



ANALYZING LEARNERS' ERRORS IN FILIPINO COMPOSITION WRITING: BASIS FOR INSTRUCTIONAL INTERVENTION

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ABSTRACT

This study analyzed the linguistic errors of Grade 8 learners in Filipino composition writing and examined the learner profiles and factors associated with these errors as bases for an instructional intervention. Using a descriptive-quantitative design, the study involved 139 students from Gamu Agri-Fishery School selected through simple random sampling. Data were gathered through survey questionnaires and a timed composition-writing task evaluated with an error-analysis rubric. Frequency and percentage distribution, weighted mean, chi-square test of independence, and Pearson product-moment correlation were used in analyzing the data. Results identified 618 errors across three categories: mechanics accounted for the largest proportion with 242 errors (39.16%), followed by grammar with 206 (33.33%) and lexicon with 170 (27.51%). Punctuation and capitalization were the most frequent mechanical errors; verb-aspect mistakes and improper pronoun use predominated in grammar; and confusion of similar words and improper word separation were the leading lexical difficulties. Mother tongue and parents' educational attainment were significantly related to grammatical, lexical, and mechanical errors, whereas age, sex, reading-material availability, and family income generally showed no significant relationships. Linguistic, cognitive, instructional, and environmental factors were significantly associated with learners' errors, while stronger instructional support correlated with fewer errors. The findings show that Filipino composition difficulties arise from interacting linguistic, cognitive, pedagogical, and environmental conditions, particularly first-language interference and limited opportunities for sustained practice. The study recommends an error-analysis-based intervention featuring explicit instruction, guided writing, vocabulary enrichment, mechanical drills, regular feedback,

revision, and parental support to improve learners' overall accuracy, clarity, and confidence in Filipino writing.

Keywords: *Filipino composition writing; error analysis; linguistic errors; Grade 8 learners; instructional intervention*

INTRODUCTION

Writing is universally recognized as a critical communication skill in both academic achievement and personal development. It serves as a medium through which individuals articulate emotions, analyze information, organize ideas logically, and convey meaning effectively. These competencies are indispensable for career success, which remains a central purpose of education.

Beyond its practical role in education, writing is deeply embedded in cultural, historical, and linguistic traditions. It shapes how societies conceptualize knowledge and apply it in real-world contexts. At its core, writing facilitates the transmission of emotions, ideas, and experiences while upholding respect for cultural identity and language. In the Philippine context, Filipino writing appears in diverse forms, including essays, poetry, short stories, news articles, and advertisements. Each genre reflects the distinctive ways Filipinos express personal narratives and collective experiences. Writing, therefore, is not merely the transcription of ideas into words but a dynamic process of sharing perspectives and fostering meaningful communication (Gonzales, 2018).

The development of writing skills requires consistent practice and reinforcement. Nevertheless, many students continue to struggle with composition because of their incomplete mastery of grammatical rules in Filipino and other academic languages. Errors in Filipino compositions often compromise clarity and hinder effective communication. These errors encompass several dimensions, including grammar, orthography, and lexical choice. Common mistakes include incorrect spelling, faulty punctuation, improper pronoun usage, and the interchange of words with distinct grammatical functions. These recurring violations demonstrate the persistent challenges learners face in mastering the technical and formal conventions of writing (Octaviano et al., 2019).

This study considers writing a vital communication skill and focuses on how Filipino learners develop their ability to compose written texts. Specifically, it examines the types and frequency of errors found in learners' Filipino compositions to identify the linguistic and instructional gaps that affect their writing performance. Systematic error analysis enables teachers to recognize recurring weaknesses in learners' language proficiency and determine the areas requiring focused instruction (Mustadi & Amalia, 2016).

By identifying and analyzing these errors, the study aims to help teachers improve their instructional practices and develop targeted interventions that strengthen writing instruction, enhance learners' linguistic competence, and preserve the importance of Filipino as a medium of self-expression and cultural identity. Error-analysis-based interventions are particularly valuable because they allow teachers to design remedial

activities that directly address learners' recurring difficulties rather than relying solely on general writing exercises (Alaga-Acosta, 2021).

