

Fossilized Writing Errors: A Documentary Analysis

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Abstract: This study elucidated the Fossilized Writing Errors in English of the Grade 10 learners and aimed to investigate the fossilized writing errors that are still common to the learners in their writing outputs. It followed a qualitative research design and used the method of documentary analysis in which the researcher interpreted the documents to give voice and meaning about the topic by means of analyzing documents integrated coding material into patterns. The collected documents served as the main data entry to come up with the result of the study. To sum it up, this thesis unveiled that there are still errors in Lexical- Verb (Omission/Misuse of Verb form), Noun (Omission/Misuse of Noun), Pronoun (Omission/Misuse of Pronoun), Conjunction (Omission/Misuse of Conjunction), Prepositions (Omission/Misuse of Prepositions), Syntactic- Articles (Misuse of Articles), Subject-Verb Agreement (Tenses), Word Choice/Diction Errors, Spelling Errors, and Morphological- Parallelism, Verb-Modals (Misuse of Modals), Redundancy, Capitalization (Uppercase, Lowercase, Sentence case), Punctuation Marks (Misuse of Punctuation Marks). Therefore, the researcher calls for the teachers to note such errors because that is their primary concern and will serve as a key intervention to initiate the feedback and to eradicate incorrect language that may already be fossilized or on its way to becoming so.

Keywords: Fossilized writing errors, Writing outputs.

1. Introduction

Writing is one of the language mastering competencies that is challenging to study. In truth, even for people who talk and use English as a language, the potential to put in writing calls for intense and modified instruction. It has been recognized as one of the primary aptitudes in a global sense, that is more than driven by content and numerical information. People everywhere compose writings or blogs, or post data, declaration and responses (“like” or “share”) in the social media networks, e-mail and ‘tweet’ to companions and colleagues and the like. With that burgeoning need in mind, individuals in the academe are beneath weight to pay more genuine consideration to their composing ability for English has the dominion in this innovative world. Regardless of the high standards of correctness and preciseness and more prominent focus on meaning and communicative purposes, experts are still anticipated to honor and ace these rules to become competent, which makes use of grammatical and discourse strategic proficiency.

Handayani [1] explained that having a fine writing ability is an indisputable advantage for students. It incorporates other sub-skills like the unusual facts about query and the ability to

interpret thoughts into syntactic sentences. For that reason, it is seen as an essential talent which must be obtained for academic fulfillment and a crucial necessity for social and worldwide life interest.

However, the capacity to write properly is not always an evidently procured skill; it is more greatly discovered or culturally transmitted as a fixed set of practices in formal schooling with guidelines or other settings. Writing capacity must be practiced and discovered through experience. It also additionally entails composing, which suggests the ability either to tell or retell portions of information within the form of narratives or description, or to transform information into new texts, as in argumentative or expository writing.

When learners learn this skill, inclination to errors cannot be avoided. It is an inescapable portion of the normal process in securing and learning an unused language. Everybody tends to make errors while she or he develops a brand-new articulation of the modern language. In any case, with respect to this regular technique of learning, errors cannot be appraised as a fault. As opposed to, errors can offer assistance to those students to be extra conscious of the mistakes they have constructed in a proficient way.

Consequently, making errors in writing is inevitable, particularly if a certain student writes essays in a limited time. For instance, wrong use of tenses, pluralization and other parts of speech are frequently stuck in students’ composition that can result in unsuccessful detailing of accurate sentences in scholastic writing. Writing in the target language is not a direct errand, because it is distinctive in the L1.

Manzolim and Gumpal [2] exclaimed that the writing errors of the students are due to the L1 obstructions that impacted the construction of English grammar. In addition, learners are linguistically informed to depend on what they write in their target language, or when to use their linguistic system known as interlanguage (IL). The utilization of proper words or lexicon in a content is indispensable to improving and expanding scholastic writing skills of foreign or second language learners other than communicative and linguistic ability (Sajid, 2016). Furthermore, syntax and diction are basics in intensifying writing skill [3].

Moreover, the errors committed from the beginning or low level of learning to write need to be considered because the uncorrected error from the beginning may become a permanent error since English is the second language in the Philippines (Marefat and Nushi, 2012). The chance to notice the errors are

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limited because English is not used in daily communication but only for specific purposes with limited people and situations therefore the chance for the errors to fossilize is greater [4].

With this condition in mind, this analysis was challenged by the researcher to recognize some of the fossilized writing errors that were still common to the Grade 10 learners in their writing outputs.

A. Objectives of the Study

This study aimed to examine the fossilized writing errors of Grade 10 learners, types of grammatical errors fossilized, their classifications and possible interventions.

