

STRUCTURAL ANALYSIS OF VERB ERRORS AMONG TEACHER EDUCATION STUDENTS

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ABSTRACT

This study aims to analyze the structure of verb errors of 76 teacher education students of the a Catholic Higher Education Institution in Northern Philippines on the use of verb in the 46-item assessment and specifically aims to give a structural analysis on errors committed and identify the types of errors evident in the misuse of verb tenses and non-observance of subject-verb agreement rules. Data were analyzed to determine the frequency and types of errors in verb usage. The errors were categorized into: a) error of selection/misformation, b) error of addition and c) error of omission. Based on the findings of the study on both tenses of the verb and subject-verb agreement, the error of selection/misformation constitutes the highest frequency. This happens when students a) choose the wrong tense of the verb in place of the right one and b) choose the wrong verb stem then writing the incorrect form of the verb. An error of omission constitutes the second highest frequency but an error of addition has the least frequency among the errors. The respondents tend to overgeneralize or overuse the structure of verbs, its tense and form, therefore making them select the incorrect verb tense and write the inappropriate verb form. In the light, it is necessary to determine the structure of the errors to address the existing problem of learners in verb usage.

Keywords: *errors, structural analysis, misformation/selection, addition, omission*

INTRODUCTION

English is a language that is widely used by learners for survival in the course of education, occupation, or social purposes, and most often taught in schools to achieve global competence or may be acquired independently through self-study (Richards, 2002). The acquisition of this target language, specifically as a Second Language (L2), is perceived by experts to be challenging for it is a lifelong process wherein learners tend to learn its complexities and nuances in understanding and using them because it is governed with set of rules that provides clash points when learning a second language (Gvarishvili, 2013; Strom, 2014). With this, adequate exposure to the four language skills; speaking, reading, listening, and writing is essential to master the language (Freeman, Freeman, & Mercuri, 2005; Ajideh, 2009; Magno, 2009). Specifically, writing must be given more

emphasis for it observes the constraints, rules, and other formal symbolic devices like the structure of language as it uses the domain-specific form of knowledge representation called grammar (Jones, Myhill & Bailey, 2013; Fearn & Farnan, 2007; Cardona, 2019).

Grammar instruction that has the goal of preparing students for academic studies needs to be designed to develop learners' practical and useful skills, directly relevant to producing academic text. To contextualize, these teacher education students with their own language proficiency influence the English language acquisition and academic progress of their future students; thus, they must be equally competent in terms of writing discourse as they observe grammatical agreement or concord (Liu & Jiang, 2009). With that, teaching grammar for writing cannot take place in isolation from the lexical and discourse features of the text that are determined by the type of context in which they are used (Ellis, Basturkmen & Loewen, 2001; Vellenga, 2004). This is the rationale why there is a need for further development within students regarding their grammatical knowledge, thus different aspects of the grammar of these students in their write-ups must be revisited and re-examined.

These grammatical agreements that incurred numerous errors are between subject and verb, and verb tense, and, have been considered to be the most important concord in the English language because, in most academic and professional writing and presentations, verb eloquence is a must (Gray, Reagan, Dodds, & Danforth, 2018). Students tend to continue making errors on simple tenses of the verb and are the common problem in the community of learners (Benson & DeKeyser, 2018; Phuket & Othman, 2015). Poor knowledge of the target language may disrupt or perhaps confuse the student on the standard lexical format and basic grammar rules in dealing with tenses of the verb and subject-verb agreement (Zafar, 2016). Though institutions have included grammar as one of its courses, language exposure is still not enough to attain language competency (Amara, 2015). Meanwhile, the problem has been addressed by studies that want to analyze the structure of errors in given assessments; however, the problem is still existing nowadays (Sermsook, Liamnimit, & Pochakorn, 2017; Mustafa & Kirana, 2017; Lumban Batu, Puspitasari, Barasa, & Sitepu 2018).

With this, this research is directed towards analyzing the structures of errors in dealing with the grammatical tenses of the verb and subject-verb agreement committed by the teacher education students in their written test. Moreover, this study wants to address the problem that still exists as evident in their assessment. Hence, this study is conducted.

Research Objective

This study aims to analyze the structure of verb errors of teacher education students on the use of the verb in the assessment and specifically aims to give a structural analysis on errors committed and identify the types of errors evident in the misuse of verb tenses and non-observance of subject-verb agreement rules.

Conceptual Framework

This study is in the bound of Pit Corder's Theory of Error Analysis that has become an interesting task for teachers who are giving a written test to students. This helps them to identify their own teaching methodologies and their students' ability in answering written tests; thus, guiding them in choosing the strategies and topics that cater the students' capacity (Richards, 2000). This analytical tool includes steps along the process when being conducted (Ellis and Barkhuizen, 2005). Specifically, these are:

- a) Collection of a sample of learner language
- b) Identification of errors
- c) Description of errors

1.Errors of omission: when a learner missed out a certain word that must be present in a well-formed utterance e.g. "I go to school tomorrow." (tense) and "Student think..." (agreement)

2.Errors of addition: when the learner added a word or an ending to another word that must not appear in a well-formed utterance e.g. "Yesterday, I have used my calculator." (tense) "Students wants..." (agreement)

3.Errors of misformation/selection: occur when the wrong forms of the verbs are chosen in place of the right ones. These commonly occur in cases of subject-verb agreement (SVA) when the wrong verb-forms are selected, for example, "Student are...". "The reasons is..." and "University have...". For tense, "Nowadays we knew..."

