Table 2 Occurrences, Mean of Error and Rank of each Category of Errors

Category of Errors	Occurrences	Mean of Error	Rank
Mechanics Errors	227	0.55	1
Grammatical Errors	150	0.36	2
Style Errors	36	0.09	3
Total	413	1.00	

Table 1.2 is the distribution of the 413 writing errors found in the essay, and it is ranked based on the occurrences of how often the errors under a specific category are committed. Mechanics errors is the category with the highest occurrences with 227 with a mean of error of 0.56 ranking first while the Grammatical category ranked second with a total of occurrences of 150 with a mean of error 0.36 on the other hand Style, the last category committed a total of occurrences of 36 with a mean of error, 0.09.

Effective writing is a vital ability in today's fast-paced and interconnected world. The quality of our writing, whether in academic papers, professional reports, or everyday communication, directly impacts how our words are received and comprehended. Even the most accomplished writers can make mistakes that damage the clarity and efficacy of their writing. By evaluating the occurrences of these mistakes, we can discover students' most common difficulties when writing an informative essay. Understanding the mean of error distribution allows us to assess their overall impact and targets for improvement. For more, ranking these errors will enable us to target the most critical concerns that demand immediate attention and corrective action. By categorizing writing problems, we can shed light on the precise areas in which writers make mistakes.

Table 3 Most Common Errors among each Category

Category	Types	Occurrences	Mean of Error	Rank
Mechanics	Spelling	97	1.94	1
Grammatical	Preposition	32	0.64	1
Style	Word Choice	36	0.72	1

Table 1.3 presents the most common errors in each category presented in the study. For Mechanics Category, Spelling Errors ranked 1 with a total of 97 occurrences with a mean of error of 1.94, Preposition Errors for the grammatical category with a total of 32 occurrences with a mean of error of 0.64, and for Style category, word choice errors, which tallied 36 occurrences which is equivalent to the mean of error of 0.72.

Academic writing process entails exploring various potential pitfalls and each category represents its own set of challenges. It presents a trifecta of difficulties in the shape of grammatical, technical, and stylistic problems. Grammatical errors, such as subject-verb disputes or erroneous verb tenses, are among the most common and can obfuscate the intended message of the writer. Mechanical errors, such as punctuation, capitalization, and spelling problems, can disrupt the flow of the text and detract from its professionalism. Similarly, stylistic errors present their own set of obstacles, involving concerns such as wordy or intricate phrases that can be baffling to readers, as well as a lack of clarity, which can make the writing disjointed and difficult to grasp.

Academic writing is a talent that takes time to master, and even the most diligent students can make blunders. This study sought to add to this body of information by investigating the specific typical writing faults encountered by junior high school students in a local environment. Based on the investigation, mechanical errors are the most commonly omitted category by students when writing an informative essay, punctuation errors being the most common among all errors detected in the essay, and subject-verb agreement errors are the least common errors committed by the students.

The findings confirmed that one of the most common errors a student commits is about the mechanics of an essay: punctuation, spelling, and capitalization. We observed frequent misplacement of commas, periods, and semicolons and the standard capitalization of common nouns. Identical to the studies of Khatter (2022) and Enesi (2022), the most problematic writing errors committed by the students are under the mechanical category, namely punctuation, and

spelling, as most of the students, according to their study area, is also having a hard time using a comma and letter substitutions, letter insertions, letter omissions, transpositions.

A study by Özkayran and Yılmaz (2020) identified the most common preposition and spelling errors. In the investigation, spelling errors are one of the fronts since it is the second type of error commonly omitted by the students; however, preposition errors, under the grammatical category, ranked third among the twelve errors found in the sample essays obtained. Alghazo and Alshraideh (2020) identified in their study that the most common errors were with the verb tense, articles, word order, noun ending, sentence structure, and grammatical faults. Even in our study, these errors were common; yet, among the twelve errors discovered, verb tense ranked twelfth, and articles ranked fifth.

