Surface Strategy Taxonomy in Error Analysis: Basis for Grammatical Competence Enhancement Program (GCEP)

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Abstract: *This study analyzed the grammatical errors committed by college students in short-answer tests using Dulay's Surface Strategy Taxonomy in Error Analysis. Further, it determined the following: the common grammatical errors in using the simple present and simple past tense; the significant difference between the grammatical errors committed by BSED and BEED students; sources of errors; and the significant difference on the sources of grammatical errors between the two groups of students. This study utilized the descriptive-evaluative inferential method of research. .The results were statistically treated, analyzed, and interpreted using frequency count, percentage, rank, and chi-square. Findings revealed that among the four common grammatical errors on the use of simple present tense, misformation topped as most committed error. This was followed by omission, addition, and misordering. As to the common errors on the use of simple past tense, misformation was the topmost committed error. Another committed error were due to omission, misordering, and addition. Most of the sources of errors committed by the second year college students in using both the simple present and simple past tense were due to interlingual transfer, intralingual transfer; and communication strategies. Results revealed no significant difference existed on the sources of grammatical errors committed by second year education students on the use of simple present and simple past tense. Therefore, learners of a second language commit a number of grammatical errors. Thus, it is highly recommended that the proposed enhancement training program be implemented to respond to the needs of 21st century education.*

Keywords: Grammatical Errors, Error Analysis, Sources of Errors

1. Introduction

Human learning is fundamentally a process, which involves the making of errors: "to err is human". Therefore, the process of language learning, like any other process of acquiring a skill, involves the making of a lot of errors. All learners of a second language commit a number of errors however the efficiency of the learning method and whatever the learning environment and learning conditions (Sideeg, 2002).

Studying second language acquisition (SLA) in terms of the language learners' errors is something that foreign and second language teachers (EFL/ESL) have always done for very practical reasons. Through the results of examinations and tests, the errors that second language (L2) learners commit are a major factor in the feedback system of the teaching-learning process. Thus, it is important that the foreign language (FL) teachers should be able to not only to identify the errors, but also understand the linguistic reasons for their occurrences. Given this, studying learners' errors could be a first step to introduce L2 teachers to the knowledge of learner's language (Al-Khresheh 2010).

At some point language learning will not be effective if errors haven't been encountered, so does, assessed. Errors happen in a lot of things, such as in learning a foreign language *(Aqilah 2014 as cited by Abiada 2016).* The major problems of Filipino as a Foreign Language Learners are confusion and inadequate background knowledge about language acquisition of the verb tense system.

Apparently, in the Philippine educational setting, there is growing concern about the grammatical competence of students, if left unchecked could result to poor quality and lead the country into losing its competitiveness which is contrary to the mandates of the constitution to provide an educational system that will meet the needs of all people and develop their potential and skills.

2. Objectives of the Study

This study analyzed the grammatical errors committed by second year education students in the use of simple present and simple past tense in short-answer tests using the Surface Strategy Taxonomy in Southern Luzon State University - Judge Guillermo Eleazar, Tagkawayan, Quezon, A.Y. 2016-2017. Specifically, it sought to answer the following sub-problems: (1)What are the common grammatical errors in using the simple present tense committed by second year college education students along : omission, addition, misformation, and misordering? (2) What are the common grammatical errors in using the simple past tense committed by second year college education students along: omission, addition, misformation, and misordering? (3) How significant is the difference between the grammatical errors committed by college students along: using the simple present tense, and using the simple past tense? (4) What are the sources of grammatical errors in using the simple present and simple past tense committed by the second year college students in terms of: intraligual transfer, interlingual transfer, context of learning, and communication strategy? (5) How significant do the sources of grammatical errors differ between the two groups of college students? (6) What enhancement program may be developed based on the findings of the study?

Grammatical Errors
Gustilo, et.al. (2012) investigated learners' grammatical errors and their evaluation of Filipino ESL writers. The aim

of the study was to examine the sentence level errors. The data of the study was collected from 150 essays written by freshmen college students during the first week of classes in Metro Manila. They found out that there were errors in subject-verb agreement in the verb category in the students' writing.