- d) Explanation of errors

- 1.Transfer Errors

Apparently, language transfer is classified into a positive and negative transfer. Positive transfer occurs when there is the same structure of both languages; while, negative transfer happens when the transfer structures of learners are different in both languages.

- 2.Overgeneralization Errors

Overgeneralization happens when a learner overuses the same type of grammatical structure wherein the learner creates deviant structures on the basis of his knowledge of other structures in the target language.

3. Oversimplification Errors

This happens when a learner immediately chooses the simple tenses of the verb in exchange for the more difficult structure to avoid complexity.

- e) Error evaluation

Also, it includes the Contrastive Analysis, which is under the shed of Behaviourism, wherein it views errors as bad habits that have been formed. The response is therefore rooted in a stimulus, thus it is perceived to be the interference of L1 to be the cause of errors during the transitional period of learning the L2.

METHODS

This study utilized both Quantitative and Qualitative Methods of research. This study involved 76 participants from the 3rd year Teacher Education students of a Catholic Higher Education Institution in Northern Philippines.

Table 1. Distribution of the Respondents of the Study

Field of Specialization	Frequency	Percentage
English	18	23.68
Mathematics	8	10.53
Social Studies	8	10.53
General Science	12	15.79
Music, Arts, Physical Education and Health	11	14.47
Filipino	8	10.53
Elementary Education	11	14.47
Total	76	100.00

An assessment which consists of 36 items was administered to the Education students. Each item consists of four choices in which these choices are different forms of the verb of various tenses. Each tense of the verb is represented by three (3) questions. This was utilized to determine structures of errors of the students in choosing the most appropriate verb tense that best suits each statement/item. Also, a 10-item communicative test was administered to assess their competence in verb choice and subject-verb agreement. This is a completion type of assessment wherein the respondents will fill in the blanks by choosing the most appropriate verb from the choices and writing its correct form based on the subject-verb agreement rules. The rules included are those rules which are often violated. The questionnaires were based on "Verb Exercise" (<http://www.englishgrammar.org/verbs-exercise/>).

This study utilized the following statistical tools:

Frequency counts and percentage were used to determine the occurrence of each type of error. These errors are classified into the error of misformation/selection, the error of addition, and error of omission. Further,

these are also utilized to analyze the responses of students in each item in the given assessment. Images or figures of the portion wherein students incurred errors in both tenses of the verb and subject-verb agreement in their answer sheets were utilized to further discuss the structure of these types of errors. The statistical data were presented in tables with corresponding qualitative descriptions.

RESULTS

Table 1. Frequency of Responses in Choosing the Most Appropriate Tense of Verb

Statements Requiring the Most Appropriate Tense of Verb	Correct Answers		Wrong Answers	
	N	%	N	%
1. Peter (lived, was living, had lived, had been living) in China in 1965.	53	69.74	23	30.26
2. The sun (rises, is rising, has risen, has been rising) from the east.	62	81.58	14	18.42
3. The company (checks, is checking, has checked, has been checking) its security daily.	42	55.26	34	44.74
4. The students (will perform, will be performing, will have performed, will have been performing) their recital next week.	43	56.58	33	43.42
5. Anna (escaped, was escaping, had escaped, had been escaping) yesterday.	61	80.26	15	19.73
6. Nestor (will discuss, will be discussing, will have discussed, will have been discussing) the topic this afternoon.	37	48.68	39	51.31
7. I (used, was using, had used, had been using) the car this morning.	68	89.47	8	10.52
8. Every month, she (attends, is attending, has attended, has been attending) to the seminar.	38	50.00	38	50.00
9. She (will sing, will be singing, will have sung, will have been singing) the national anthem on Monday.	32	42.11	44	57.89
10. Currently, the school (is using, was using, will be using, will have been using) a security system.	56	73.68	20	26.31
11. I (am scanning, was scanning, will be scanning, will have been scanning) my book when someone entered our house.	53	69.74	23	26.31
12. The teacher (is scanning, was scanning, will be scanning, will have been scanning) his book at the moment.	67	88.16	9	30.26
13. The institution (is launching, was launching, will be launching, will have been	69	90.80	7	9.21