2. Materials and Methods

A. Research Design

This study followed a Qualitative research design. Qualitative Research works with non-numerical data that seek for the understanding of “whys” of different social phenomena. It also gave in-depth analysis of social life, human behaviour and investigated the meanings of interactions that were within the target population. It had multiple systems of inquiry. The researcher used the Documentary Analysis that was coined by Bowen (2009), as a method of qualitative research in which the researcher interpreted the documents to give credibility and value to the assessment topic. Analyzing documents integrated coding material into patterns similar to the way the focus group or interview transcripts were evaluated. A rubric can also be used to grade or score documents. As stated by O’Leary (2014), there were three main types of documents: (1) Public Records: The ongoing and official records of an organization’s activities. Examples include annual reports, strategic plans, student transcripts, policy manuals, mission statements, syllabi and student handbooks. (2) Personal Documents: First-person accounts of an individual’s actions, experiences, and beliefs. Examples include Facebook posts, scrapbooks, incident reports, newspapers, e-mails, calendars and reflections/journals. (3) Physical Evidence: Physical objects found within the study setting (often called artifacts). Examples include handbooks, flyers, training materials, agendas and posters.

The researcher used the Personal Documents of students, specifically their own journal entries in English to document and analyze the Fossilized Writing Errors.

B. Participants of the Study

The participants of the study were the selected ten (10) Grade learners who were 15-17 years of age and were bonafide students of Gulod National High School since Grade 7. They must be in a heterogenous section and able to read and write in their individual journal entries.

C. Research Instrument

The researcher sought permission to have access to the journal entries of the Grade 10 learners in a heterogenous section in Gulod National High School, Brgy. Gulod, City of Cabuyao, Laguna. The participants were tasked to compose essays/speech based on the topic that were given to them. During the first trial, they were tasked to write an essay about

Nature or about their Favorite animal or place. The students were given some corrections about the errors they made. Next, they are tasked to write a persuasive speech with regards to the question “Why People Should Connect More with Nature?”. Then, they were assigned to compose an argumentative speech of “Nature vs. Nurture”. Furthermore, the researcher examined it by correcting or highlighting the errors committed by them. The remaining errors manifest to fossilization since it represents resistance of the errors toward correction.

Afterwards, the researcher identified the fossilized writing errors in English that were evident on the outputs of the learners. The participants were asked to write at least three outputs: (1) essay and 2 (speeches) on their journal entries.

Fossilized Writing Error Participant (FWEP)	Gender	Age	Bonafide students of GNHS
FWEP 1	Female	15	Yes
FWEP 2	Female	15	Yes
FWEP 3	Female	16	Yes
FWEP 4	Male	17	Yes
FWEP 5	Female	16	Yes
FWEP 6	Male	15	Yes
FWEP 7	Male	16	Yes
FWEP 8	Female	17	Yes
FWEP 9	Male	15	Yes
FWEP 10	Female	16	Yes

D. Research Procedure

This study used the Documentary Analysis of Qualitative Research Design. For the gathering and assessing of Qualitative Data, the researcher sought the consent of the Grade 10 English teacher and selected Grade 10 learners for the sole purpose of gathering necessary data and information for this study.

The researcher together with the English Teacher of the students with the supervision of the Head Teacher, examined the journal entries of the participants and found out the fossilized writing errors in English, so she came up with derivations of findings for this study.