Abushihad (2014) investigated and classifiedd grammatical errors in writing made by twenty second-year students at the Department of English Language learning English as a foreign language in Gazi University of Turkey. The students were enrolled in a writing course in the first semester of the academic year 2011 – 2012. They were asked to write about the difficulties they face while learning English. The errors committed by the subjects are classified under five categories. They are errors in tenses, in the use of prepositions, in the use of articles, in the use of active and passive, and morphological errors. The researcher found out that the participants made 179 grammatical errors of which 27 errors are in tenses, 50 errors in the use of prepositions,52 errors in the use of articles, 17 errors in the use of passive and active voice and 33 were morphological errors.

Richards and **Platt** (**1997**) as cited by **Mahaboonpati (2013)** stated that the meaning of error is the wrong use of a language, word choice or a grammar point in the speech or writing by second language learner. Learners' errors are grouped according to pronunciation, vocabulary items, grammar and misunderstanding of the message of the speaker. As a result, the students' learning strategies will be presented when their errors.

Bayinah (2013) Error analysis can be used to analyze the errors that are made by the learners. "Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners" errors." The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background why the learners do the errors. The teacher realizes that the errors which are made by the learner in language learning process should be analyzed carefully because with this analysis, the teacher can identify the difficult areas that are faced by the learners, so it can be used in making learning materials and strategies. "Error analysis was conceived and performed for its feedback" value in designing pedagogical materials and strategies."

Error analysis (EA) is defined as the study of the linguistic ignorance, the investigation of what people do not know and how they attempt to cope with such ignorance (**James, 2001, as cited by Safraz, 2011**). EA simply examines errors made by L2 users in using target language (TL) or L2. This dares to show how ignorant learners are in terms of grammatical and semantic rules of target language.

Chan (1988) as mentioned by **Abdullah (2013)** studied the errors found in 50 compositions made by 25 UKM Law students who had studied 4 semesters of matriculation course. The researcher found out that the subjects made common errors in the use of past tense. Among the errors committed, the simple past tense was the most frequent as it was wrongly used in place of present tense and present

perfect tense forms.

Abdullah (2013) found out that the errors made by male and female students whose age ranged from 17-20 years old. They were enrolled in the American university program and produced in 50 compositions when the study was carried out. The errors found were: tenses (30.4%), articles (23. 1%), prepositions (12.1%), spelling (9.5%), and wrong choice of words (6.7%), singular and plural forms (5.9%) and agreement (5.2%).

Further, **Richards and Schmidt (2002)** as cited by **Diaz, et.al. (2015)** assert that EA is the use of language in a way which a fluent or native speaker of the language regards as faulty or incomplete learning. L2 learners have to have linguistic competence for them to be able to know what to do to assess and identify as errors. For non-native speakers of target language, errors are considered indispensable. However, as it is asserted that humans learn by experience, errors can surely be used as means in learning the TL by the ESL/EFL users. They will be able to compare their first output with the corrected output as means to understand the concept that makes the first output erroneous. Through this, they will be able to identify the importance of not committing such errors anymore.

Diaz, et.al. (2015) conducted the study to determine the communication errors in English of school personnel of the Division of Quezon. Their findings showed that a number of errors have been committed by elementary and secondary school personnel in written communications in English focusing on business letter format and structures, and the morphological, lexical, syntactical, and mechanical features of the language. They found out that the elementary school personnel committed errors in terms of letter structure composed of 536 occurrences, and the secondary school personnel committed a total of 530 errors. The errors on letter structure also obtained a total of 1066 occurrences. Moreover, elementary school personnel committed errors in morphology, lexicons, syntax, and mechanics having a frequency of 322, and the secondary school personnel with 256 occurrences.