launching) its program next month.				
14. Next year, he (is going, was going, will be going, will have been going) to study in Canada.	55	72.37	21	27.63
15. The child (is searching, was searching, will be searching, will have been searching) for her lost bag until now.	50	65.79	26	34.21
16. In the lobby, Ana (is sitting, was sitting, will be sitting, will have been sitting) when her mother called her.	48	63.16	28	36.84
17. I (am using, was using, will be using, will have been using) my phone this afternoon.	58	76.32	18	23.68
18. Jose and I (are reading, were reading, will be reading, will have been reading) the newspaper when our father arrived.	57	75.00	19	25.00
19. She stayed up all night because she (received, was receiving, had received, had been receiving) bad news.	21	27.63	55	72.37
20. We (went, were going, have gone, have been going) to the beach many times.	31	40.79	45	59.21
21. By this time next year, we (marry, will marry, have married, will have been married) for 30 years.	51	67.10	25	32.89
22. She (studied, was studying, had studied, had been studying) Italian before she moved to Rome.	17	22.37	59	77.63
23. She (watched, was watching, has watched, has been watching) that show three times this week.	13	17.11	63	82.89
24. If all goes well, by June 2020, I (finish, will finish, have finished, will have finished) my university degree.	21	27.63	55	72.37
25. I (fell, was falling, had fallen, had been falling) asleep before eight o'clock.	28	36.42	48	63.16
26. I (lived, was living, have lived, have been living) in the United States since 1990.	3	3.95	73	96.05
27. The patient (recovers, will recover, have recovered, will have recovered) from illness by next month.	12	15.79	64	84.21
28. I (worked, was working, had worked, had been working) in the garden for hours before I received the news.	14	18.42	62	81.58
29. Maria (wrote, was writing, has written, has been writing) her dissertation for the last six years [but she finished yesterday].	32	42.11	44	57.89
30. Next Thursday, I (worked, was working, has worked, will have been working) on this project for three years.	40	52.63	36	47.36

31. George (painted, was painting, had painted, had been painting) his house for weeks, but he finally gave up.	37	48.68	39	51.32
32. The Redsox (lost, was losing, has lost, has been losing) games since the All-Star break [and they continue to do so].	30	39.47	46	60.53
33. By this time next year, we (left, was leaving, have left, will have been leaving) this company for five months.	32	42.11	44	57.89
34. Hemingway (lost, was losing, had lost, had been losing) his self-confidence for years before the publication of <i>Old Man and the Sea</i> .	15	19.74	61	80.26
35. George (painted, was painting, had painted, had been painting) that house for as long as I can remember.	11	14.47	65	85.53
36. By the time he finishes this semester, Jose (studied, was studying, has studied, will have been studying) nothing but parasites for four years.	19	25.00	57	75.00

Table 1 shows the frequency and percentage score of the correct and wrong responses of students in the given assessment which is a written test. As seen in the table, almost all of the students incurred error in item 26. In this item, the verb tense involved is present perfect tense that is formed by the formula has/have + the past participle form of the verb. Since items 20 and 23, which focus on the same verb tense, have more incorrect responses, it can be gleaned that this tense is not well understood by the students.

Further, other extremely low correct responses are evident in item 11 that focuses on present perfect progressive tense. This tense is usually formed by adding had + been + -ing form of the verb. Together with items 29 and 32 that focus on this tense, it is evident that students are confused when to use this tense. Also, items 24 and 27 that use future perfect tense of the verb that is formed by adding will + have + the past participle of the verb projects few correct responses. However, item 21 which focus on the same verb tense has more correct responses from the students. This shows that there is inconsistency in using the verb tense correctly.

Moreover, items 19, 22, and 25 that use past perfect tense formed by had + past participle of the verb have more incorrect responses from the students. As being observed, perfect tenses, in general, are prone to having incorrect responses. This signifies that its complexity makes it hard for the students to answer each item correctly, along with the perfect progressive tenses. Meanwhile, it is seen in the table that items 6 and 9 that focus on simple future tense formed by will + base form of the verb have more incorrect responses. This tense is often considered to be one of the easiest

tenses to understand but it shows that students still incur errors in that tense. While all progressive tenses have more correct responses from the students.

Table 2. Frequency of Responses in Choosing the Most Appropriate Verb and Writing the Appropriate Form while Observing Subject-Verb Agreement

Statements Requiring the Appropriate Form while Observing Subject-Verb Agreement	Correct Answers		Wrong Answers	
	N	%	N	%
1. Every language student, in spite of quality instruction and quality facilities, _____ to have remained poor in the language.	10	13.16	66	86.84
2. With this, the language teachers, together with the language coordinator, _____ looking constantly for better avenues for better language learning.	9	11.84	67	88.16
3. Many _____ the language teachers for the students' poor English.	47	57.89	29	38.16
4. Each of the students _____ in the saying that...	9	11.84	67	88.16
5. ...the language learner _____ the greatest role to play in the development of his own language skill.	11	14.47	65	85.53
6. "I, myself, _____ responsible for my language competence".	15	19.73	61	80.26
7. "You, yourself, _____ to be blamed if ever you'll be poor in the language".	18	23.68	58	76.32
8. So it is either the students or the teacher who _____ to be blamed for the bad English of students.	10	13.16	66	86.84
9. A very long list of failures _____ usually submitted to the dean's office every end of the semester.	19	25.00	57	75.00
10. This semester, my classmate and best friend _____ among those who failed.	11	14.47	65	85.53

Table 2 shows the frequency and percentage score of students' responses in choosing the most appropriate verb and writing the appropriate form while observing subject-verb agreement in the written test. As evident in the findings, item 2 and 4 have the highest frequency of wrong answers. In the first item, the rule states that the presence of the intervening word/phrase will not alter the relationship between the main subject and the verb in the statement. With this, it can be gleaned that almost all of the students are confused on what form of the verb best suits the statement. Therefore, this rule is often violated. This is also evident in item 1, 6, and 7. While in item 4,

the rule states that singular indefinite pronouns take singular verb while plural indefinite pronouns take the plural verb. As presented, students are not aware of this rule for most of them committed error in answering the item, along with item 1. Further, it can be seen that almost all of the items have more incorrect responses. Item 3 is the only item that has more correct responses than other items. In this item, the rule present is similar to number 1 and 4. Therefore, it shows that students understand better plural indefinite pronouns when used in the statement. However, it will not discount the fact that the assessment given has poor results as presented in the table.