Students commonly commit orthographic errors involving capitalization, word spacing, foreign-word usage, and punctuation. Capitalization errors include failing to capitalize proper nouns and the first word of a sentence or unnecessarily capitalizing common nouns. Word-spacing errors occur when learners incorrectly join separate words or divide words that should be written together. Learners may also overuse borrowed words even when appropriate Filipino equivalents are available. In addition, misplaced or omitted periods, commas, colons, and question marks can alter meaning and reduce the clarity, formality, and accuracy of written compositions (Arsate et al., 2017).

These errors diminish the clarity of a composition and make it more difficult for the writer to communicate ideas effectively. Learners possess different strengths and weaknesses; some may struggle with vocabulary, while others may have difficulty decoding words during reading. Such challenges can directly influence writing performance because vocabulary knowledge, reading competence, grammatical understanding, and written expression are closely interconnected (Mustadi & Amalia, 2016).

Diagnostic assessments reveal not only reading difficulties but also specific gaps in learners' writing abilities. Some learners may experience difficulty constructing grammatically correct sentences, while others may struggle with organizing ideas, selecting appropriate words, maintaining grammatical consistency, or applying writing conventions. Identifying these specific weaknesses through diagnostic assessment provides essential evidence for designing instructional interventions suited to learners' cognitive development, linguistic competence, and educational needs (Gonzales, 2018).

All of these mistakes were real experiences observed by Grade 8 Filipino teachers in the school where the researcher worked. These recurring problems inspired the researcher to conduct this study, which aimed to examine learners' errors in Filipino composition writing, understand their causes, and use the findings as a basis for creating instructional interventions.

Research Questions

This study aimed to analyze Grade 8 learners' language errors in Filipino writing composition and identify the factors affecting it.

Specifically, it sought to answer:

1. What is the profile of learners according to:
 - a. age
 - b. sex
 - c. mother tongue
 - d. availability of reading materials at home
 - e. combined family monthly income
 - f. parents' educational attainment?

2. What linguistic errors are present in Filipino writing composition in terms of:
 - a. grammar
 - b. lexicon
 - c. mechanics?
3. Is there a significant relationship between the learners' errors in Filipino writing composition and their profile?
4. How do the following factors affect the writing errors of the learners in Filipino writing composition:
 - a. linguistic
 - b. cognitive
 - c. affectional
 - d. instructional
 - e. environmental?
5. Is there a significant relationship between the learners' common errors in Filipino writing composition and the factors affecting these writing errors?

METHODOLOGY

Research Design

This study employed a descriptive–quantitative research design. As emphasized by Creswell (2018), descriptive research is most appropriate method for quantitative research. This method strengthens the study's objective of identifying common errors in Filipino composition writing, as the observed patterns are not confined to a particular group but instead mirror the general proficiency level of Grade 8 learners.

Locale of the Study

The study was conducted at Gamu Agri-Fishery School (GAFS), formerly known as Gamu Rural School located in Barangay Linglingay, Gamu, Isabela. The institution transitioned from a general secondary school into a specialized technical–vocational institution and was officially renamed GAFS. It continues to provide practical, skill-based education, offering specialized tracks such as Agricultural Crop Production, Animal Production, and other related programs designed to equip students with essential livelihood and technical competencies.

In addition to its technical–vocational offerings, the school fully implements the K–12 Basic Education Curriculum, which emphasizes the development of literacy and communication skills across all learning areas, including Filipino subjects. This dual focus ensures that learners acquire both practical skills and academic competencies necessary for holistic development.

Selection and Description of Respondents

The respondents of this investigation comprised the 139 Grade 8 students from the four sections handled by the researcher. To ensure equitable representation of both male and female learners, the researcher employed the simple random sampling technique. This method was deliberately chosen because it guarantees that every eligible student has an equal probability of inclusion in the sample. Such an approach results in a balanced distribution of participants, thereby accurately reflecting the gender composition and demographic characteristics of the entire population. By eliminating personal bias or preference in the selection process, the sampling procedure strengthens the validity, reliability, and generalizability of the findings, ensuring that the results genuinely capture the writing performance of Grade 8 learners.

Table 1
Distribution of Respondents

Gender	Number of Respondents	Percentage
Male	68	48.92
Female	71	51.08
Total	139	100

Data Gathering Procedure

Prior to data collection, the researcher sought formal approval from the School Principal of Gamu Agri-Fishery School and the Schools Division Superintendent. Upon securing the necessary authorizations, the researcher informed the student participants and their parents or legal guardians about the study. The purpose of the research, the voluntary nature of participation, and the assurance of confidentiality were clearly explained. Signed informed consent forms were collected from all participants before the administration of any research instruments.