Corder (1967) as stated by **Jabeen (2015)** concluded that a learner's errors are significant in three different ways as follows: 1. it is useful for the teacher to know the learner's progress. 2. They can provide the researcher information on how the language is learned or acquired, and the strategies or procedures used in the learner's production. 3. It is a way to the learners of testing hypotheses about the nature of the language by children acquiring their mother tongue and those learning a second language

According to **Brown (1980)** as cited by **Senin (2015)**, there are four sources of error; 1) Interlingual transfer; this is is also known as the native language transfer because the errors are caused by the learners first language. Like Brown said, "The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference." The second language is familiar with the learner, the native language is the only linguistic system that is mastered by the learner. Because of this fact, it's easier for the teacher to analyze the errors from

the learner if the teacher has been familiar with the learner's first language. 2) Intralingual Transfer; the main factor in learning second language. In this stage, the errors come from the partial learning rather than the transfer itself. "Intralingual errors occur as a result of learners" attempt to build up the concepts and hypotheses about the target language from their limited experience with it. 3) Context of learning source of error that comes from the teacher, the situation in the class, and also from the textbook. "Context refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning."4) Communication Strategies, learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. "A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication. Communication strategies caused by the learners' learning techniques.

Al-Khresheh (2016) reviewed and discussed the Error Analysis theory in terms of theoretical foundations, theoretical assumptions, limitations and significance of this theory. This review reveals that despite the criticism that this theory has received, it still plays a fundamental role in investigating, identifying and describing second language learners' errors and their causes. Most importantly, Error Analysis can enable second language teachers to find out different sources of second language errors and take some pedagogical precautions towards them.

Surface Strategy Taxonomy

Dulay et al. (1982) as cited by **Fadzilyna (2013)** classified the types of errors based on surface strategy taxonomy. Surface strategy taxonomy emphasizes the way surface structure is changed. In this case, learners may omit essential parts and add inessential ones or they may misform items or misorder them. Based on the surface strategy taxonomy, errors are classified into four types; 1) Omission: errors are characterized by the absence of an item that must appear in a well formed utterance. 2) Addition: as the opposite omission, this is characterized by the presence of an item which must not appear in a well-formed utterance. There are three kinds of additions in this class; double marking, regularization, and simple addition. 3) Misformation: characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation: regularization, archy, and alternating form and 4) Misordering: errors are characterized by the incorrect placement of a morpheme or a group of morphemes in the utterance.

Fadzilyna (2013) described the errors in using past tense made by eight graders of MTsN Model Trenggalek in writing recount texts. The instruments used for this research were writing tasks, an observation checklist, and interview guide. The data were collected through the students' writing tasks. The researcher used Surface Strategy Taxonomy by Dulay et al. (1982) to analyze the types of errors and Richards's (1974) concepts on error analysis to analyze the possible causes of errors. The results of the analysis showed there were 66 errors

of the use of past tense in 36 students' writings.

The results from the analysis stated that there were 66 errors in the use of past tense found in 36 pieces of students' writings. There are 75.75% errors of misformation, 16.66% errors of omission; 7.57% errors of addition; and 0% errors of misordering. As to the causes of errors, ignorance of rule restriction is found to be the cause of 68.18% of errors in the recount texts made by the students; the incomplete application of rule is found in about 21.21% of the recount texts made by the students; the false concept hypothesized is found to be the cause of about 7.57% of errors in the recount texts made by the students; and overgeneralization is found in about 3,03% of the recount texts made by the students.

Fernandez (2015) conducted study on error analysis in Written Composition of Grade Six Pupils of Southern Luzon State University in Lucban, Quezon. She utilized Dulay's Surface Strategy Taxonomy to analyze the error types committed by elementary students. She also developed writing activities based from the findings of her study.

Based on the different studies and literature gathered on error analysis, the researcher found out that the error analysis could be used to analyze the grammatical errors that are made by the learners and these errors could be observed, analyzed, and classified to reveal something of the system operating within the learner. The grammatical errors could help the teacher in the teaching and learning process because the teacher could observe the reason why the learners do the errors, identified the difficult areas faced by the learners, and the sources of these errors, so it can be used in making enhancement programs to improve the grammatical competence of the students in English based on the findings of the study.