Table 3.: Distribution of each Type of Error in each Tense of Verb

Tense of Verb	Error of Selection/ Misformation		Error of Addition		Error of Omission	
	N	%	N	%	N	%
Simple Past	14	3.70	16	100.00	0	0
Simple Present	18	4.76	0	0	0	0
Simple Future	30	7.94	0	0	0	0
Past Progressive	18	4.76	0	0	0	0
Present Progressive	12	3.17	0	0	0	0
Future Progressive	17	4.50	0	0	0	0
Past Perfect	54	14.29	0	0	20	48.78
Present Perfect	56	14.81	0	0	10	24.39
Future Perfect	38	10.05	0	0	11	26.83
Past Perfect Progressive	46	12.17	0	0	0	0
Present Perfect Progressive	44	11.64	0	0	0	0
Future Perfect Progressive	31	8.20	0	0	0	0
Total	378	100.00	16	100.00	41	100.00

Table 3 shows the distribution of each type of error in each tense of the verb. As seen in the table, the error of selection/misformation constituted the highest frequency in the students' responses to the given assessment. This shows that most of the errors of students are caused by choosing the wrong tense of the verb in place of the right ones. The chosen verb tense is completely different in terms of form with that of the correct verb tense. Meanwhile, it was noted that there is also the occurrence of errors of omission with the frequency of 41. With this, it can be gleaned that students also tend to choose the verb tense that missed out a certain word that must be present in a well-formed utterance. While only a few incurred error of addition where there is the addition of a word or end of a word to the correct answer. The addition makes the meaning of the verb tense completely different from the correct one. Further, an error of addition is mostly incurred in statements that use present perfect tense. While the error of addition is

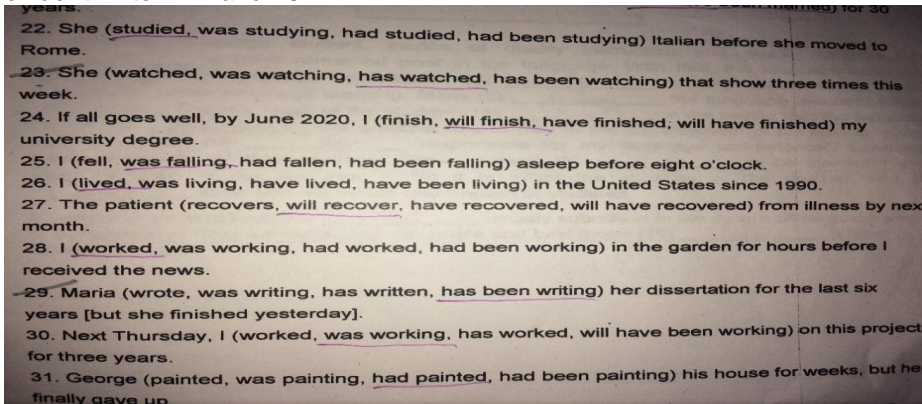
only incurred in simple past tense of the verb, the error of omission, on the other hand, mostly happened past perfect tense of the verb.

Table 4. Distribution of each Type of Error in each item in Subject-Verb Agreement

Item number	Error of Selection/ Misformation		Error of Addition		Error of Omission	
	N	%	N	%	N	%
1	29	6.22	3	23.08	28	37.84
2	66	14.16	0	0	0	0
3	15	3.22	7	53.85	1	1.35
4	15	3.22	3	23.07	46	62.16
5	57	12.23	0	0	0	0
6	56	12.02	0	0	0	0
7	54	11.59	0	0	0	0
8	58	12.45	0	0	0	0
9	54	11.59	0	0	0	0
10	62	13.30	0	0	0	0
Total	466	100.00	13	100	74	100.00

Table 4 shows the distribution of each type of error in each item in subject-verb agreement. As shown in the table, the error of selection/misformation constitutes the highest frequency in students' responses as evident in their assessment. It can be gleaned that these students choose the wrong verb stem from the choices that are completely different from the correct answer. Further, the error of omission constitutes the second highest frequency of error. In this error, students omitted the inflection –s from the correct form of the verb that is needed to complete the statement. It may not be as relatively high with that of error of selection/misformation, it still projects a frequency of this error committed in this assessment. While the error of addition constitutes only a little number of frequencies, this means that students are not prone to adding inflections in the verb stem from the choices. Further, item 2 constitute the highest frequency of error of selection/misformation. It can be gleaned that students, when confused on what verb form to use when dealing with statements having intervening phrases, tend to choose the wrong verb and write the incorrect verb form. While an error of addition, item 3 has the highest frequency in committing the error. Therefore, students, when confused about the rule in dealing with plural indefinite pronouns, tend to choose the singular form of the verb by adding the –s inflection. Lastly, item 4 has the highest frequency in error of omission. This means that despite the presence of a singular indefinite pronoun, the students still conform to the main verb which is in its plural form. It can be gleaned therefore that they usually omit the –s inflection when the main verb is plural despite the presence of the singular indefinite pronouns.