Following the consent process, the survey questionnaires were distributed to the respondents. Each participant was provided with an individual questionnaire to complete. On the succeeding day, the composition writing tasks were administered. Learners were instructed to write an essay on the assigned topic within a one-hour time frame. The written outputs were subsequently collected and evaluated using the established error analysis rubric.

Throughout the process, strict adherence to ethical research standards was observed. All personal information of the participants was treated with the highest level of confidentiality and was not disclosed under any circumstances. This ensured the integrity of the study and safeguarded the rights and privacy of the respondents.

Statistical Treatment of Data

The data gathered in this study were analyzed and interpreted using appropriate statistical tools, each corresponding to the specific problems addressed in the investigation:

Frequency and Percentage Distribution. This was employed to analyze the profile of the learners and to classify their linguistic errors in Filipino composition writing.

Weighted Mean. This was utilized to determine the relative influence of various factors affecting writing errors, thereby providing a quantitative measure of their impact.

Chi-Square Test of Independence. This was applied to examine the relationship between the writing errors, and the profile of respondents.

Pearson Product-Moment Correlation Coefficient (Pearson r). This was used to test the significant relationship between the learners' common errors in Filipino composition writing and the factors influencing these errors.

Through the application of these statistical tools, the study ensured that the analysis was both systematic and rigorous, allowing for valid, reliable, and generalizable interpretations of the learners' writing performance.

RESULTS AND DISCUSSION

1. What is the profile of learners in terms of:

a. Age

Table 1.1
Frequency and Percentage Distribution of Learners According to Age

Age	Frequency	Percentage
12 yrs. old	0	0
13 yrs. old	52	37.41
14 yrs. old	82	58.99
15 yrs. old above	5	3.60
Total	139	100.00

The profile of the respondents reveals that the majority of learners are 14 years old, followed by those aged 13, while only a small proportion are 15 years old and above. Notably, no respondents are 12 years old. This distribution indicates that most of the learners fall within the expected age range for Grade 8.

This finding further suggests that the respondents are at a developmental stage where writing skills are still in the process of refinement. At this level, it is common for learners to commit errors in grammar, vocabulary, and mechanics as they continue to strengthen their language proficiency. The age profile also implies that the writing difficulties encountered by learners are more likely attributable to factors such as language exposure and instructional practices rather than developmental immaturity.

This finding is corroborated by the study of Reyes et al. (2018), which established that students aged thirteen to fourteen are situated within a transitional stage of language development. At this juncture, learners begin to produce extended and more structurally complex written compositions; however, they continue to exhibit noticeable errors as they strive to master linguistic rules and conventions. The study further underscored that this age group is particularly suitable for error analysis, as the challenges they encounter are reflective of the common difficulties inherent in writing instruction.

b. Sex

Table 1.2
Frequency and Percentage Distribution of Learners According to Sex

Sex	Frequency	Percentage
Male	68	48.92
Female	71	51.08
Total	139	100

Table 1.2 presents the distribution of the 139 respondents according to their sex. The data reveal a nearly equal representation between male and female participants, with 71 respondents (51.08%) identified as female and 68 respondents (48.92%) as male. This balanced distribution indicates that both sexes are sufficiently represented in the study, with female learners slightly outnumbering their male counterparts.

The findings suggest that sex is not a significant determinant of learners' performance in Filipino composition writing. Both male and female learners appear to encounter similar challenges in writing, particularly in the areas of grammar, word choice, and adherence to writing conventions. This implies that the difficulties experienced in composition writing are not sex-specific but rather common across learners, thereby underscoring the need for instructional interventions that address these shared challenges.

The composition of respondents by sex reveals a balanced distribution, with a slight predominance of female participants. This proportionality strengthens the reliability of the study's findings, ensuring that results are not skewed by gender bias. Such representation mirrors common patterns in academic contexts, where student populations often exhibit near-equitable gender composition.

