

Uncovering the Common Linguistic Errors in Student Journalists' Unedited News Articles: A Comprehensive Analysis

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Received: January 30, 2024

Accepted: March 16, 2024

Online Published: April 3, 2024

doi:10.5430/wjel.v14n4p131

URL: <https://doi.org/10.5430/wjel.v14n4p131>

Abstract

English language learners encounter difficulties in mastering grammar and vocabulary, which can significantly influence their writing skills. This study analyzes the most common writing errors and their linguistic classification in student journalists' unedited articles; it also utilizes a qualitative-descriptive design and Corder's Error Analysis Model for data analysis. Ten selected unedited news articles written by student journalists were examined. Findings revealed that the student writers have common linguistic errors: mechanical, morpho-syntactic, and lexico-semantic. The findings imply that student journalists are not exempted from committing linguistic errors that may affect information decoding despite being trained and exposed to writing activities. The findings have broader implications as student journalists may serve as representatives of English language learners in their institution or community. Schools may develop remedial programs to provide ample practice opportunities using interactive, technology-based tools for grammar and vocabulary. English teachers may create instructional materials and develop community extension and outreach programs to address grammatical learning gaps.

Keywords: campus journalism, error analysis, linguistic errors, student journalists, unedited news articles

1. Introduction

In this modern era, efficient information dissemination in education is constantly reaching its peak, lengthening the influence of its relevance on providing factual and riveting details. With this, students serve as a vessel and driving force in making this a reality. Student empowerment extends its scope to partaking in media communication and school publications. Significantly, campus journalism had a massive impact on Philippine education, and in its breeding ground, it was established due to the boundless influence of national journalism. Higher education institutions nationwide have student magazines to encourage youth to become young journalists (Abad-Dadayan, 2021). It is considered an eminent academic association since it allows students to offer substantial viewpoints on matters of significance to a fellow student and some other school organization. Campus journalism is meant to contribute to the university's success and promote quality academic content through the media.

However, student journalists undeniably faced challenges with the changing times, especially in writing. Despite the numerous teaching approaches applied to learning various aspects of writing, such as those associated with utilizing the English language, it is concerning to find that student journalists still need help with this specific communicative skill. Apart from that, upholding writing skill accuracy still needs to be improved in campus media and crafting an article for publication since several student journalists undoubtedly commit errors and need to improve in constructing content. For some Filipino student journalists, using English to write news articles presents challenges because it necessitates cognitive analysis of the pertinent events and linguistic synthesis, which requires strict adherence to proper grammar and syntax. Because of this, news writers have an even harder time writing, making inevitable errors in their pieces (Sarasua, 2021).

However, studies conducted by numerous scholars only concentrate on error analysis in academic writings such as essays, compositions, and other written works explicitly related to journalism.

Conversely, some research depicts journalistic articles, but most are in the context of elementary and secondary levels of education. In particular, studies that examine errors in news items written by college student journalists are unusual in the body of knowledge. Thus, it is essential to conduct this study to showcase invaluable contributions to expanding information relating to the context of error analysis in writing. Hence, analyzing the errors in this journalistically produced piece entails ensuring the caliber of university journalism. The efficient use of language and adherence to the rules and conventions of news writing are additional criteria for evaluating its quality.

Motivated by the premise that quality journalistic articles are essential for an informed society, this present study aims to analyze student

journalists' linguistic errors. Specifically, it looks into the common types of writing errors in unedited news articles and the linguistic classifications of the identified errors.

2. Literature Review

2.1 *Campus Journalism at Its Finest*

Campus Journalism is a noteworthy intellectual pursuit that encourages students to express themselves via writing and keeps the community and educational institutions informed about school affairs (Albino, 2021). Specifically, campus journalism encourages lifelong learning, improving academic performance, student-needed communication skills, and comprehensive educational services. Student journalists display a sterling reputation in the media and possess the capacity to significantly strengthen the sphere of journalism in higher education (Wu, 2020). The success of every school newspaper is largely dependent on the work of student journalists, who need to be prepared with knowledge, skills, and attitudes that support good journalism (Besa & Parcon, 2018). With the emergence of the internet and digital technology in recent years, this discipline of journalism has seen substantial changes in content, format, and platforms, which made a clearer view of significance relating to the realistic lenses of journalistic writing in the modern world.

2.2 *The Vital Role of Writing*

Since writing has a significant impact, the ability to write well, especially in the English language, is one that everyone should develop since it is so valuable, particularly in academic settings and many facets of life. Writing skills are always necessary to develop because they are vital in conveying one's ideas, thoughts, views, and attitudes (Novariana et al., 2018). Writing is the most challenging of the five (5) macro skills in English. Only some people are good writers. Most of the time, it takes careful attention and a thorough understanding of writing conventions and language, as supported by Boltron and Ramos (2021), who stated that in a pivotal run, writing is consistently considered an essential skill, particularly in formal communication, and, similar to reading, it is of paramount significance for enhancing academic performance and having broad ramifications.