3. Results and Discussion

Table 1

Analysis of error correction and identification of errors

Fossilized Writing Errors Analysis (FWEA)	Errors with Correction	Themes Emerged (Identification of Errors)
TRIAL 1		
A1	The title: A Loving Trees; the misuse of article a trees; flood, the use of the modal- can + verb- use redundant ideas of paragraph 1 to paragraph 2 and paragraph 3 to 4- trees give us oxygen, we all know that the trees give us oxygen to create and trees help us to be alive, the use of conjunction and, the misuse of article a in the 3 rd paragraph and punctuation mark period in the 4 th paragraph after the word me; The past form of the verb make and the use of word growth instead of grow. The use of transitional device- in addition, thus and conjunction and.	Capitalization Redundancy Punctuation Mark Spelling Tense of Articles Misuse of Noun Misuse of Modals Misuse of Conjunctions Word Choice
A2	Capitalization of the word M in many; the use of the tense- have been forgotten instead of have forgotten, the punctuation mark- period in the 1 st paragraph after the word me, spelling of Scherby's instead of Scherrie's, the capitalization of the letter A in the word Air in the 2 nd paragraph. Omission of the phrase as a student, the omission of the word or you and the use of the article- the instead of your.	Capitalization Tense of the Verb Punctuation Mark Spelling Misuse of Articles
A3	The capitalization of the letter G in the word GOD and letter B in But; the punctuation mark- period after the word GOD; the coherence of the sentence- really appreciate to care instead of to taken care of; the and in the word important, spelling of DECOURSE instead of because, the presence of the article the; the punctuation mark- comma after the word opinion, the use of the modal all; the use of can apply; the past tense of make and the insertion of the word any; the use of word create instead of creation, the capitalization of the letter B in word But and H in word How. The use of transitional device- furthermore; the use of the word or; omission of the conjunction and the use of punctuation mark- question mark in the 2 nd paragraph.	Capitalization Punctuation Mark Parallelism Tense of Verb Spelling Word Choice Misuse of Articles Misuse of Modals Misuse of Noun
TRIAL 2		
A1	The misuse of the word experiencing instead of experience; changing of the word I to you, deletion of the word that; the use of punctuation mark- comma after the word this and the small letter of I in if; the deletion of the punctuation mark- comma after the word fact in the 2 nd paragraph and the addition of the words to sit in the 3 rd paragraph; the spelling of the word experiencing instead of experiencing; the use of the word any instead of saying; The use of the modal must; insertion of the pronoun you; in the last paragraph, the insertion of the word- only, linking verb- are and preposition- from, the change of the word aren't to need and the use of article a in a farmers.	Misuse of Verb Misuse of Noun Punctuation Mark Spelling Misuse of Modals Parallelism
A2	The substitution of the word We to US and in order to for we must;	Parallelism
A3	The use of the preposition to and for spelling of have instead of nature and the instead of there, the deletion of the letter H in the word about; the past	Misuse of Prepositions Spelling

	tense of <i>come</i> , capitalization of the letter <i>P</i> in people and <i>n</i> in nature. The insertion of the modal <i>will</i> , <i>was being</i> and <i>d</i> in word loved, the use of the transitional device- <i>in my opinion</i> and the insertion of the article <i>an</i> .	Misuse of Verb Capitalization Misuse of Modals Misuse of Articles
TRIAL 3		
A1	The substitution of the words it will be to <i>little by little sooner</i> . In the 2 nd paragraph, the capitalization of <i>T</i> in the word <i>To</i> , deletion of the punctuation mark- <i>comma</i> , the substitution of pronoun <i>our</i> to <i>your</i> , the coherence of the tenses in the sentence- <i>trees gives off oxygen</i> . The deletion of the apostrophe in <i>animal's</i> , insertion of the linking verb- <i>are</i> , repetition of the words <i>a lot</i> , the insertion of the words 'eventually' and 'destruction'. In the 3 rd paragraph, the deletion of the phrase- <i>loss of it</i> and <i>being destroyed of ruin of our habitat which is Earth</i> .	Capitalization Punctuation Mark Tense of the Verb
A2	The lowercase of the letter <i>m</i> in minerals and <i>n</i> in hunger, the use of punctuation mark- <i>period</i> after the word 'them', capitalization of <i>B</i> in the word <i>But</i> and <i>Because</i> and the substitution of these to the article <i>the</i> , the choice of word- <i>gone</i> instead of <i>will disappear</i> , <i>starve</i> instead of <i>starvation</i> and this to <i>nature</i> . The deletion of the word <i>but</i> and the use of <i>indeed</i> , the insertion of indefinite pronoun- <i>all</i> and the deletion of the word <i>very</i> <i>very</i> .	Capitalization Punctuation Mark Misuse of Pronoun
A3	The use of article <i>the</i> instead of pronoun <i>they</i> , the change of tense- <i>treated</i> to <i>treating</i> , the use of the words the result of instead of preposition <i>from</i> and pronoun- <i>it</i> and conjunction- <i>and</i> . The deletion of <i>s</i> in the word developments and the transitional device- <i>moreover</i> .	Misuse of Articles Misuse of Prepositions
TRIAL 4		
A1	Redundancy of <i>thy</i> and <i>the</i> , the use of linking verb <i>was</i> instead of <i>what</i> and <i>feel</i> rather than <i>had felt</i> , capitalization of letter <i>A</i> in the word <i>after</i> and the use of article <i>the</i> instead of pronoun <i>my</i> . In the last two paragraphs, the organization of ideas are vague and erroneous like <i>'During his last days, I could tell him that this is the last day we see each other.'</i> The insertion of the preposition <i>in</i> and pronoun <i>our</i> .	Redundancy Misuse of Verb Capitalization Misuse of Pronoun Word Choice
A2	The redundant and incoherent use of <i>human</i> or <i>people</i> and the omission of irrelevant and repeating phrases such as <i>a people living, as a human and in the world</i> .	Redundancy Word Choice
A3	The use of <i>obara</i> instead of <i>broad</i> and the capitalization of <i>I</i> in conflict.	Word Choice Capitalization
TRIAL 5		
A1	The organization of thoughts and inconsistent use of the correct tenses like trees to <i>tree</i> and became to <i>can</i> , <i>sell to sale</i> , <i>will be to is</i> , <i>are to is</i> , <i>played to play</i> , the absence of the words <i>needs</i> and <i>that</i> , correction <i>while</i> and <i>because</i> , and the words <i>there are, are still, will remain, us and should take care of them</i> in order to complete the meaning of the sentence. Diction errors- <i>'we eat each other'</i> .	Tense of the Verb Word Choice Misuse of Conjunctions
A2	The redundant use of the term <i>trash</i> , the inconsistent agreement of pronoun like <i>our</i> to <i>you</i> and the insertion of conjunction <i>and</i> and <i>as</i> .	Redundancy Misuse of Conjunctions Misuse of Pronoun