Many studies pointed out the importance of error analysis on the grammatical errors of the students. These could be noted in the researches presented by local and foreign authors. Like **Gustilo, et.al. (2012)** that investigated learners' grammatical errors and their evaluation of Filipino ESL writers to examine the sentence level errors; **Abushihad (2012)** investigated and classified grammatical errors in writing made by twenty second-year students at the Department of English Language learning English as a foreign language in Gazi University of Turkey; **Mahaboonpati (2013)** stated that the meaning of error is the wrong use of a language, word choice or a grammar point in the speech or writing by second language learner; **Bayinah (2013)** stressed that error analysis can be used to analyze the errors that are made by the learners; **Abdullah (2013)** studied the errors found in 50 compositions made by 25 UKM Law students and found out that the subjects made common errors on the use of past tense; **Diaz, et.al. (2015)** conducted the study to determine the communication errors in English of school personnel in the Division of Quezon; **Jabeen (2015)** concluded that a learner's errors are significant in different ways; and **Al-Khresheh 2016** reviewed and discussed the Error Analysis theory in terms of theoretical foundations, theoretical assumptions, limitations and significance of this theory.

The studies related to surface strategy taxonomy were

conducted by: **Fadzilyna (2013)**described the errors in using past tense made by eight graders of MTsN Model Trenggalek in writing recount texts using the Surface Strategy Taxonomy in error analysis; and **Fernandez (2015)** studied error analysis in Written Composition of Grade Six Pupils of Southern Luzon State University in Lucban, Quezon utilizing Dulay's Surface Strategy Taxonomy to analyze the error types committed by elementary students.

3. Materials and Methods

Research Design
This study analyzed the students' errors on written tests using the Error Analysis utilizing Dulay's Surface Strategy Taxonomy. Error Analysis is one of the methods on the Second Language Acquisition focusing on Errors (Zawahreh, 2012). Descriptive-evaluative inferential method of research was used utilizing the researcher devised questionnaire validated by experts.

Respondents of the Study
The respondents of the study were the second year college students who took up Bachelor of Secondary Education and Bachelor of Elementary Education in Southern Luzon State University - Judge Guillermo Eleazar for the academic year 2016-2017. Total enumeration was utilized in choosing the respondents of this study.

Table 1: Number of Respondents by Programs

Program	Male		Female		Total	
	F	%	F	%	F	%
Bachelor of Secondary Education	9	17	21	40	30	57
Bachelor of Elementary Education	1	2	22	41	23	43
Total	10	19	43	81	53	100

As shown in the table, there are 30 or 57% of students of Bachelor of Secondary Education and there are 23 or 43% of students of Bachelor of Elementary Education. The total number of the respondents is fifty-three.

Research Instrument
The instrument used in this study was a research devised questionnaire. It was a written test about themselves. It was consisted of two parts. On the first part of the test, they answered 10 questions about their present status as college students. On the second part, they answered another 10 questions about their experiences during elementary and secondary days.

Determining the Validity of the Instrument
The instrument was validated by a set of jurors before it was given to the respondents. The respondents for the validation were the select English instructors/professors of Southern Luzon State University - Judge Guillermo Eleazar, Tagkawayan,, Quezon. The results were used to check the validity of the questionnaire and for its improvement.

The method used to calculate the content validity value based on expert judgment was determined by means of the Aiken's (1980, 1985) content validity index (V coefficient).

$$V = S/[n(c-1)]$$

Where S represents the sum of the absolute values of the difference of each rating by the appraiser, with n the number of raters, and c the number of rating categories.

Statistical Treatment of the Data
All responses of the respondents and other data have been subjected to statistical treatment process. The following statistical treatment measures were used:
1) Frequency count, Percentage, and rank were used to determine the occurrences, types, and sources of errors.
2) Chi-square was utilized to test the significance of difference between the error types committed by BSED and BEED students, as well as, to compute the significant difference of the sources of grammatical errors between the two groups of college students. They were determined by the corresponding chi-square formula (Ferguson, 1976):

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where:
X^2 = Chi- square
O = observed Frequency
E = Expected Frequency
Significance level was set at 0.05.