Figure 1. The error of Misformation/Selection in using Tenses of the Verb as evident in item 27 and 25.



Since it had revealed that selection errors constituted the highest percentage of total errors in the students' written test, this means that students tend to select incorrect verb tense as they complete a statement in place of the appropriate ones. This is evident in item 27 wherein a student answered *will recover* which is in its simple future tense instead of *will have recovered* which is in its future perfect tense. Since in the statement, it was stated that the action will have been completed or perfected at some point in the future which is *by next month*, therefore, future perfect tense must be used. Also, a student answered *was falling* in item 25. This is in its past progressive tense. The answer must be *had fallen* which is in its past perfect tense. This is due to this statement that indicates an action was completed at some point in the past before something else happened: "before eight o'clock". This implies that students tend to choose different tense of the verb that contains different structure from the well-formed utterance. The student didn't just simply add or omit words, but he/she underlined the tense that has a complete difference in terms of its structure to that of the correct tense of the verb.

Figure 2. The error of Addition in using Tenses of the Verb as evident in item 1.

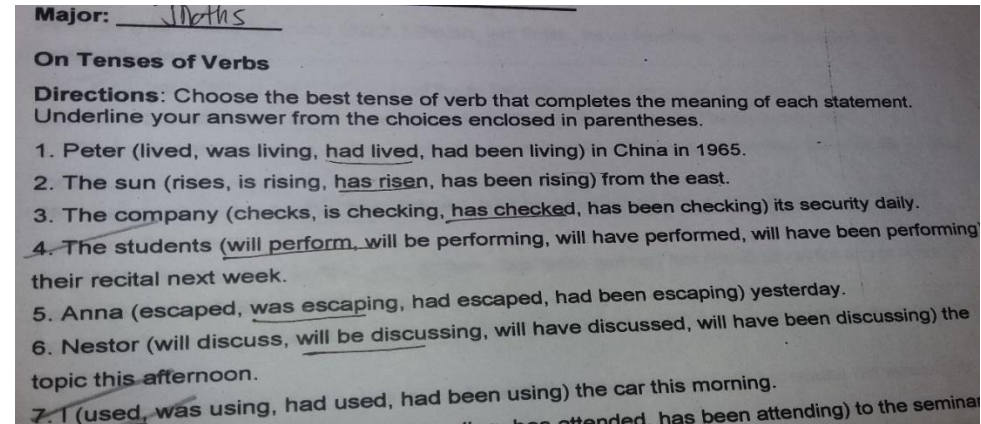
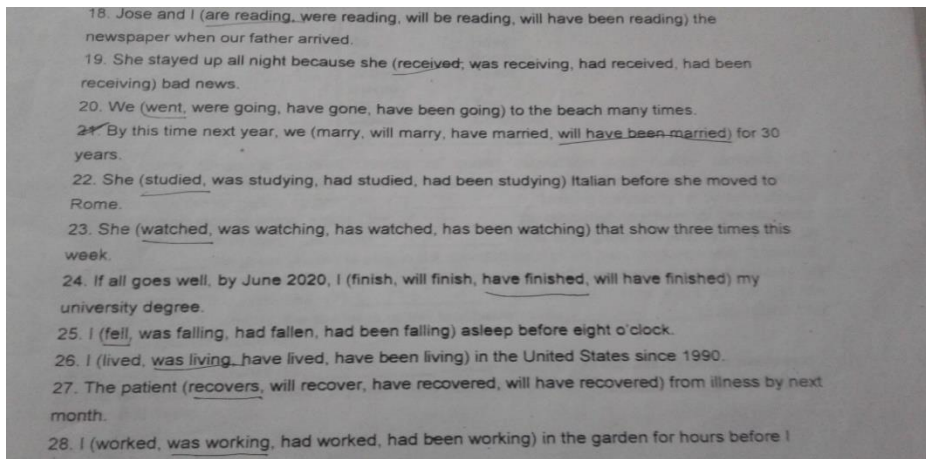


Figure 2 shows that learners also added a word or an ending to another word that must not appear in a well-formed utterance in dealing with verb tense. In item number 1, a student answered *had lived* instead of *lived*. Since the statement emphasizes that the action simply happened in the past, it requires the simple past tense of the verb because *had lived* is in its perfect past tense that connotes that an action had happened in the past before another action was completed. Therefore, the adding of *had* made the statement erroneous. This means that overgeneralization happens wherein a learner overuses the same type of grammatical structure and creates deviant structures on the basis of his knowledge of other structures in the target language. The student thinks that since the action happened in the past, the verb must end in -d or -ed. Since *lived* is a past action, it is similar with *had lived* and seem to have no difference except for the presence of *had*. The student overthinks that the structure of the verb carries the same meaning with that of the simple past tense of the verb, which is not.

Figure 3. The error of Omission in using Tenses of the Verb as evident in item 22 and 23.



In figure 3, it had revealed that students missed-out a certain word that must be present in a well-formed utterance. Like in item 22, the student answered *studied*. This is in its simple past tense. Supposedly, the answer must be *had studied* which is in its past perfect tense. This is because, in the statement, it indicates that an action was completed at some point in the past before something else happened: "before she moved to Rome". Moreover, this is also evident in item 23 where a student answered *watched*, which is in its simple past tense, instead of *has watched*, which is in its present perfect tense that signifies that an action was completed at some point in the past or before now but not specified. With this, it implies that errors are caused by oversimplification where students choose immediately simple past when an action already happened in the past, simple present when an action is in its present state, and simple future when an action will happen, without considering if an action was completed sometime in the past before another action occurred, currently happening now, or, will have been completed sometime in the future.