2.3 *Error Analysis and Academic Writing*

It is an aspect of linguistic study that concentrates on errors and aids in comprehending the language acquisition process. Since different errors are seen as a means to an end, some research will reveal suitable correction techniques to support efficient English learning and teaching. Writing makes it possible to evaluate one's linguistic proficiency, memory capacity, and cognitive skills (Javed et al., 2013). By exposing language learners' strategies, the organization of errors made by language learners can educate researchers a great deal about the process of second language acquisition (Corder, 1967) cited in (Amiri & Puteh, 2017). He also thought mistakes have important purposes since they are perceived as tools students use to learn.

Several studies were conducted on the importance of students' lexical and grammatical competence. Some of these focus on students' struggle with oral expression and vocabulary when completing writing tasks (Suganob & Bacus, 2023), reduced communication due to language mechanical errors (Hunahunan, 2018), and spelling error analysis (Fitria, 2020). The most common types are problems with punctuation and capitalization while the most common grammatical errors are related to verb tense and verb form, but the most common lexico-semantic errors are related to word choice and prepositions. To Hunahunan (2018) a major contributing factor to these errors is the pupils' inability to acquire the linguistic norms of the target language. Errors might also arise from performance issues such as negligence. Because there are an alarming amount of linguistic problems among students, as this study indicates, the researcher developed an intervention program to give remediation for such challenges. On the other hand, Amiri and Puteh (2017) made a relevant study which showed that sentence structure, articles, punctuation, and capitalization were the participants' four most frequent English language mistakes. This study also provided insight into how students equated English rules with their native tongue.

Notably, this kind of knowledge benefits teachers and students since it sheds light on the fundamentals of academic writing for English language learners. It emphasizes that it would be difficult for students to write their thesis successfully if linguistic and conceptual barriers persisted. Similarly, Bacus and Alda (2023) highlighted that active language immersion facilitates effective language learning as a building block for a successful academic writing. The pedagogical implications of the current study suggest that language courses emphasize the nature and substance of grammatical errors in academic writing. To Hunahunan (2018) most frequent grammatical error by news writers is the incorrect use of verb tenses, followed by capitalization and word choice. Furthermore, the 74% overall error-density index of all news articles, which is deemed to be very problematic, led to the conclusion that campus journalists struggle to correctly apply linguistic rules, which has an impact on the news's content and may jeopardize the discipline's ability to deliver information effectively. Hence, improving the strategies and approaches used in linguistic rule teaching is necessary to provide a more successful means of learning the linguistic rules the students still need to acquire. The study goes on to say that there is an urgent need to perform intervention activities and programs to address the linguistic challenges of campus journalists in light of this significant density of errors.

3. Methodology

3.1 *Research Design*

This study used a descriptive-qualitative research design that calls for a careful, thorough examination to find and classify errors in articles written by student journalists enrolled in a public higher education institution. It is designed as a means of observation that emphasizes obtaining data that provide an in-depth description of students' linguistic errors that emerge during analysis. It also imparts numerical descriptions that explain the dimension, setting, and frequency of the component of the study (Kim et al., 2017). This type of research was

deemed an appropriate approach for gathering data about errors in writing through a comprehensive analysis of the unedited articles.

3.2 Environment

The procedures for acquiring the data for this study were conducted at one of the premier universities in Southern Cebu, Philippines. It has produced many professionals as an educational institution throughout its history, making it one of the most outstanding campuses. This institution significantly trains the students to develop 21st-century skills, which dramatically hone the ability to write, communicate properly, and express ideas in every academic discourse.

3.3 Sources of Data

As a corpus-based study, the primary data source in this research were the selected ten (10) unedited news articles (coded as UNA) of college student journalists. These data source was selected using an inclusion criteria: (1) must be written by staff writers who have experience in campus journalism for at least one academic year; (2) must be produced by student journalists who attended the training, workshops, and mentoring; and (3) must be of topics from current issues published online or printed articles in the school paper publication.

3.4 Instruments

The researchers considered this study's primary data collection instrument. Bahrami, Soleimani, Yaghoobzadeh, and Ranjbar (2016) specify that a researcher is viewed as a research instrument that can observe things, conduct in-depth data examination, and consider the significance of observation and the corpus of data. The secondary instrument was Grammarly, an internet-based writing tool proficient at fixing writing errors. According to Karyuatry (2018), this tool is an online proofreading website that checks grammar errors, aids in the verification of grammar and spelling, conducts plagiarism checks and provides advice on how to write with more precision, clarity, and style. This study also utilized an analysis matrix based on the classification of linguistic errors enumerated by Ferris (2014) model of Error Analysis, which comprises mechanical, morpho-syntactic, and lexico-semantic written errors.