Furthermore, the analysis indicates that gender does not have a significant influence on writing performance. Whether male or female, learners demonstrate comparable proficiency in Filipino composition, encountering similar challenges and

committing analogous errors in grammar, vocabulary usage, and mechanics. The results confirm that both groups exhibit parallel tendencies in their writing difficulties, thereby underscoring that sex-based differences are not a determining factor in learners' written outputs.

c. Mother Tongue

Table 1.3
Frequency and Percentage Distribution of Learners According to Mother Tongue

Mother Tongue	Frequency	Percentage
Gaddang	23	16.55
Ibanag	25	17.99
Ilokano	65	46.76
Itawes	15	10.79
Others	11	7.91

Table 1.3 presents the distribution of the 139 respondents according to their mother tongue. The data indicate that Ilokano is the most prevalent language, spoken by 46.76 percent (65 respondents). This is followed by Ibanag at 17.99 percent (25 respondents) and Gaddang at 16.55 percent (23 respondents). Meanwhile, Itawes accounts for 10.79 percent (15 respondents), and other mother tongues collectively represent 7.91 percent (11 respondents).

These findings underscore the predominance of Ilokano among the respondents, with Ibanag, Gaddang, Itawes, and other languages contributing to the linguistic diversity of the community. Such distribution highlights the multilingual context in which the study was conducted.

Since Filipino functions as a second language for many learners, there is a strong likelihood of linguistic transfer, wherein rules, patterns, and structures from the mother tongue influence their written outputs in Filipino. This phenomenon explains why mother tongue interference emerged as a salient factor contributing to composition writing errors among the respondents.

Related studies reveal that the limited opportunities for the active use of Filipino in academic tasks such as essay writing may contribute to underdeveloped language skills and reluctance among learners to utilize the language. This observation is consistent with the findings of Gonzales (2018), who emphasized that the frequency of language use directly influences students' proficiency, teachers' pedagogical practices, and the overall effectiveness of language programs.

d. Availability of Reading Materials at Home

Table 1.4
Frequency and Percentage Distribution of Learners According to Availability of Reading Materials

Reading Materials at Home	Frequency	Percentage
Books	114	82.01
Dictionary	23	16.55
Periodicals	0	0.00
Magazines	0	0.00
Newspapers	2	1.44

Table 1.4 presents the frequency and percentage distribution of learners according to the availability of reading materials in their homes. The data indicated that the majority of learners have books in their homes, whereas only a small proportion have dictionaries or newspapers. None of the respondents reported having magazines or periodicals.

This finding suggests that although learners have some access to reading materials, the diversity of resources available within their home environments remains limited. Such restricted exposure may hinder vocabulary development, reading fluency, and familiarity with correct written forms in Filipino. Conversely, a more enriched home literacy environment—characterized by a wider range of reading resources—could significantly enhance learners' writing performance.

As cited by Lopres et al. (2017), the lack of resources constitutes a critical challenge for students. They are constrained not only by the limited availability of instructional materials but also by restricted writing topics and minimal opportunities for revision—factors that collectively contribute to diminished academic performance. These constraints extend beyond grades, as they also impede students' capacity to articulate their ideas with clarity and confidence in written form.

e. Combined Family Income

Table 1.5
Frequency and Percentage Distribution of Learners According to Combined Family Income

Income Range	Frequency	Percentage
Below Php 5,000	19	13.67
Php 5,000- 10,000	40	28.78
Php 11,000- 15,000	19	13.67
Php 16,000- 20, 000	11	7.91
Php 21, 000- 25, 000	10	7.19
Php 26,000- 30,000	6	4.32
Php 31,000- 35,000	14	10.07
Php 36,000- 40, 000	7	5.04
Php 41,000- 45,000	10	7.19
Php 46,000- and above	3	2.16

The data indicates that the majority of respondents belong to the low-income sector having a combined family income ranging from 5,000 to 45,000, with only a limited proportion classified within the higher income brackets. According to PSA standards, families earning below ₱15,000 per month are classified as Low Income Class; those with a monthly income ranging from ₱15,000 to ₱45,000 fall under the Lower Middle-Income Class; while families earning ₱46,000 and above are categorized as Upper Income Class.