4. Results and Discussion

Table 2: Common Grammatical Errors Committed by Second Year College Education Students in Using the Simple Present Tense

Error Types	BEED		BSED		Total		
	F	%	F	%	F	%	Rank
Omission	23	16.67	86	40.19	109	30.96	2
Addition	19	13.77	34	15.89	53	15.06	3
Misformation	76	55.07	63	29.44	139	39.49	1
Misordering	20	14.49	31	14.48	51	14.49	4
Total	138	100	214	100	352	100	

The common grammatical errors committed by second year college students in using the simple present tense is presented in Table 2. It could be gleaned from the data that most of the grammatical errors committed by the students were on misformation having a number of 139 or 39.49% of the total number of errors that ranked first on the error types. These were followed by omission with 109 or 30.96% total number of errors that ranked second, addition with 53 or 15.06% that ranked third, and misordering with 51 or 14.49% total number of errors that ranked fourth on the grammatical error types.

It reflects from the data that misformation had most number of errors in using the simple present tense. This implies that students supplied something and used the wrong form of morpheme or structure in writing sentences.

Based on the data analysis, the researcher found one kind of misformation error, that is, alternating form. Alternating form occurs when the learners put a morpheme or a group of morphemes in incorrect order. Dulay et al. (1982) as cited by Fadzilyna (2013) misformations indicate that some learning has transpired and the learner is on his or her way to acquire target language proficiency.

Table 3: Common Grammatical Errors Committed by Second Year Education Students In Using the Simple Past Tense

Error Types	BEED		BSED		TOTAL		
	F	%	F	%	F	%	Rank
Omission	7	3.35	76	27.05	83	16.94	2
Addition	24	11.48	24	8.54	48	9.79	4
Misformation	156	74.64	147	52.31	303	61.84	1
Misordering	22	10.53	34	12.10	56	11.43	3
Total	209	100	281	100	490	100	

Table 3 presents the common grammatical errors committed by Bachelor of Elementary Education students and Bachelor of Secondary Education students in a written test using the simple past tense.

The results show that most of the grammatical errors committed were under misformation having a total of 303 or 61.84% of the total errors that ranked first on the error types in the use of simple past tense. This was followed by omission with 83 or 16.94% of total errors; misordering with 56 or 11.43% of the total errors; and addition with 48 or 9.79% of the total errors that ranked second, third, and fourth, respectively.

The data also showed that misformation had the most number of occurrences among the grammatical errors. This implies that such errors may be the result of poor mastery over the tenses of the English language they have used. The result of the study was supported by **Saadiyah (2009)** concluded that errors in writing, such as, in the use of tenses, is one of the most common types of errors made by learners. It was also supported by Amaliyah (2009) said that a learner inevitably makes countless errors in learning the target language.

Table 4: Test of Significant Difference on the Grammatical Errors Committed by Second Year College Students

Simple Tenses	X^2	df	Tabular X^2		Significant Difference	Decision on Ho
			0.05	0.01		
Simple Present Tense	44.26	3	7.82	11.34	Significant	Rejected
Simple Past Tense	60.2	3	7.82	11.34	Significant	Rejected

The Test of significant difference on the grammatical errors committed by second year college students was shown in Table 4 using the chi-square.

From the tabular data, it can be gauged that the computed chi square on the use of simple present tense was 44.26 ($p<0.05$) and ($p<0,01$) which was significant at either 0.05 level or 0.01 level. To be significant at .05 level or at .01 level having three degrees of freedom, the computed x^2 is equal to or greater than the tabular value of 7.82 or 11.34. Since the x^2 computed value was greater than 7.82 or 11.34, the results showed significant difference existed on the grammatical errors committed by second year education students on the use of simple present tense. This means that the grammatical errors committed by the students differ from each other, thus, the null hypothesis (Ho) was rejected.