3.5 Data-gathering Procedure

This study underwent an archive retrieval system that includes crucial phases and processes to create a well-ordered data collection flow and provide compelling evidence. This method involves retrieving and forwarding a specified file, information, or document for a specific purpose. It holds previous data that is still significant to an organization or must be kept on file for future analysis or compliance (Yu, 2023). This recent investigation denotes the necessary procedures for making every raw piece of data accessible and functional. As an initial phase, the researchers prepared a letter of request or transmittal letter addressed to the adviser and Editor-in-Chief of the school journal, asking permission to access the unedited articles. Once permission is received, the second phase focuses on gathering the sources of data through the online platforms Facebook Messenger and Gmail, where archived files of unedited articles are collected. After collecting pertinent data, the researchers aggregated the details from the ten unedited articles and analyzed the results of the data accumulation.

3.6 Data Analysis

Data were analyzed using the Error Analysis model of Corder (1967). This model, as previously noted by Shousha, Farrag, and Althaqafi (2020), has six stages: (a) *collection of samples*, (b) *identification of errors*, (c) *classification of errors*, (d) *calculation of errors*, (e) *description of errors*, and (f) *formulation of conclusions*. For the first stage, the researchers collected the unedited articles from the Editor-in-Chief following the purposeful selection process. Subsequently, each article was carefully read, and the Grammarly tool was employed to identify errors. These errors were then categorized and counted based on Ferris' (2014) structure of linguistic errors. Frequency counts were conducted to determine how often the student journalists made these errors. Next, the most and least frequently occurring errors were quantified as percentages, ranked, and tabulated. Additionally, a thorough description of the calculated errors was provided, which followed the tabulation and ranking process. In the final stage, a conclusion was formulated based on the study's findings and a concise summary of the identified errors.

4. Results and Discussion

The analysis commenced with proofreading through Grammarly Premium- a writing tool that detects grammatical errors and suggests revision. When the contents of the unedited articles were transferred into the Grammarly tool, errors were detected, and suggestions for revision were indicated. The researchers evaluated, recorded, and classified all the identified errors. The errors were classified based on the feedback given by the tool. An example of feedback from the tool is '*remove the article*'; with this, the error will be classified under 'article errors.' After that, frequency counting was done to rank the occurrences of errors in ascending order.

4.1 Writing Errors in Journalistic Writing

After thorough analysis, 11 common errors were found: punctuation, article, preposition, spelling, verb, capitalization, pronoun, word form, conjunction, missing subject, and word order errors. These writing errors are linguistic errors that deviate from the standard grammatical conventions in the English language and their reflection on the comprehension of the second language acquisition (SLA) process (Imaniar, 2018). Table 1 summarizes the prevalent errors in journalistic writing in the selected ten student journalists' unedited articles.

Table 1. Common Types and Categories of Writing Errors

Errors in Writing		Frequency	%	Total
Error Types	Categories			
Punctuation Errors	Missing commas	61	37.7	92 (56.8)
	Unnecessary commas	14	8.7	
	Comma splices	5	3.1	
	Missing hyphens	8	4.9	
	Punctuation misuses	2	1.2	
	Missing periods	1	0.6	
	Quotation marks misplacements	1	0.6	
Article Usage Errors	Insertions	2	1.2	14 (8.6)
	Omissions	11	6.8	
	Unnecessary articles	1	0.6	
Preposition Errors	preposition misuses	10	6.2	12 (7.4)
	Missing prepositions	2	1.2	
Spelling Errors	Omissions	10	6.2	12 (7.4)
	Transpositions	2	1.2	
Verb Errors	Wrong verb tenses	7	4.3	11 (6.8)
	Incorrect verb forms	3	1.9	
	Unnecessary verb uses	1	0.6	
Capitalization Errors		7	4.3	7 (4.3)
Pronoun Errors		5	3.1	5 (3.1)
Word form Errors		3	1.9	3 (1.9)
Conjunction Usage Errors		3	1.9	3 (1.9)
Missing subject Errors		2	1.2	2 (1.2)
Word order Errors		1	0.6	1 (0.6)
Total:		162	100	162 (100)

4.1.1 Punctuation Errors

Punctuation errors are the most dominant errors most student journalists commit. This situation is in common with the previous study of Mahmoud (2014), which revealed that punctuation errors are the most frequent errors in students' writing. Aside from that, Anwar Siddiqui (2015) discovered that punctuation errors are the most prevalent errors found in the different writings of students of social sciences and medical sciences.

Under this category, the student journalists showed errors in commas, specifically in the form of their missing application, unnecessary uses, and comma splices. It has been observed that writers failed to indicate commas (,) in their sentences.