These findings suggest that a considerable number of learners may experience constraints in accessing educational resources within their home environments. Nevertheless, the data indicate that family income, while relevant, does not singularly account for variations in learners' writing performance. More influential determinants appear to be the learners' mother tongue, the educational attainment of parents, and the quality of instructional support provided. Collectively, these variables exert a stronger impact on literacy development and composition skills than economic status alone.

f. Parents' Educational Attainment

Table 1.6
Frequency and Percentage Distribution of Learners According to Parents' Educational Attainment

Educational Attainment	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Elementary Graduate	12	8.63	8	5.76
High School Graduate	41	29.50	36	25.90
College Graduate	30	21.58	38	27.34
College Undergraduate	39	28.06	37	26.62
Vocational	17	12.23	20	14.39
Total	139	100	139	100

Table 1.6 reveals that a majority of the respondents' fathers (59.64%) attained college-level education, whereas only 11.38% completed basic education. This distribution underscores that the learners originate from households with diverse educational backgrounds. Parental educational attainment is a salient factor that may shape the type and quality of academic support provided at home. Parents with higher levels of education are generally more capable of assisting their children in identifying and correcting language errors, reviewing written outputs, and reinforcing conventions in Filipino composition. Such capacity may account for the significant relationship observed between parental education and certain categories of learners' writing errors.

Beyond the influence of classroom instruction, the home environment exerts a substantial impact on learners' writing performance and error patterns. As highlighted in the IRJMS Research Group (2020), in the study entitled "Parents as Learning Supporters," educated parents possess knowledge of correct grammar and appropriate word usage, enabling them to provide effective guidance in revising their children's work. Conversely, parents with limited educational attainment often struggle to identify linguistic inaccuracies. This finding directly explains why parental education is strongly associated with all three major error types—grammar, lexicon, and mechanics.

2. What linguistic errors are present in Filipino writing composition in terms of:

a. Grammar Errors

Table 2. 1
Frequency and Percentage Distribution of Learners' Grammar Errors

Types of Grammar Errors	Frequency	Percentage
Verb aspect mistakes (perpektibo, imperpektibo, kontemplatibo)	77	37.38
Ng/nang (Sa) particle mix- ups.	33	16.02
Tenses	28	13.59
Subject – verb agreement	25	12.14
Improper use of Pronoun	43	20.87

Table 2. 1 presents the frequency and percentage distribution of learners' grammatical errors.

The findings reveal that the learners committed a considerable number of grammatical errors, with verb aspect emerging as the most prevalent, followed by incorrect use of pronouns, misuse of **ng** and **nang**, tense inconsistencies, and subject–verb agreement errors. These results underscore the persistent difficulties many learners encounter in mastering fundamental Filipino grammatical structures.

The recurring pattern of errors indicates limited proficiency in sentence construction and verb usage. Given that grammar serves as the foundation of clarity and accuracy in written communication, these findings highlight the necessity for Filipino language instruction to incorporate more targeted exercises on verb forms, pronoun usage, and function words. Learners would benefit from sustained exposure to accurate linguistic models and structured practice activities designed to enhance grammatical precision.

The following examples highlight grammatical errors excluding other categories, taken from the actual compositions of respondents:

1. Verb aspect

a. Error: *Mula sa pagtaas ng lebel ng dagat hanggang sa mga **matinding** bagyo at tagtuyot.*

Correct Form: *Mula sa pagtaas ng lebel ng dagat hanggang sa **tumitinding** bagyo at tagtuyot.*

b. Error: *Dahil noong nakalipas ay **malayo** tayo.*

Correct: *Dahil noong nakalipas ay **nagkalayo** tayo.*

2. Nang/ng (sa) particle mix-ups.

Error: Kung hindi na tayo magigising sa katotohan, kung wala nang natirang magandang kinabukasan.

Correct form: Kung hindi tayo magigising sa katotohanan, kung wala ng matitirang magandang kinabukasan.

- b. *Error: Pasasalamat sa lahat nang sakripisyong ibinigay niyo.*

Correct: Pasasalamat sa lahat ng sakripisyong ibinigay niyo.

3. Tenses

- a. *Error: Ang prosesong ito ay kilala bilang greenhouse effect.*

Correct: Ang prosesong ito ay kinikilala bilang greenhouse effect.

- b. *Error: Nagpapasalamat ako dahil hindi nila kami pinabayaang magutom.*

Correct: Nagpapasalamat ako dahil hindi nila kami pinabayaan na magutom.

4. Subject – verb agreement

- a. *Error: Maari ring makakuha tayo dito ng sakit.*

Correct: Maaari tayong makakuha ng sakit dito.