A3	The incorrect spelling and organization of sentences like <i>nurture it for our safe</i> , <i>we succeeded our country</i> , <i>nurture everyone to influence them to nurture the nature</i> , the redundant terms of <i>nurture</i> and incorrect use of auxiliary verb <i>didn't</i> instead of 'we will not' and article <i>the</i> over the pronoun 'our'.	Spelling Parallelism Misuse of Articles Word Choice
TRIAL 6		
A1	The incorrect use of <i>too</i> and <i>me</i> . The misuse of the word <i>my</i> instead of 'our'. The capitalization of the term <i>grandparents</i> , <i>every</i> and <i>mother</i> and <i>I</i> . The wrong choice of phrase <i>raise the sun</i> instead of the <i>sun to rise</i> and insertion of punctuation mark- <i>period</i> . Wrong spelling of the word <i>friend</i> and <i>tree- friend</i> and <i>three</i> . Omission of <i>that</i> , <i>very</i> , <i>will</i> and <i>in</i> .	Misuse of preposition Misuse of pronoun Capitalization Punctuation Mark Spelling Word Choice
A2	The use of the punctuation mark- <i>comma</i> . The misuse of the term <i>scelng</i> instead of <i>thing</i> . The omission of <i>a</i> and <i>all</i> and the insertion of the term <i>also, our, take</i> and <i>of</i> .	Punctuation Mark Spelling
A3	The misuse of the punctuation mark- <i>comma</i> . The insertion of the term <i>that</i> .	Punctuation Mark
TRIAL 7		
A1	The use of the punctuation mark- <i>comma</i> . The use of the term <i>old</i> instead of <i>baby</i> , <i>to-</i> not <i>very</i> . The correct spelling of thought not <i>thought</i> , past tense of <i>comes</i> which is <i>came</i> and capitalization of <i>M</i> in <i>My</i> , insertion <i>and, is, when, then</i> and <i>old</i> . The deletion of <i>and</i> .	Punctuation Mark Misuse of Noun Spelling Capitalization Word Choice
A2	The correct spelling of <i>there is</i> or <i>there's</i> not <i>theirs</i> . The insertion of <i>and</i> and <i>apostrophe</i> . The deletion of punctuation mark- <i>period</i> .	Spelling Punctuation Mark
A3	The capitalization of <i>W</i> in <i>We</i> and punctuation mark- <i>question mark</i> . The insertion of the term <i>take, and, of, is, our, in, order, to, experience it, iWe</i> and <i>will be have</i> .	Capitalization Punctuation Mark Word Choice
TRIAL 8		
A1	The use of the term <i>he</i> instead of <i>his</i> , extreme hunger not <i>hungeriness</i> . Capitalization of <i>S</i> in the name <i>Spencer</i> and the deletion of <i>it went</i> and <i>or it</i> . The insertion of the term <i>I, of, so, will</i> and <i>many</i> .	Word Choice Capitalization
A2	Correct spelling of <i>more</i> not <i>move</i> , <i>close</i> not <i>close</i> and <i>friend</i> not <i>freind</i> . Insertion of <i>our</i> and <i>r</i> in <i>for</i> and capitalization of <i>G</i> in <i>God</i> . The deletion of the term <i>as</i> and <i>we</i> as well as the apostrophe in <i>reason's</i> .	Capitalization Spelling
A3	The use of difference not <i>different</i> . Deletion of <i>is</i> and <i>the</i> and the insertion of <i>apostrophe</i> .	Spelling Parallelism
TRIAL 9		
A1	The correct spelling of <i>Sterile</i> not <i>steriled</i> . The use of <i>not me, it not is</i> and <i>were not was</i> . Capitalization of <i>I</i> and <i>A</i> in the transitional device- <i>After that</i> . The use of the past tense worked <i>not works</i> and the correct spelling of their not <i>theier</i> . The insertion of <i>it</i> and the deletion of <i>and</i> and <i>still</i> .	Spelling Word Choice Tense of the Verb
A2	The use of the term <i>live</i> in <i>not leave</i> and <i>us not is</i> . The insertion of the term <i>and, humans</i> and <i>things</i> as well as the deletion of <i>a</i> and <i>is</i> .	Spelling Word Choice
A3	The capitalization of <i>P</i> in the Philippines and <i>N</i> in <i>Nature</i> . The correct spelling of <i>nurture</i> not <i>nuture</i> . The deletion of <i>that has, d</i> in <i>loved</i> the use of <i>to have</i> and <i>if not in</i> . The addition of <i>er</i> to make the word <i>foreigner</i> .	Capitalization Spelling Word Choice