For example, The ... (CAFÉ) together with the Gender and Development (GAD) organized the Quarterly Environment Celebration on March 24, 2023, at ... which was participated by the ... Faculty (UNA-7)

Some journalists also utilize commas (,) in areas where they are only sometimes necessary.

For instance, It is the universal language, to heal wounds, and to find connections. (UNA-2)

According to some, one of the most frequent punctuation mistakes is the comma splice. When a comma is used in place of a conjunction, this happens. Misuse of verb form (finite instead of participle), misapplication of punctuation (comma instead of full stop), or absence of a conjunction could be the cause.

For example, Emerging on top was not a walk in the park, it came with sacrifices and difficulties. (UNA- 1)

This result highlights that writers frequently need help deciding whether or not to use comma-separate sentences when using subordinate clauses. For clauses and sentences to work together to form a coherent story, commas indicate the grammatical independence and stress between them (Hundarenko, 2019). They highlight the logical connection between the two components of the sentence and clearly define their separation. However, it is worth noting that without the comma, the two parts of the sentence slide into one another, forcing the reader to stop and figure out where one thought ends and the next begins. The result agrees with the findings drawn by Enago Academy (2019), which indicate that a comma is one of the most commonly misused punctuation signs, presumably because it has so many technical applications. In the unedited articles of student journalists, writers experienced complexities in when to use a comma, causing it to be missed from a particular sentence. This case suggests student journalists must be aware of the journalistic convention that news is typically delivered using commas, particularly in writing.

Another punctuation error is the hyphen (-), which is a type of punctuation that links words or word fragments. Hyphens are frequently used to denote word breaks at the end of lines, join words that comprise a compound adjective, serve as a "stand-in" for a repeating word, and

denote unique pronunciations or intonations. Some unedited articles should have included a hyphen when combining two or more separated and compound words.

For instance, **why I always think that I have come this far, and I must finish it no matter what because this is a once in a lifetime opportunity.** (UNA-4)

From the given example, the researchers noticed that the phrase "*once in a lifetime*" seems irrelevant in portraying the exact meaning of the sentence, particularly in describing the chat type of opportunity that was being highlighted. It should be appropriately attached with the hyphen "*once-in-a-lifetime*" to make it appropriate. Moreover, part of the most common error is incorrect punctuation.

In the example, **unanticipated redirections. This has presumably been unfavorable in some cases, however, these shifts may also come conducive to the exploration of one's capabilities towards the pursuit of an ultimate goal.** (UNA-4)

Incorrect punctuation can alter the meaning and disrupt the flow of ideas. At the same time, punctuation used correctly not only aids in understanding but also draws readers into a piece of writing (Rumki, 2005), referenced by Aradillos et al., 2023). Another punctuation is a period (.) or "the end stop," since it marks the end of sentences. More precisely, it comes at the end of declarative phrases expressing truth, observation, notion, belief, or sentiment. It can also come at the end of an imperative sentence or command. Some student journalists should have noticed a period after each phrase or inserted one at the end of a sentence without reason.

For instance, **get themselves enrolled. With the sun shining so bright, eagerness and enthusiasm cannot be hidden as the students lined up to get their paper signed at the clinic as their final step for enrollment As the students approached the clinic, they could feel the excitement building inside of** (UNA- 8)

Quotation marks are punctuation marks that distinguish words and paragraphs from the rest of the text. In this study, some writers experienced complexities placing this symbol, particularly in highlighting someone's line or phrase.

For example, **Kalampusan Gym with the theme: "The Youth's Power to Change a Nation: Practicing Pure Love, Altruism and Conscience-centered Leadership Paradigm", April 28, 2023, Friday. The selected** (UNA- 2)

The sample above shows how critical it is to determine the position of quotation marks within the sentence to ensure the clarity of the emphasized point or information. Since this punctuation is used in the wrong place, it is better to adjust it to the proper designation between words.

4.1.2 Article Usage Errors

The data presented above shows that most student journalists made errors relating to the insertion, omission, and unnecessary use of articles within a sentence. The cause of this error is justified in the study of Yuliawati and Andayani (2020), where students are still confused about how to use 'the, a, and a' before unspecific nouns due to their ignorance of rule restrictions. There are instances where student journalists tend to use articles that are not necessary in some cases. This issue involves insertion, which can be detected by attention to items that should not appear in inappropriate sentences.

For example, **"Love has no boundaries. It is the universal language, to heal wounds, and to find connections. It shows the purpose of life and we need to become a God-centered public person for us to attain the true and lasting happiness." said ..., President ... CEBU.** (UNA-2)

Specifically, the given sentence emphasizes that the article "the" after the word "attain" is not necessary and tends to be inserted improperly by student writers. It implies that English language rules are sometimes challenging and can create confusion, particularly about how and when to use a word. According to the researchers' findings, an article omission was also noticed among the unedited journalistic content. Omission can be detected by the absence of components required to complete sentences per the rules.