- b. *Error: Ang bawat pagtiis at hrap na inyong tiniis para lamang sa aming kapakanan.*

Correct: Ang bawat pagtitiis at hrap na inyong ginagawa ay para lamang sa aming kapakanan.

5. Improper use of pronouns

- a. *Error: Ang global warming ay gawa ng mga tao dahil sa maling gawain sa ating kalikasan.*

Correct: Ang global warming ay gawa nating mga tao dahil sa ating mga maling gawain sa kalikasan

- b. *Ang mga aral na ito ay kasama ako na sa bawat hakbang ng aking buhay.*

Ang mga aral na ito ay magiging kasama ko sa bawat hakbang ng aking buhay.

These findings are consistent with, and further substantiated by, the study of Octaviano et al. (2019) which analyzed 8,000 sentences drawn from student translation exercises. Their investigation revealed recurrent grammatical and orthographic errors among native Filipino speakers, particularly the misuse of ligatures such as **na**, **ng**, and **g**, spelling inaccuracies resulting from improper word merging, and errors involving enclitics such as *daw* and *raw*. These results underscore the persistent challenges learners face in accurately applying grammatical conventions in written discourse.

Similarly, Patan (2017) examined subject–verb agreement errors among Grade 6 Filipino ESL learners. The study reported that 73% of the errors were classified as misformation errors, most notably the incorrect use of verb forms, exemplified by constructions such as *siya ay maglaro* instead of *siya ay naglalaro*. In addition, omission

and addition errors were identified as common grammatical difficulties. Collectively, these studies across varying grade levels confirm that grammar, spelling, and sentence structure errors remain enduring challenges among Filipino learners, often attributable to linguistic gaps and insufficient mastery of language rules.

This observation is further substantiated by the study of Martinez (2020), which was conducted among 231 Grade 9 students enrolled in the special curriculum programs at Isabela National High School in Ilagan City, Isabela. The findings revealed that the most prevalent writing errors were the incorrect use of punctuation and difficulties in sentence construction, with recorded frequencies of 229 and 228, respectively. The study further suggested that limited learner motivation and insufficient attention to grammatical rules significantly contribute to the recurrence of these writing errors.

Moreover, Mustadi and Amalia (2016) underscored that the systematic analysis of errors in academic essays constitutes a vital pedagogical strategy, as it enables teachers to identify recurring gaps in students' language proficiency. Through error analysis, educators are able to ascertain which grammatical concepts remain insufficiently mastered by learners and to highlight the intrinsic relationship between vocabulary knowledge and grammatical competence.

In the same vein, Tanpoco et al. (2018) investigated interlanguage transfer errors from Filipino (L1) to English (L2) in the written outputs of college students. Their findings revealed that grammatical errors involving verbs, pronouns, and prepositions were among the most prevalent mistakes committed by learners. The researchers emphasized that error analysis has long been recognized as a central methodological approach in language learning research and continues to be a significant area of inquiry in both second and foreign language acquisition.

Furthermore, the unpublished study of AbiSamra (2023) reinforced this framework by explicating how the structural features of a learner's first language—such as Ilokano in the province of Isabela—may influence the manner in which students construct sentences and articulate ideas in Filipino.

Meanwhile, Ali and Bhaskar (2010) identified the lack of regular writing practice and insufficient mastery of grammatical rules as primary causes of learners' writing difficulties. Their study recommended the implementation of remedial programs specifically designed to address recurring error patterns among students. In a similar vein, Hafiz et al. (2017) investigated the common syntactic errors committed by preparatory year students at Jazan University in Saudi Arabia. The findings revealed that errors involving copula omission, subject-verb agreement, tense consistency, infinitives, articles, prepositions, and conjunctions constituted the most problematic areas. The researchers attributed these difficulties to limited opportunities for writing practice and interference from the learners' first language. Furthermore, the study emphasized that such grammatical inaccuracies negatively affect the overall quality of written output, obscure intended meaning, and diminish the effectiveness of communication.

b. Lexical Errors

Table 2.2
Frequency and Percentage Distribution of Learners' Lexicon Errors

Types of Lexical Errors	Frequency	Percentage
Confusing similar words	83	48.82
Wrong choice of words	11	6.47
Incorrect contraction	12	7.06
Improper separation of words	49	28.82
Overuse of foreign words	15	8.82

Table 2.2 presents the frequency and percentage distribution of learners' lexicon errors. The data reveal that the most prevalent error involves confusing similar words, followed by improper separation of words, excessive use of foreign terms, incorrect contractions, and inappropriate word choice. These findings indicate that learners encounter significant challenges in accurately selecting and forming words in Filipino composition writing.