TRIAL 10		
A1	The addition of <i>y</i> in <i>happy</i> . The deletion of <i>am, am grow up at the, and, so I never forget all memories because since I was young and I grow up, Manila have a many memories so I will never move on</i> . The deletion of <i>apostrophe in I am</i> . Insertion of the word <i>called</i> and punctuation mark- <i>comma</i> .	Word Choice Misuse of Verb Punctuation Mark
A2	The correct use of a person and not a <i>people</i> and <i>loving</i> ourselves not <i>love your self</i> . The correct spelling of <i>recommnd</i> not <i>recomend</i> , surroundings not <i>surroundings</i> , especially not <i>specially</i> . The capitalization of <i>O</i> in <i>Our</i> . The insertion of the word <i>instead</i> , and <i>but it is for us-</i> human. The deletion of the sentence- <i>you, you and you is need an oxygen, right so why we people burn and burn and burn many trees? also we people needs oxygen</i> .	Misuse of Noun Spelling Capitalization Word Choice
A3	The deletion of <i>The, be our world</i> and <i>be</i> . The capitalization of <i>N</i> in <i>Nurture</i> and the correct spelling of <i>pursue</i> not <i>persue</i> . The insertion of <i>is, so that we and have a as well as article the and linking verb is</i> .	Spelling Capitalization

The table above shows the Analysis of Errors with Correction and the Identification of Errors which is the second step in Classifying the Fossilized Errors.

Table 2
Kinds and frequencies of Lexical, Syntactic and Morphological errors

TYPES OF ERRORS	FREQUENCY
Lexical Errors	
Verb (Omission/Misuse of Verb form)	10
Noun (Omission/Misuse of Noun)	6
Pronoun (Omission/Misuse of Pronoun)	6
Conjunction (Omission/Misuse of Conjunction)	3
Prepositions (Omission/Misuse of Prepositions)	3
Syntactic Errors	
Articles (Misuse of Articles)	10
Subject-Verb Agreement (Tenses)	14
Word Choice/Diction Errors	11
Spelling Errors	25
Morphological Errors	
Parallelism	5
Verb-Modals (Misuse of Modals)	2
Redundancy	7
Capitalization (Uppercase, Lowercase, Sentence case)	27
Punctuation Marks (Misuse of Punctuation Marks)	17
TOTAL NUMBER OF ERRORS:	149

Based on the outputs of students, the most committed errors that topped the list are *Capitalization* that can be found in Trial 1, 9 and 7 (A1 to A3), followed by *Spelling Errors* in Trial 1, 3, 5, 7, 9 and 10 (A1 to A3), then *Punctuation Marks* that is obviously seen in Trial 1, 2, 6 and 7 (A1 to A3).

According to the study conducted by Ulla (2014) in his Analysis of the Language Errors in Writing, majority of the common errors committed are the misuse and omission of verbs and misspelling as well as misuse and omission of punctuation marks and pronoun-antecedent agreement [5].

Seconded by a study done by Guinto (2016) regarding Composition Errors, he found out that most of his students encountered errors in tense sequence, word substitution, embedding, preposition substitution, spelling, and article insertion and deletion. Such errors are the product of false

concepts about the rule, representations of the learners' idiosyncratic dialect or interlanguage, ignorance to rule restrictions and over-generalization [6]. During class discussions, correction of errors in tense sequence, word substitution and embedding must be given emphasis while errors in article insertion and deletion, preposition substitution and spelling may be corrected when pedagogical focus calls for discussion of such terms.