For instance, **A state university in Southern Cebu - The Bachelor of Arts in English Language under the College of Arts and Sciences had successful conduct of the ...May 15-17, 2023, at the ...** (UNA-5)

In this example, the indefinite article "a" was omitted before the word "*successful*," which creates a slight contextual variance in the sentence. It denotes the vital implication that every student journalist must know the function of each article to identify anything particular or distinct. Furthermore, the data also revealed unnecessary use of articles found in a specific written piece.

For example, The ... earned acclaims among audience as their performance of Binasuan Ritual Dance won the first place in the Indak Sayaw Contest on 7: 30 to 9 in the evening of February 16, 2023, held at (UNA-9)

From this angle, the definite article “the” is no longer necessary in the phrase “won the first place” since the verb already points out what place the dance achieved.

4.1.3 Preposition Errors

The data in this study revealed an incorrect use and a missing preposition.

For example, Education- Major in Mathematics. A Higher Educational Institution also ranked 9th in the Top Performing School in the Elementary Level in the entire country with an overall rating of 93.33%. (UNA-1)

Instead of the preposition “at,” the student journalists mistakenly used “in” to emphasize the level of education being hyperlinked by the “Top Performing School” in the given sentence.

For example, Consequently, she applied Political Science at ... right after she graduated high school in preparation for law. Conversely, her parents wanted her to become a teacher so that she would (UNA-4)

There was a missing application of the preposition “to” before the word “applied,” which makes it indirect to what is being figured out. It connected significantly with what Monaikul and Di Eugenio (2023) denoted in their study, which posits that prepositions tend to be challenging for many language learners, partly because of their seemingly arbitrary employment with some verbs, which do not always translate accurately between languages, as supported by Castro (2013), who states that an English learner needs to study English prepositions extensively and comprehend what those prepositions mean when employed ordinarily in English sentences to understand the distinction between each one.

4.1.4 Spelling Errors

In the written articles from the selected journalists, the following categories of spelling errors were determined: 1) omission (leaving one or more letters) such as “achive” instead of the word “achieve”; and 2) transposition (reversing the position of one or more letters) that can be seen in the word “Admist” in contravention to the correct term “Amidst.”

For instance, In addition to that, the key to achive the betterment of the youth is to put God as the center of all. (UNA-2)

Admist of the Root Cause of Suffering and Conflicts which are; Contradiction: family, personal (UNA-2)

These results were predicted in the analysis of Siregar, Batubara, and Manisha (2023), which points out that students may misspell words, resulting in inaccuracies and a likelihood of reader confusion. Spelling errors are flaws in the proper spelling of words. If the students are unfamiliar with the word, they will probably misuse it. In written English, spelling errors frequently result in significant problems. Spelling ability can be developed through time, primarily through practice and experience (Fitria, 2020). The ability of the students to write a word accurately and correctly is related to their spelling skills. Correct and precise spelling can improve the overall quality of written articles. Hence, this study that revealed the learners' errors in spelling allows the researchers to understand and aid in the learners' spelling hurdles. It will result in an enhancement in students' writing and could be very helpful in assisting student journalists in becoming proficient writers.

4.1.5 Verb Errors

The data of this study showed some errors in terms of verbs, which consist of wrong verb tense, incorrect verb form, and unnecessary verb use. From the acquired raw data, it was observed that there were errors in the usage of verb tenses. In like manner, it occurs when the wrong verb tense is used in a sentence, which causes the timeline of events to be inconsistent or unclear.

For instance, For now, she plans on joining her review center as a lecturer this time for she wanted to help future educators achieve their goals and dreams. Together with her who brought pride and honor to Cebu (UNA-1)

“wanted” signifies a wrong conjugation and disagrees with the verb, making it an error. With this example, the researchers were able to identify that the word “wants” is the correct verb tense that suits the correctness of the entire sentence. Students may switch between past, present, and future tenses without proper agreement; this aligns with the previous study, which states that tense-related errors significantly impacted the text's overall comprehensibility. However, due to their ignorance of the significance of tense, students randomly chose verb tenses (Chappel & Rodby, 1983, as cited in Asiyaban et al., 2020). On the other hand, verb form errors were also recognized from the ten selected sources of data. These errors occur when a verb is misused in a sentence, resulting in utilizing the wrong verb tense or improper verb conjugation.

In the example, "The food that you grew up with, the one prepared by your parents are the food that you can usually find in the canteen because we wanted to make you feel at home". - said Sir, ... the Manager of the school cafeteria. (UNA-3)

From this, the researchers noted that the verb “is” did not match with what the subject equates. Instead of the word “are,” the verb “is” is appropriate, making the sentence structure more comprehensible. Lastly, unnecessary verb use was also seen in the consensus of the written articles.