Moreover, the use of simple past tense obtained the chi square of 60.2 ($p<0.05$) and ($p<.01$). The result revealed that the x^2 computed value was greater than 7.82 or 11.34. It could be deduced that there is significant difference on the grammatical errors committed by second year college students on the use of simple past tense. This means that the grammatical errors committed by second year college students on the use of simple past tense differ also from each other, thus, the null hypothesis (Ho) was also rejected.

This implies that even the two groups of students had significant difference on grammatical errors on the use of simple present and simple past tense, it cannot be denied that learners of a second language commit a number of errors since English is second or foreign to Filipino students. Filipino students will basically experience difficulty in using the English language especially in terms of writing. As Richards and Schmidt (2002) as cited by Diaz (2015) asserted that errors are inevitable for non-native speakers of target language.

Fadzilyna (2013) mentioned that it is important to analyze the errors in using the simple tenses to know the errors that the students made so that the teachers, the parents, and others who care about the students can decide what treatment they should give to the students.

There are many other benefits we can get from analyzing errors. Vahdatinejad (2008) said that error analysis can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence. He also makes a distinction between errors and lapses (simple mistakes). According to him, lapses are produced even by native speakers, and can be corrected by themselves. They need spot correction rather than remedial, which is needed for errors.

In addition, Candling (2001) cited by Saadiyah (2009) considered Error Analysis as "the monitoring and analysis of learner's language". He referred to an error as a deviation. Moreover, according to Richards et. al., (1996) as cited by Nzama (2004), error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials. Similarly, Michaelides (1990) as cited by Nzama states that the systematic analysis of student's errors can be of great value to all those concerned, i.e., teachers, students and the researchers. For teachers it can offer a clear and reliable picture of his students' knowledge of the target language.

Table 5: Sources of Grammatical Errors of Second Year Education Students in Using the Simple Present and Simple Past Tense

Error Sources	BEED		BSED		Total		
	F	%	F	%	F	%	Rank
Interlingual Transfer	47	49.47	58	44.96	105	46.88	1
Context of Learning	29	30.53	40	31.01	69	30.80	2
Communication Strategy	12	12.63	23	17.83	35	15.62	3
Intralingual Transfer	7	7.37	8	6.20	15	6.70	4
Total	95	100	129	100	224	100	

Table 5 shows the sources of grammatical errors of second year college students on the use of the simple present tense and simple past tense.

Most of the sources of errors committed by the second year college students in using both the simple present tense and simple past tense were due to interlingual transfer composed of 105 or 46.88% of the total sources of errors that ranked first on the sources of errors of college students. This was followed by context of learning with 69 or 30.80%; communication strategies with 35 or 15.62%, and intralingual transfer with 15 or 6.70% that ranked second, third, and fourth respectively.

Clearly, interlingual transfer found to be the source of errors in the written test on using the simple present and simple past tense. This implies that the source of error is caused by the interference of students' native language because the first language is the only linguistic system that is mastered by the students that is Filipino. Richards (1974), as cited by Fadzilyna (2013) viewed interlingual transfer is caused by incomplete application of rule which happens when the learners' errors derive from the faulty comprehension of distinction in the target language. Based on the analysis, the researcher discovered that the students wrongly understand the rule of the target language. There were some students who did not know that the sentence needs the linking verb to make the sentence correct.

As to context of learning, this source of error occurs when the students know the structure of the verb but the students could not contextualize it properly in writing sentences. This happens when the students do not apply the rules appropriately because the learners fail to observe the restriction of existing structures especially the structure of the past tense.

Communication strategy was the third source of grammatical errors. Based on the researcher's analysis, some students had difficulty on presenting or delivering his or her ideas clearly. This implies that students must have their own strategies in language learning to present their message clearly. In this case, grammatical competence enhancement is a must for the students.