Wahyuni, Mukhaiyar and Syarif (2013) explained that one of the errors needed to be concerned with fossilization is spelling error. Spelling errors is a big matter because it reveals students' proficiency in writing especially since the errors cause misunderstanding in communication. It should not be disregarded. Because in writing, especially paragraph writing, spelling errors are still committed by students who have reached and taught higher skill of writing [7]. The number of students that still commit spelling errors may be unpredictable. In this case, the spelling errors detected refer to fossilization for they have kept, used, and familiar with it for a long time while the corrections given were unable to change their habit of committing the errors. It is also very possible for a whole class of students to commit fossilization of spelling errors surely with different frequencies of the errors among the students. It because the causes that lead them to keep the errors are also varied.

In the same manner, Tesfaye and Tsadik (2015) also conducted a report on error analysis by concentrating on the frequent errors made by graduating trainees at selected Oromia Regional State. The researchers selected the sample group that consisted of 200 learners. The findings showed that the learners made significant errors in sentence fragment, punctuation/comma splices, spelling, capitalization, run on sentences, verb form, errors in word form and word choice [8].

Aside from the above-mentioned errors, *Subject Verb Agreement (Tenses)* in Trial 1, 3 and 5 (A1 to A3) and *Word Choice/Diction Errors* in Trial 1, 3, 6 (A1 to A3) also have an alarming number of frequencies.

This is in line with what Marefat and Nushi (2012) have stated in their Iranian Journal entitled "Combating Fossilization through Feedback" wherein they said that many respondents committed errors in word form, word choice, plural and article "the". These were the most frequent types of errors, with word choice topping the list [4]. They also classified this based on the kind of learners he handled such as: pre-intermediate learners in descending order were word form, word choice, article "the", preposition, plural and conjunction [4]. Similarly, the top six types of errors for intermediate learners in order of frequency included: word choice, plural, article "the", word form, preposition and sentence structure. For advanced learners this order turned out to be: word choice, article "the", preposition, plural, conjunction and word form. Comparing the classes of errors in the upper boundary indicates four out of six categories of errors are divided into three proficiency levels: preposition, word choice, plural, and article "the".

A significant revelation of the study made by Tajeddin and Tabatabaieian (2017) stated that the error subcategory which dominated the error list in all subgroups was *Word Choice* [10].

This suggests that lexical errors of this sort are the most pervasive among advanced learners. In essence, *Word Choice* in lexical errors is the most predominant subcategory of errors in both spoken and written English. This finding is consistent with that of Marefat and Nushi (2012). All these findings have documented the regular occurrence of *Word Choice* errors among language learners.

Word Choice errors can be dominant due to error types. In the literature, two types of errors have been reported: treatable and untreatable. Treatable errors (e.g., subject-verb agreement, possessive noun endings, sentence fragments and verb tense and form) which are rule-based, so learners can fix these errors more simply as they can use tools such as a grammar book. On the other hand, untreatable errors (e.g., unidiomatic sentence structures and word choice errors) entail learners to use the acquired knowledge of the language to correct the errors. Such errors are widespread among language learners. The learners ought to make more effort to eliminate these errors.

Nozadze (2012) connoted that for Georgian students of English, the major source of fossilized errors are verb tenses in any point of language learning. Word order, that is basically free in the Georgian language, is also essential. Nevertheless, problems with articles, although not that severe, continue to increase over time, as the meaning becomes more complicated. This means that more commitment and better approaches are needed while teaching and learning [11].

On the other hand, *Verb (Omission/Misuse of Verb form)* and *Articles (Omission/Misuse of Articles)* errors can mostly be found in Trial 1 and 2 (A1 to A3).

Ulla (2014) noted in his Analysis of the Language Errors in Writing, that majority of the common errors committed are misuse and omission of verb and misspelling as well as pronoun-antecedent agreement [5].

In addition to the previous study, in his study entitled Examining University Teachers' Writing Errors in the Philippines: Implications for Teacher Qualifications that was done in 2019. He mentioned that most of the teachers errors fall into misunderstanding of a speaker's intention or meaning (interpretive errors), vocabulary (lexical errors), pronunciation (phonological errors), production of the wrong communicative effect, e.g., through the faulty use of a speech act or one of the rules of speaking (pragmatic errors) and grammar (syntactic errors).