From the extracted line, period and her inability to access the library due to the pandemic. Nevertheless, she had decided to take the exam, “Supportive rapod kaayo ako parents; pass or fail, they are willing to support me (UNA-4)

Adding the verb “had” is unnecessary to make it even more readable.

4.1.6 Capitalization Errors

Student journalists used to misspell the proper noun “*manager*,” the initial word of a sentence, pronouns such as “*I*,” or other things that should be capitalized.

For example, find in the canteen because we wanted to make you feel at home”. - said Sir, ... the Manager of the school cafeteria. (UNA - 3)

quoted "My journey during enrollment was smooth and easy. I just gave my requirements to Maam ... filled up the enrollment form and then i'm done. “Another 4th year Educ Student, added that (UNA- 8)

This stresses the essential idea that it is more feasible for readers to absorb what the writer is attempting to convey when sentences are correctly capitalized. In writing, there are specific grammar components that need to be preserved in order to achieve text efficiency. Capitalization is crucial to making a written piece grammatically correct and pleasant. According to Anwar Siddiqui (2015), capitalization is the use of upper- and lower-case letters in English and is considered a particular element of English writing that follows the language's rules. Capitalization is necessary at the start of a sentence and for proper nouns (such as names of persons and places). In the unedited articles, capitalization errors were identified, including the erroneous or irregular use of capital letters.

4.1.7 Pronoun Errors

A pronoun is a word that frequently substitutes a noun to eliminate the need to use the same noun repeatedly. Pronouns, like nouns, can refer to individuals, objects, ideas, and places. From the data presented, some student journalists had pronoun problems, specifically in their sentential use, such as *it*, *them*, *they*, *which*, and *that*.

For example: The clinic was bustling with activity, as students rushed to get their papers signed and pass it to the assigned personnel. The air was filled with chatter and laughter, as students caught up with (UNA-8)

This result underscores the crucial notion that when pronouns and their antecedents—the nouns they refer to—do not agree, pronoun agreement mistakes happen. As a result, there may be ambiguous or inaccurate references within a sentence or paragraph. Garcia (2016) made a concrete justification that pronouns can be problematic, but errors can also be detected and fixed. It sometimes includes unclear references, pronoun shifts, and lack of agreement. He also affirmed that there would be no apparent distinction between the nouns referred to in the sentence if someone were to read the heavy sentence composed of pronouns in a situation without any context. There is a tendency that when pronouns are used instead of proper nouns, the writing can become vague and confusing. Thus, sentences incorporating pronouns without linking them to a typical or proper noun inside the exact phrase are an effective way to gauge how clear the writer's language is.

4.1.8 Word Form Errors

It studies how different English word forms convey meaning. It includes the property of words whose spelling changes give them a distinct meaning or use. The data shows that the unedited articles of the selected student journalists contain errors relating to word formation. This result implies that some writers have experienced these complexities. The following example shows relevance to how the word varied from its standard form.

deliver the service to the clients. One thing, that Sir ... considered as one of the most challenging part in managing the school cafeteria is the people, because they are very distinct and they also (UNA-3)

In this case, the researchers found out that the word “part” is not the correct form of the word since it alters the complementary phrase “one of the most challenging parts.” Thus, “*part*” should be changed to “*parts*.” It exposed an essential point: when the right word is chosen but employed in the wrong form, this is referred to as a word form error. According to the College of San Mateo (2022), word form errors exist when a word is correctly chosen but used in its incorrect form. Many English words require a form change, whether nouns, verbs, adjectives, or adverbs. Moreover, it was also assumed that academic writers demand correct usage of word forms. However, word-form errors are categorized as less severe because they impact individual clauses instead of larger text sections. Still, because they affect content words—nouns, verbs, adjectives, and adverbs—the words with the most significant meaning in a sentence—they are highly noticeable to the reader. Consequently, writers must be conscious that a reader will perceive a piece of writing as defective if it has many word form problems.

4.1.9 Conjunction Use Errors

Conjunctions are linguistic devices used to link words, phrases, clauses, and sentences. Fundamentally, there are three types of conjunctions: coordinating, paired, and subordinating (Walden University, 2023). In this study, it has been revealed that there were errors in the conjunction made by the student journalists found in their unedited article content. It shows that the errors in this type involve the incorrect use of coordinating conjunctions 'and,' 'for,' and 'because.'