Figure 4. The error of Misformation/Selection in dealing with the Subject-Verb Agreement as evident in item 1 and 2.

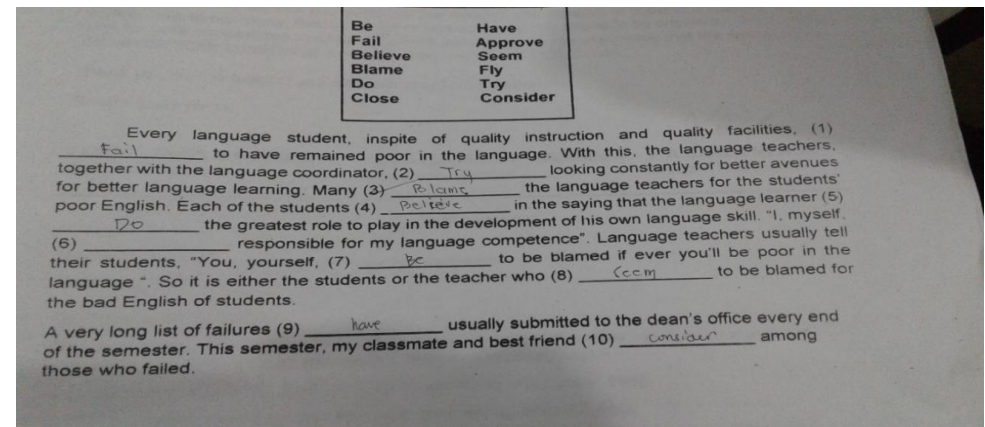
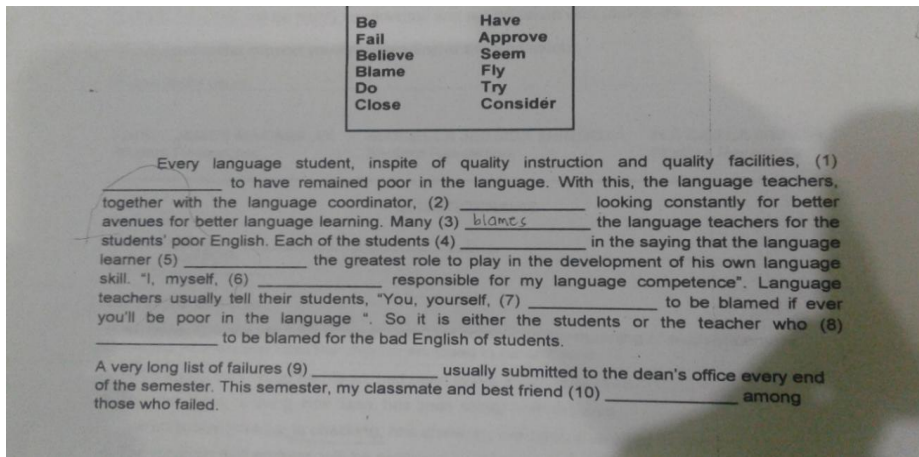


Figure 4 exemplifies that students tend to select wrong forms of the verb or wrong verb itself in place of the right ones. In item number 1, a student answered *fail* instead of *seems*. The student made the phrase "poor in the language" as the basis to use the verb *fail* as the answer. He overuses his knowledge of being "poor" as the synonym of the verb *fail* that's why he thought that the most appropriate verb is *fail*. On the contrary, the correct answer, *seems*, wants to emphasize that the statement gives an impression to the observation that every language learner "seems to have remained poor in the language". The rule also says that singular indefinite pronouns take singular verb despite the presence of intervening phrases. Further, this is evident in item 2 wherein a student answered *try* instead of *are*. Since the statement contains the main verb *looking*, it only lacks therefore of a be-verb or a helping verb to complete the statement. *Try*, if used, will act as the main verb, and which should not be done for there is already a main verb. Therefore, *are*, a be-verb, best suits the statement. Moreover, the rule states that in the subject with intervening words/phrase, the verb agrees with the subject.

Figure 5. The error of Addition in dealing with the Subject-Verb Agreement as evident in item 3.



In figure 5, learners also added a word or an ending to another word that must not be present in a well-formed utterance. In item number 3, a student answered *blames* which is in its singular form. In the statement, the subject is “many” which is a plural indefinite pronoun. In the rule, it states that plural indefinite pronouns take the plural verb. Therefore, the most appropriate verb form is to *blame* which is in its plural form. With this, it can be gleaned that the learner is not knowledgeable of plural indefinite pronouns as well as the singular indefinite pronouns. Therefore, the student decided to use the verb *blames* for it still sounds good in the ear though he's not certain if it is correct. If happen that the learner is aware that “many” is a plural indefinite pronoun, he/she just overused the –s inflection to pluralize the verb just to agree with its plural subject.

Figure 6. The error of Omission in dealing with the Subject-Verb Agreement as evident in item 4 and 1.