Lastly, intralingual transfer was found also to be the source of errors among students. Based on researcher's investigation, some students attempted to build up the concepts and hypotheses about the target language. The result of the study supported the study of Fadzilyna (2013) concluded that intraligual transfer happened when the students generalize certain rules to create other sentences specifically when the students regularize the irregular verb.

Table 6: Test of Significant Difference on the Sources of Grammatical Errors Committed by Second Year College Students

Indicator	X²	df	Tabular x²		Significant Difference	Decision On Ho
			0.05	0.01		
Source of Errors	6.44	3	7.82	11.34	Not Significant	Accepted

The Test of significant difference on the sources of grammatical errors committed by second year college students is shown in table 6 using the chi-square.

From the tabular data, it can be discerned that the computed chi square on the sources of grammatical errors was 6.44 (p<.05) and (p<.01) which was not significant at either .05 level or .01 level. To be significant at .05 level or .01 level having three degrees of freedom, the computed x^2 is equal to or greater than the tabular value of 7.82 or 11.34. Since the x^2 computed value was less than 7.82 or 11.34, the results showed no significant difference existed on the sources of grammatical errors committed by second year education students on the use of simple present tense and simple past tense. This means that the grammatical errors committed by the students do not differ from each other, thus, the null hypothesis (Ho) was accepted.

This implies that the sources of errors of the two groups of students were the same. Since the two groups of college education students have the same sources or causes of errors, the researcher has decided to make only one enhancement program to improve the grammatical competence of education college students of Southern Luzon State University - Judge Guillermo Eleazar in Tagkawayan, Quezon.

The findings of the study confirmed the advantage of error analysis. This study supported the study of Amaliyah (2009) stated there is a value in analyzing errors, since this will lead at least to a better understanding of the difficulties that students face, and perhaps will contribute to the development of pedagogical strategies. The errors will reflect the problems that students face, which should help the teachers decide what areas they should pay more attention and emphasize on. He added that error analysis could be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence.

5. The Proposed Grammatical Competence

Enhancement Program (GCEP)

A. Rationale
Grammar is equated to "brain freeze" and "nose bleeding phenomenon" to students whose foundation in English language learning verge on the edge of ignorance (**Manzanilla**). From this notion, this Grammatical Competence Enhancement Program (GCEP) was conceptualized to aid the students improve their grammatical competence and to demonstrate the importance of learning the second language to be a fully functional individuals who are responding to what society dictates as its norms.

Moreover, one of the yardsticks for quality education is the competence by which graduates of an institution perform after having been trained and honed by their alma mater and part of this competence is grammar.

Grammatical competence is embedded in communicative competence which is the common goal for the teaching of languages in the K to 12 Curriculum.

Grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes
1) Morphology - the study of the internal structure of words;
2) Syntax - the arrangement of words in a sentence;
3) Semantics - the study of meaning of linguistic expressions;
4) Phonology - a branch of linguistics that comprises the study of the sounds of human speech - or in the case of sign languages - the equivalent aspects of a sign; and
5) Orthography - the methodology or writing a language; it includes the rules of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation.

B. Objectives
The proposed grammatical competence enhancement program aims to:

- **Cognitive:** Improve the grammatical competence of the college education students of Southern Luzon State University-Judge Guillermo Eleazar.
- **Psychomotor:** Demonstrate grammatical competence through verbal and non-verbal communication.
- **Affective:** Value the significance of improving grammatical competence in the English language with an end view of meeting the demands of the global society.

C. Proposed Procedures
The table below shows the time frame, target competencies, topic, methodology and strategy, success indicator, and the persons involved in the proposed enhancement program.