For instance,

For now, she plans on joining her review center as a lecturer this time for she wanted to help future educators achieve their goals and dreams. Together with her who brought pride and honor to Cebu (UNA- 1)

At this glance, it has been observed that the error entails using a particular conjunction in a sentence due to interchangeability. The writer incorrectly used the conjunction "for" as a substitute for "because" without emphasizing that a reason is highlighted in the second clause. In this context, English Language Learners (2022) provides precise details about the distinctions between these two. It was explained that conjunctions like "for" and "because" can explain a phenomenon or point out its intended function. Consonant to this, for is a well-established function word that denotes intent, while 'because' is used to signify for the reason that. It implies a certain point that conjunction is a crucial linguistic component in writing since it conveys the concepts in a piece of writing and that conjunction errors may occur when conjunction is misused in a sentence.

4.1.10 Missing Subject Errors

A subject is a sentence element comprising the person or object doing the action (or verb). However, in the data illustrated above, it can be observed that two sentences did not have any subject in all the unedited articles collected by the researchers. Below is one of the examples of this error:

aiming at first, but when started reviewing she was very motivated by the lecturers. She shared (UNA-1)

It can be understood that the sentence does not make any sense in the first place. The missing subject in the form of a pronoun proves to be an aid in making this sentence correct and meaningful. "she" must be placed after the word "when." In this case, it can appropriately be read as, "but when she started reviewing, she was very motivated by the lecturers." Consistent with this, it showed a noteworthy understanding that a sentence is deemed incomplete and unable to stand alone when the subject (the who or what) is missing. Robb et al. (2002, as cited in Garcia, 2016) believe that if a reader is interested in understanding the meaning of a sentence or paragraph, they look for the subject inside the text. The reader can easily find the central concept in writing if the subject is identifiable. Similarly, Kemper et al. (2006, as referenced by Garcia, 2016) testify that a sentence needs a distinct subject to convey a complete idea. Moreover, the subject is required to give the reader a more precise grasp of who or what is doing anything in a sentence.

4.1.11 Word Order Errors

This refers to placing the words within phrases, clauses, or sentences. In this sense, it can change how a sentence is understood and reveal who takes action and for whom. Moreover, student journalists undeniably commit errors in the proper order of words in their crafted articles. Such an error can be seen in this sample sentence:

The school cafeteria has still a lot of things to improve on and future plans to build on, but through (UNA-3)

The given sentence shows that the words "has" and "still" do not coincide with the proper arrangement. Thus, it is necessary to put the order correctly to achieve an accurate sequence of words inside the sentence. It should be, "The school cafeteria still has many things to improve on and plans to build." This aspect justifies that when the arrangement of words in a phrase is incorrect or unnatural, word order problems occur; this can cause ambiguity and make the statement sound uncomfortable or unclear. According to the College of San Mateo (2022), word order errors transpire when words are arranged incorrectly or inaccurately in a sentence. The same study also justified that word-order errors are considered global (more serious) errors because they sometimes can interfere with how a phrase is put together in a sentence. As a result, the reader will need help understanding the entire statement. On the other hand, some word order errors could not be as problematic and might not impact the reader's comprehension of the sentence as a whole.

4.2 Classification of Linguistic Errors

The researchers comprehensively evaluated how errors impacted the sentence structures. A schematic table was developed to classify the errors based on the governing sub-disciplines of linguistics. Table 2 summarizes the general classification of linguistic errors made by the student journalists in their journalistic writing during the academic year 2023-2024. The errors were classified based on the types of errors outlined by Ferris (2014) that feature mechanical, morpho-syntactic, and lexico-semantic errors in writing. After identifying all the confirmed types of common writing errors, the classification was done.

Table 2. Classification of Linguistic Errors

Errors in Writing on their Linguistic Level		Frequency	%	Total
Error Classification	Categories			
Mechanical Errors	Missing commas	61	37.7	111 (68.5)
	Unnecessary commas	14	8.7	
	Misspellings (omission of letters)	10	6.2	
	Misspellings (transposition of letters)	2	1.2	
	Missing hyphens	8	4.9	
	Capitalizations	7	4.3	
	Comma splices	5	3.1	
	Missing periods	1	0.6	
	Punctuation Misuses	2	1.2	
	Quotation marks misplacements	1	0.6	
Morpho-syntactic Errors	Article/determiner insertions	2	1.2	34 (21)
	Article/determiner omissions	11	6.8	
	Incorrect verb tenses	7	4.3	
	Incorrect pronouns	5	3.1	
	Incorrect verb forms	3	1.9	
	Incorrect Word orders	1	0.6	
	Incorrect Word forms	3	1.9	
	Unnecessary articles	1	0.6	
	Unnecessary verb uses	1	0.6	
Lexico-semantic Errors	Preposition misuses	10	6.2	17 (10.5)
	Missing prepositions	2	1.2	
	Conjunction uses	3	1.9	
	Missing subjects	2	1.2	
Total:		162	100%	100

After analyzing common errors, the researchers classified 23 errors into three linguistic classifications based on their commonalities and relevance. The errors committed by the student journalists are classified under three categories, where mechanical errors recorded the highest number of errors with a total frequency of (111 or 68.5%) of the 162 total number of errors compared to the morpho-syntactic (34 or 21%) and lexico-semantic levels (17 or 10.5%).