Addressing and resolving these issues is crucial for strengthening writing skills, facilitating effective communication, and ensuring accuracy, coherence, and consistency. This analysis gives valuable insights for developing focused instructional resources and workbooks, allowing educators to help students improve their punctuation and spelling skills, thus boosting their overall written communication ability."

In academics, the ability to write a coherent and concise informative essay reflects how students can deliver messages properly. Various instructional materials are applicable. However, its effectiveness is being considered. To meet the growing demand on how to effectively teach the competency of writing an informative essay, we present to you the following inputs and examples of lesson exemplars that will explore the various types of errors found by the study and how to effectively address them within the class to rectify these faults and improve students skills in informative writing. (See Appendices)

5. Summary, conclusions and recommendations

This chapter presents the summary, findings, conclusions and recommendations based on the data gathered.

5.1. Summary and Conclusion

Based on the data presented, analyzed, and interpreted, the following were the findings:

1. There are 413 errors found in the 50 sample essays obtained. The errors were categorized into three: mechanics Errors such as punctuation, spelling and capitalization errors, grammatical errors which are subject and verb agreement, prepositions, articles, verb tenses/forms, pluralization, pronouns, and conjunctions, and style error which includes word choice.
2. Mechanical Errors rank 1st with a total of 227 out of 413 errors and with a mean error of 0.55 making it the most common writing error the students commit when writing an English informative essay. Grammatical errors came in second with a total of 150 out of 413 errors with a mean error of 0.36, making it the second most common errors committed, and Style Errors came in last with 36 out of 413 errors which has a mean error of 0.09.
3. Spelling errors, under the mechanics category, is the most erroneous writing aspect found in the essay. It has a total of 97 out of 413 errors, making first among the fundamental errors found in the sample essays as well as in the mechanics category. Preposition error ranks first for the grammatical category with 32 occurrences out of 413 errors found and word choice for the style category with 36 occurrences out of 413 errors found in the essays.

Based on the findings, the study has reached the following conclusions:

- Mechanical, grammatical, and style errors are the most common errors the students commit when writing an English informative essay. Among them the errors that have the most occurrences is the mechanical error.
- Spelling, Preposition and Word Choice are the errors that primarily affect the overall quality of the students' written output specially when writing an informative essay as they rank first among their respective categories.
- Word choice in the students' informative essays affect the idea that the writer wants to convey on the the output. Among them is the inappropriate use of words, the best example of it is the use of words with the same sound but different meaning that gives an impact to the output.

Recommendations

Based on this study's preceding findings and conclusions, the following recommendations are made:

- Students must actively seek guidance from the teachers to give them proper guidance in terms of writing, this will be a big help in correcting their own write-ups.
- Students must find opportunities to develop their writing skills outside of the classroom. Investigate online resources, writing communities, or workshops that offer more help and experience in informative writing. Students should explore various genres to expand their knowledge and ability in writing.
- Teachers should assist students in expanding their vocabulary by assigning substantial reading assignments on various themes. They should provide students with immediate oral and written comments on their writing skills. They should use the sample lesson examples in the thesis as practical models, converting them into workbook activities that fit the desired learning outcomes.
- Future research should look into the long-term impacts of writing errors in junior high school students' written output and if interventions and instructional approaches impact students' writing skills outside of the immediate setting.
- Lesson exemplars provided by the researcher that address writing faults are valuable tools for enhancing students' informative writing skills. These exemplars will assist students in developing a better knowledge of good grammar, sentence structure, and organization by providing clear instances of frequent problems and teaching how to address them. Students can improve their writing skills and academic performance by analyzing and applying these exemplars.

Compliance with ethical standards

Disclosure of conflict of interest

The authors had no conflicts of interest to declare.

Statement of ethical approval

The present research work does not contain any studies performed on animals/humans subjects by any of the authors'.

Statement of informed consent

Informed consent was obtained from all involved participants included in the study.

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