He also broke down into more specific types the three subdivisions or areas of errors namely: lexical, syntactic, and morphological. Lexical errors were identified as follows: Verb (omission/Misuse of verb form); Noun (misuse/omission of noun); Adjectives (misuse/omission of adjective); Adverb (misuse/omission of adverb). As a result, the most numerous was the Verb (omission/ Misuse of verb form) group. Trailing behind were Noun (misuse/omission of noun), Adjective (misuse/omission of adjective), and Adverb (misuse/omission of adverb).

Diversely, Handayani (2019) in his thesis about Interlanguage Analysis of Syntactic Errors and Diction Errors contained in Magister Students thesis, he showed that syntactic error is a major process in students' academic writings which

involves more complex sentences rather than simple sentences [1]. Consequently, they will be able to compose good sentences in their academic papers. According to Sajid (2016) academic writing competence must be gained by the graduate students and must demonstrate inept writers other than linguistic and communicative expertise.

The error in the choice of words is also in line with Ahour and Mukundan (2012), in which they reported in their study that the errors in word choice is due to some variations of the students in the three ethnic groups, whereby these choices reflect their cultural background and view of the world.

The other known errors are *Redundancy* in Trial 1 and 5 (A1 to A3), and *Parallelism* in Trial 2, 4 and 6 while Noun, Pronoun, Conjunction, Preposition and Verb-Modals (Omission and Misuse) can be found all over the written analysis of the students.

Similarly, based on the journal entitled "Interlanguage Analysis of Syntactic and Diction Errors" written by Handayani et. al (2019), the forms of syntactic errors observed were *redundancy, gerund, pluralization correlative conjunction, parallelism, passive, article, word order, tenses, possessive pronoun, modality, preposition, relative pronoun, noun, verb, syntactic ambiguity and subject-verb agreement* [1].

This result is associated with Sinaga and Sihombing (2014) statement that even graduate students still made syntactical errors, and Silalahi (2014) verified that university students still committed errors such as *capital letter, spelling, subject-verb agreement, plural form, article, word choice, verb form, auxiliary verb, article, preposition and meaningless sentences*.

A similar error analysis study was conducted by Owu-Ewie and Lomotey (2016) to fifteen Akan speakers in the Junior High School (JHS) in Ghana. The study used ninety (90) written essays submitted for analysis. Findings showed that L1 induced spelling errors and wrong pronoun use, omissions, wrong word use and transliteration were the errors that transpired in the students' writings as an effect of L1 interference. It was also identified that Akan speakers' most frequent errors were transliteration and omission [15].

They also divided the three subdivisions or areas or errors into more specific types namely: lexical, syntactic, and morphological. Like in lexical errors, identification was as follows: Adverb (misuse/omission of adverb), Adjective (misuse/omission of adjective); Noun (misuse/omission of noun); and Verb (omission/Misuse of verb form); As the result, the most numerous was the Verb (omission/ Misuse of verb form) group. Trailing behind were Adjective (misuse/omission of adjective), Noun (misuse/omission of noun), and Adverb (misuse/omission of adverb).

Mainly, the types of syntactic errors were pluralization, subject-verb agreement, redundancy, preposition, correlative conjunction, parallelism, tenses, article, possessive pronoun, syntactic ambiguity, passive, noun, verb, relative pronoun, modality, word order and gerund. Other errors were classified as lexical errors. The types of lexical errors dealt with adjective phrase, verb phrase, adjective, noun and verb. The number of inaccurate sentences was less than the total number of errors detected since one sentence could have more than one error.

For instance, Arias (2017) in his study entitled *Categorization of Written Composition Problems of the English Language among University Students*, he determines the problems of writing English language in university students when working with English language learning are: adverbs, prepositions, determinants and pronouns at different levels [16].

While Jabeen et al. (2015) attempted to examine why Pakistani ESL and Iranian EFL learners struggled to produce linguistically proper sentences in English despite having English as a core subject at all levels in their schools and educational institutions [17]. Findings indicated that students needed grammatical precision in their writing and were not sure about the grammatical rules that could be applied in writing. To this, the researchers concluded that the participants were exceedingly impacted by the rules of their first language (L1).

He added that the result of his study regards EA on the learners C1 indicates that the learners made a significant number (422 cases) of grammatical errors, which could be classified into: verb (119 cases), to BE (69 cases), bound morpheme {-s} (68 cases), sentence structure (65 cases), noun used as verb, (37 cases) preposition (36 cases), pronoun (16 cases), and article (12 cases).

Thus, all of these errors were classified in different categories such as *Lexical, Syntactic and Morphological Errors* that are made and proven by the different researchers in studying the fossilization in the field of language.