D. Enhancement Program

Time Frame	Competency	Topic	Methodology & Strategy	Success Indicator	Persons Involved
Week 1-3	Improve grammatical competence with the focus on phonology.	Phonological Rules, Pattern of Sounds, Phoneme & Allophone, English Vowels & Consonants, Intonation, Stress & Word Stress	Lecture/ Discussion/ Exercises	The students have improved their grammatical competence with the focus on phonetics.	Students, Teacher
Week 4-8	Increase the competence on grammar with emphasis on morphology.	Word Structure, Morphophonemic Rules, Derivation, Inflection, Grammatical System, Constituent Structure	Lecture/ Discussion/ Exercises	The students have increased their competence on grammar with emphasis on morphology.	Students, Teacher
Week 9-12	Expand the grammatical competence with concentration on syntax	Recognizing Noun and Pronouns; Using Nouns and Pronouns as subjects, predicate nominative, Appositives, and Objects; Recognizing Verbs, their Tenses and Voice; Subject-Verb Agreement; Recognizing Verbals; Recognizing Adjectives, its comparison and series; Recognizing Adverbs and their functions. Recognizing and using Prepositions; Recognizing and using Conjunctions; Recognizing Interjections; Phrases, Clauses, Sentences,	Lecture/ Discussion/ Exercises	The students have expanded their grammatical competence with concentration on syntax.	Students, Teacher
Week 13-15	Improve the competence on grammar with emphasis on semantics	Inflectional Morphemes, Meaning of Words, Semantic Components, Context and Schema	Lecture/ Discussion/ Exercises	The students have improved their competence on grammar with emphasis on semantics.	Students, Teacher
Week 16-18	Increase the grammatical competence with focus on orthography	Spelling, Word Breaks, Capitalization, Punctuation	Lecture/ Discussion/ Exercises	The students have increased their grammatical competence stressing on orthography.	Students, Teacher

6. Conclusion and Recommendation

6.1 Conclusions

Based on the findings, the researcher arrived to the following conclusions:
1) A number of grammatical errors have been committed by both BSED and BEED second year college students in using the simple present tense in terms of misformation, omission, misordering, and addition.
2) Grammatical errors in using the simple past tense have been committed by both BSED and BEED second year college students as to misformation, omission, misordering, and addition.
3) There is significant difference between the grammatical errors committed by Bachelor of Secondary Education (BSED) students and Bachelor of Elementary Education (BEED) students in terms of using the simple present tense and simple past tense.
4) There are several sources of grammatical errors committed by the second year college students in using both the simple present tense and simple past tense. Among these are interlingual transfer, context of learning, communication strategy and intralingual transfer.
5) There is no significant difference on the sources of grammatical errors committed by second year education students on the use simple present tense and simple past tense.
6) The Grammatical Competence Enhancement Program was developed to enhance the grammatical competence of all college students specifically the second year college students of Southern Luzon State University-Judge Guillermo Eleazar.

6.2 Recommendations

Based on the findings and conclusions, the researcher recommended the following:
1) All college students should study their lessons so well specifically in English to improve their grammatical

competence.

2) Students and teachers should give time for themselves to improve competence of students in grammar by attending trainings, seminar, etc.
3) Rigorous efforts to increase the grammatical competence of the college students should be done by all concerned (students, teachers, and administration) for the attainment of quality education.
4) Faculty members should be aware on the sources on the grammatical errors of students to address the problems on English proficiency of the students.
5) Plan out solutions and interventions on the grammatical competence of the students for the improvement of education.
6) Adopt the proposed enhancement training program as university's priority training project.
    6.1. Implement the grammatical competence enhancement program to be attended by all college students of Southern Luzon State University - Judge Guillermo Eleazar.
    6.2. Provide more English proficiency training programs to all college students to improve the grammatical competence of the students in preparation for licensure and civil examination and the like.

6.3 Recommendations for Future Research

1) A study on the grammatical errors of college students using other taxonomy or tool on analyzing the errors.
2) A research on how to improve the grammatical competence of the college students.
3) Further studies on the effective teaching methods, strategies, and styles to increase the competence of students in grammar.
4) Determine the constraint effects of grammatical competence on the academic performance of the students.
5) A follow-up study be conducted to determine the grammatical errors and its sources for the development of instructional materials or teaching strategies.
6) A similar study be conducted in other year level in college or even in junior or senior in secondary level.
7) A program be proposed to improve the grammatical competence in all grade levels in elementary and secondary and in all year levels in college.

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