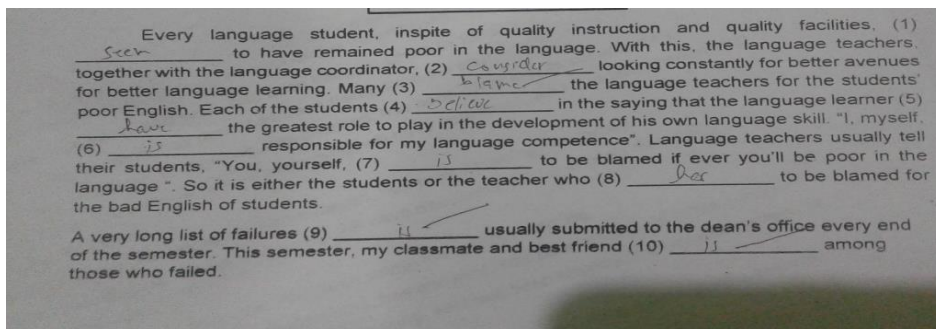


Figure 6 shows that students also tend to miss out a certain word or an ending of the word that should be present in a well-formed utterance. In item 4, the student answered *believe* which is in its plural form. In the statement, the subject is “students” together with the indefinite pronoun “each”. Therefore the correct verb-form to be used is *believed* which is in its singular form for the rule states that singular indefinite pronouns take the singular verb. With that, it is evident how the student omitted the ending of the word which is –s. This is due to the overusing of similar grammatical structure on the basis of the knowledge in other structures. The learner thought that the presence of the plural subject, which is “students”, will automatically determine that the verb should be in its plural form. This is also evident in item 1 where a student answered *seem* instead of *seems*. With the rule, singular indefinite pronouns take singular verb despite the presence of intervening phrases, the answer must be *seem*. It was emphasized that omission errors are sometimes committed when –s inflection is omitted from the singular verb just to make the verb agree with the main subject which is plural in spite of the presence of singular indefinite pronouns.

DISCUSSION

This study is aimed at knowing the structure of errors of students in dealing with verbs, specifically in tenses and subject-verb agreement. Since English has been widely used in many courses and verb is one of the most important concords in this language, learners must effectively observe the proper usage of verbs in their written tests. This study of the errors of the respondents or L2 learners is an avenue to provide an evidence on how language is learned, and the employment of certain strategies in their discovery of language (Wang, Ko, & Choi, 2009). Specifically, it is important to know the structures of the errors committed. As classified, the errors are:

A. Error of Misinformation

As seen in the results, the error of misinformation/selection constituted the highest frequency of error committed by the students in the written test/assessment provided by the researchers. This often happens when the wrong forms of the verbs are chosen in place of the right ones. The different forms are usually of the different lexical unit than that of the correct ones. This error is usually is committed due to overgeneralization that happens when a learner overuses the same type of grammatical structure wherein the learner creates deviant structures on the basis of his knowledge of other structures in the target language (Tono, Satake & Miura, 2014). Over-generalization tendencies affect the simple past tense, past progressive tense and the perfect tenses for any past actions. The poor understanding of the nuances or distinctions in the target language and poor gradation of teaching items wherein “was” is used as a marker of the past tense and this will affect the verb forms of “has/have” and “was” (Palmer, 2014).

B. Error of Omission

Next to the error of misformation/selection is the tendency of students to miss out a certain word that must be present in a well-formed utterance or other known as the error of omission. In dealing with the error of omission, it was found out that the third person singular –s/-es/-ies and be verb happened to be omitted as they choose the most appropriate verb form in the assessment given. The using of the third person singular -s/-es/ies inflection are complex because of the simultaneous identification of significant context for number distinctions and the manipulation of the elements that affect the number agreement relationship by the learners. In the past studies of Bastiaanse and Thompson (2003), the error of omission of the third person singular inflection is one of the dilemmas on SVA forms as presented in their checklist of troublesome cases. Sometimes, learners commit this type of error when they omit the –s inflection in their attempt of making the verb agree with the singular subject when dealing with third-person singular verb like "she use..." and "it seem..." (Izumi, Uchimoto & Isahara, 2005). Also, it is evident that students tend to use the stem forms of the verbs to simplify the rules of language, and it happened that learners choose the simple tenses of the verb instead of dealing with the complex tenses like the perfect tenses of the verb (Tono, Satake & Miura, 2014).

C. Error of Addition

If the learners omitted in their verb choice, they also added a word or an ending to another word that must not appear in a well-formed utterance. Similar to the error of omission, errors of addition is made mostly in the addition of –s/-es/-ies to verb forms after the plural nouns, the addition of "be" verb and the addition of –ing form of the verb. Overgeneralization also happens wherein they overuse the –s inflection as the mark for the plurality to pluralize the verbs by choosing the verb that has added –s inflections to make them agree with the plural subject such as "they uses..." and "we puts..." (Truscott, 2007). For those who disregard or violate the system of agreement need a thorough understanding of the –s/-es inflection for the verb and the noun, and a knowledge when to use the –s inflection at the end of the verbs (Ferris, 2006). In subject-verb recognition, a good syllabus caters instruction to have a foundation in building key grammatical ideas.