Al-khresheh (2016) has proved the significance of EA in probing one type of word order errors which is within simple sentence structure. It has also investigated different types of grammatical, syntactic, semantic and lexical errors following the EA approach. According to this approach, some certain steps for investigating L2 errors were proposed, namely collection, identification, description and explanation of errors [18].

He also classified FL learners' errors in terms of the differences between their utterance and the reconstructed version. Based on that, errors are classified into four categories: omission, selection, addition, or misordering of some elements.

L1 influence can lead to fossilized errors across the learner's linguistic competence [19]. As a result, it can occur in areas of phonology, morphology, syntax or semantics (Schmidt, 2010).

4. Findings and Reflection

The following were the consolidated findings derived after the documentary analysis for the data gathered qualitative data.

1) Fossilized Writing Errors in English committed by the participants

The different fossilized writing errors that have been extracted from the analysis of the students' output were: Verb (Misuse/Omission of Verb form)- 10; Noun (Omission/Misuse of Noun)- 6; Pronoun (Omission/Misuse of Pronoun)- 6; Conjunction (Omission/Misuse of Conjunction)- 3; Prepositions (Omission/Misuse of Prepositions)- 3; Articles (Misuse of Articles)- 10; Subject-Verb Agreement (Tenses)- 14; Word Choice/Diction Errors- 11; Spelling Errors- 25; Parallelism- 5; Verb-Modals (Misuse of Modals)- 2; Redundancy- 7; Capitalization (Uppercase, Lowercase,

Sentence case)- 27; Punctuation Marks (Misuse of Punctuation Marks)- 17.

2) *Classifications of the Fossilized Writing Errors in English*

The classifications of the Fossilized Writing Errors in English are *Lexical-* Verb (Omission/Misuse of Verb form), Noun (Omission/Misuse of Noun), Pronoun (Omission/Misuse of Pronoun), Conjunction (Omission/Misuse of Conjunction), Prepositions (Omission/Misuse of Prepositions), *Syntactic-* Articles (Misuse of Articles), Subject-Verb Agreement (Tenses), Word Choice/Diction Errors, Spelling Errors, and *Morphological-* Parallelism, Verb-Modals (Misuse of Modals), Redundancy, Capitalization (Uppercase, Lowercase, Sentence case), Punctuation Marks (Misuse of Punctuation Marks).

3) *Suggested Interventions or Activities to Avoid Errors*

Based on the researcher's point of view, it is crucial that teachers allow their students to have a separate part in their notebooks to document their errors and what they consider to be their fossilized errors to categorize them into different parts. In addition, the teachers themselves may keep a written record of the frequent fossilized errors found in the classroom. While doing so, revising and rechecking can be done by teachers if such errors have been "extinguished" – this can be achieved through creating, devising or even writing exercises using examples that have occurred in the classroom. Needless to mention, students should also be allowed to modify their own fossilized error records outside the classroom. Therefore, noting such errors is of the prime concern because it can be a key intervention to initiate the noticing process and thereby eradicate incorrect language that may already be fossilized or on its way to being so.

Implications and Reflections/Essence

After the analysis and interpretation of the gathered data, the research surmised that:

1. The emphasis in developing the writing ability of the students should be the paramount focus of teachers and learners nowadays. Errors in writing can affect not just the form but communication as well. It also matters who are committing the errors like the teachers as this can have an impact on the learners' personality and development.
2. One way to know the students' mastery is by analyzing the errors that they made during the learning. This information can be used as the guide to the selection of effective learning resources, approaches and interventions. The teaching should be conducted from the easy level before moving on to more complex features. It is important to make sure that the students master the Basic English first so that the students will learn a language that is in line with their pace and competency.
3. It is necessary to identify the types of errors students may make, whether syntactical, morphological and lexical that students made, the possible origin of the errors and the possible means of removing them. It is the sole responsibility of teachers to identify and correct those. It should be treated with adequate attention and pedagogical interventions.
4. Absence of corrective feedback, lack of sensitivity to input and focus on content only are some of the reasons resulting in undetected and fossilization of the errors. Therefore, it is proposed that teachers must have the consistent use and implementation of syllabus or module for the consecutive teaching of writing skills wherein it should be used at the beginning of the year regardless of the number of students.
5. Further studies seeking the documentary analysis of fossilized writing errors in English of students is recommended in order to show similarities and differences of results.
6. This study can be replicated in a different setting and participants to see the similarities and differences of the results. In addition, changing the research method may be more effective in gathering the data. This replication is highly recommended.

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