4.2.1 Mechanical Errors

The results of the study indicated that mechanical errors have a broad coverage of frequency found in the general data, which comprise missing commas, unnecessary commas, spelling (omissions and transpositions), missing hyphens, capitalizations, comma splices, missing period, incorrect use of punctuation, and wrong placement of quotation marks. Specifically, most of its types were identified as punctuation, spelling, and capitalization. Writing mechanics refers to the set of standards and conventions that standardize the presentation of written language to construe its purpose and content. In addition, they play a crucial role in assisting writers in ensuring that readers will understand every detail reflected in the contents. Furthermore, writing in English requires knowledge of its mechanics, enabling student journalists to express their ideas accurately and carefully (Villon, 2021).

Mechanical errors are issues with writing that some students need to recognize and frequently encounter when writing in English and trying to arrange the mechanics correctly. These errors are mainly associated with variations in punctuation, spelling, capitalization, and abbreviations that writers experience and need to be given enough focus. However, this particular problem will affect how the information is perceived (Shweba & Mujiyanto, 2017). In addition, mechanical errors may taint student writing and hurt their performance. Writers may mislead readers and compromise their intended significance if they fail to utilize these mechanics appropriately. Therefore, it is advised that English language learners pay closer attention to teaching writing mechanics in journalistic writing to minimize such errors. Clear communication in English writing ensures that one's desired point is conveyed on the subject matter and further achieved using appropriate writing mechanics.

4.2.2 Morpho-syntactic Errors

In the first place, morphosyntax is a branch of linguistics that addresses how morphological and syntactic elements combine to form a language's framework. This inclined two segments of language, wherein syntax focuses on the study of sentence structure while morphology is the study of how words are formed (StudySmarter, 2023). Thus, combining both focuses on the links between how words are formed, appropriate structure, the formation of sentences, and standards that determine their interactions within constructed sentences. As the table shows, morpho-syntactic errors include article usage problems (insertions and omissions), wrong verb tense, pronoun, incorrect verb form, word order problem, word form, unnecessary article, and unnecessary verb use. The data underscores a vital idea: detecting morpho-syntactic errors and providing student journalists with every intervention technique to practice can increase their overall writing competencies and deepen their understanding of the language structure.

4.2.3 Lexico-semantic Errors

Lexical semantics is one of the fundamental linguistic structures that focuses on the comprehensive exploration of word meanings and their

clarity in any written content (Mindanao State University, 2022). Specifically, in this study, the errors relating to lexico-semantic dimensions involve incorrect preposition use, missing prepositions, conjunction use, and missing subjects. At this level, it emphasizes how writers used different prepositions, forgot to apply them in a sentence, and missed an essential part, which twisted an appropriate sentence into something that needed clarification. Thus, it provides an in-depth comprehension of the nature of words and their combination patterns in a text, which may lead to creating a connection with their meanings.

Considering the referenced classification of errors from Ferris (2014), those dominant errors associated with the mechanical level, like punctuation, which highly inculcates (missing commas, unnecessary commas, comma splices, missing hyphens, missing periods, quotation marks misplacement, punctuation misuse), spelling that is categorized as (omission and transposition) and capitalization, have been viewed as critical errors since they interfere with comprehension and the sentence's overall impact. This exemplifies that most errors by news writers could inhibit readers from grasping the news's implications, which is crucial in journalistic writing.

5. Conclusion and Recommendations

English language learners encounter difficulties mastering grammar and vocabulary, which can significantly influence their writing skills. A comprehensive study was conducted on the prevalent errors in student journalists' unedited articles to gain a deeper insight into these challenges. A total of 11 common errors were identified, including punctuation, articles, prepositions, spelling, verb usage, capitalization, pronouns, word forms, conjunctions, missing subjects, and word order errors. These errors were categorized as mechanical, morpho-syntactic, and lexico-semantic. The presence of these errors in the articles of student journalists underscores that even trained and experienced writers can make linguistic mistakes.

The findings have broader implications as student journalists may serve as representatives of English language learners in their institution or community. As such, schools may develop remedial programs to provide ample practice opportunities using interactive, technology-based tools for grammar and vocabulary. English teachers may create instructional materials and develop community extension and outreach programs to address grammatical learning gaps.

Acknowledgments

Not applicable

Authors Contributions

MSD led the conceptualization and assisted in the data collection and data interpretation, MGM led the data collection and data interpretation, and RCB helped the research conceptualization, data cleaning, and data analysis.

Funding

Not applicable

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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