Further, these errors are indeed evident in each tense of verb. Based from the results in the assessment given, it is similar in the study of Ferris (2006) that the error of misformation/selection was mostly found in the perfect tenses of the verb and is caused primarily by overgeneralization and even in the simplification of rules in using the language with few error of omission and no error of addition. This implies that with the complexity of the perfect tenses of the verb, it is inevitable to choose the wrong form of the verb in place of the right ones (Palmer, 2014). Also, this indicates that the teacher education students are confined in using the simple tenses of the verb, that's why the lack of exposure to the perfect tenses or the perfect progressive

tenses of the verb will create ignorance to the rules embedded on such tenses, as claimed by Truscott (2007). This is evident on how they choose the simple tenses in place of the more complex tenses.

Frequency of the Errors in the Tenses of Verb

Errors found in the learners' work were classified as the structural errors which were found to be the most common category of linguistic error. This section presents the various structural errors in the form of verb tenses. Table 1 showed the common structural errors in the English writings of the teacher education students in which, the verb tense involved is present perfect tense with the formula has/have + the past participle form of the verb. These errors carry the most frequently occurring errors in the work of teacher education students. The identified four types of structural errors which are omission, addition, and the selection came about because learners have not mastered the English language rules (Ferris & Roberts, 2001). It could be seen that the highest frequency error in the tenses of verb committed by the teacher education students is under the perfect tenses. The teacher education students failed to input the proper use of the different tenses of the verb due to not having the mastery in using the different verb tenses. The lack of vocabularies can be the cause of errors in selecting some useful words or phrases that must be included in constructing the sentence structure (Villar, Xu, Luis Fernando, & Ney, 2006).

Further, the result of the study has illustrated the structure of the linguistic features in the written assessment of the teacher education students. The awareness of this structure patterns are very significant both for teachers and even to the students (Ferris & Roberts, 2001). It doesn't mean that frequency information can be translated mechanically into certain materials for assessment and instruction rather; this could be a good medium in looking forward to the significant gains of the students as we develop the materials that reflects the actual patterns of usage in a particular register (Truscott, 2007). It suggests that they must learn more about the tenses and they must be careful enough in constructing their sentence structure, especially when different tenses are needed to be written. They must give their undivided attention to the time expressions given to minimize the possibility of making errors on the usage of various tenses.

CONCLUSION

The study concluded that the 3rd year Education students are prone to committing the error of misformation/selection in both tenses of the verb and subject-verb agreement. They tend to a) choose the wrong verb tense in place of the correct one and b) pick the wrong verb stem and write the inappropriate verb form for each statement. In the findings, the cause of their errors is overgeneralization wherein they overused the same type of

grammatical structure and creates a deviant structure as the basis of their knowledge of other structures of the verb. Hence, it made them choose the wrong answer from the assessment given.

RECOMMENDATIONS AND IMPLICATIONS TO FUTURE RESEARCHES

The 3rd year Education students must actively participate in various activities and drills that can enhance their verb proficiency as they use the English language. A teacher can facilitate these drills and activities.

The teachers in the language department must acknowledge in their teaching methodologies the support for students' tendency to engage themselves actively with these linguistic complexities.

The Teacher Education department must have a strict implementation of Course Enrichment activities or programs that aim to enhance their vocabulary and comprehension with regard to students' verb proficiency.

Since this study is just focusing on the verb errors, specifically on the tenses of the verb and subject-verb agreement, future researchers may dwell on other parts of speech like prepositions, adverbs, modals, etc.

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JUVENILE DELINQUENCY IN TUGUEGARAO CITY NT

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ABSTRACT

The Philippines, a developing country, possesses a majority of the poor or underprivileged and some areas in the country have become a breeding ground for youth offenders. Tuguegarao City, a growing city in Northern Luzon, is becoming a machine for developing children in conflict with the law. This paper explores the nature and status of children in conflict with the law in Tuguegarao City. Using data archiving, a total of 119 cases of children in conflict with the law are discussed in-depth by the researchers. The findings revealed that arrested was the most common disposition of the CICLs and solved was the most recorded case status. It is also concluded that violence had the highest number of commission; under this, physical injury was committed the most. Under property offense, it was theft while in narcotics, only crimes against R.A. 9165 appeared. Slander and illegal gambling were common under status offense.

Keywords: *Children in conflict with the law, Disposition, Case Status, Offenses*

INTRODUCTION

In the previous studies of delinquency in the Philippines which are based upon official data gathered, indicates the typical delinquent to be 15-16 years of age (Shoemaker, 1992). Comparative studies were conducted on male-female patterns of delinquency identification (Shoemaker, 1994). The data gathered indicates that the Philippine youth population aged 15-19 years old composed 11% of the total number of more than 68 million Filipinos (Raymundo & Xenos, 1999). A decade after this study was conducted, the Juvenile Justice and Welfare Council, a total of 1,297 of Child in Conflict with Law (CICL) were served by the City and Municipal Social Welfare and Development Offices (MSWDO) in 15 regions in the country in the first quarter of 2016.

A report which was presented by the Council for the Welfare of Children (CWC) shows that more than 52,000 children from 1995 to 2000 were reported to be in conflict with the law. Separate data from the DSWD show that from 2001 to 2010, there were close to 64,000 CICLs served by the government. Another report from CWC in 2010 presents the profile of CICLs: usually male between the ages of 14 and 17; have low educational attainment; belong to large, low-earning families of six members; charged