Such lexicon errors reflect weak vocabulary control and limited familiarity with standard Filipino usage. Learners may possess a general understanding of a word's meaning but still fail to apply it correctly within context. This underscores the necessity of vocabulary enrichment programs, word analysis activities, and contextualized exercises designed to strengthen learners' ability to select words with greater precision.

Below are the examples of Lexicon errors (disregard the other errors in this part) taken from the actual respondent's composition:

1. Confusing similar words

a. Error: *Dapat din **nating** matututo na **tulungan** ang ating kapwa para sila ay maligtas sa global warming.*

Correct: *Dapat din tayong matuto na tumulong sa ating kapwa para tayo ay maligtas sa global warming.*

b. Error: *Ang bawat sakripisyo at pagod na inilalaan ninyo para sa **aming** magkakapatid.*

Correct: *Ang bawat sakripisyo at pagod na inilalaan ninyo para sa amin **na** magkakapatid*

2. Wrong choice of words

a. Error: *Ang global warming ay **delikado** para sa mga hayop.*

Correct: *Ang global warming ay **mapanganib** para sa mga hayop.*

b. Error: *Nais kong ipabatid kung gaano ko kayo **kamahal** at pinahahalagahan.*

Correct: *Nais kong ipabatid kung gaano ko kayo **minamahal** at pinahahalagahan.*

3. Incorrect contraction

a. Error: *Ang **pagputol** ng mga puno at **pagputol** ng mga basura sa ilog...*

Correct: *Ang **pagpuputol** ng mga puno at **pagtatapon** ng mga basura sa ilog.*

- b. Error: *Kapag ako ay nabibigay ay hindi ninyo ako **pinapahiya** kundi binibigyan pa ng **bukas ng loob** para subukan muli.*

Correct: *Hindi ninyo ako pinagalitan kundi binigyan pa ng **pagkakataon** at **lakas nang loob** upang subukan itong muli.*

4. Improper separation

- a. Error: *Kailangan nating **mag ingat** sa pagbibigay ng tulong.*

Correct: *Kailangan nating **mag-ingat** sa pagbibigay ng tulong.*

- b. Error: *Ang inyong **pag aalaga** ay nagbibigay sa akin ng kalibutan.*

Correct: *Ang inyong **pag-aalaga** ay nagbibigay sa akin ng kagalakan.*

5. Overuse of foreign words

- a. Error: *Dahil sa **high blood** at **heat stroke** ay malaking kawalan rin sa ating bansa.*

Correct: *Dahil sa **altapresyon** at **matinding init** ay marami ang namamatay sa ating bansa.*

- b. Error: *Ang inyong mga payo at gabay ay **napakahelpful** sa akin lalo na sa mga panahon ng pangangailangan. Lubos akong nagpapasalamat sa inyong oras at **effort** na ibinigay mo para matulungan ako.*

Correct: *Ang inyong mga payo at gabay ay **napakapakinabang** sa akin, lalo na sa mga panahon ng pangangailangan. Lubos akong nagpapasalamat sa inyong oras at **pagsisikap** sa inyong ibinigay upang ako ay matulungan.*

This observation is corroborated by a cross-linguistic study conducted by Bui et al. (2019), which examined language patterns among Filipino and Vietnamese EFL teachers and learners. Their research highlighted frequent learner errors in the use of cohesive devices, particularly in reference (e.g., ambiguous pronouns) and lexical cohesion (e.g., inappropriate word pairings). These findings reinforce the conclusion that lexical difficulties are not isolated but form part of broader challenges in language accuracy and cohesion.

These patterns are consistent with the errors identified in the present study, indicating that such difficulties largely arise from the unconscious transfer of rules, structures, and habits from the learners' first language (Filipino) to the target language. The findings of this study corroborate the work of Waelateh et al. (2013), which examined fifteen undergraduate students from a university in Southern Thailand. Their research involved the collection and evaluation of three paragraphs from each student's forty-five essays written over the course of one semester. Through an analysis of essay constructions, the researchers categorized errors in terms of morphology, lexicon, syntax, and discourse, all of which were deemed undesirable.

Complementary insights from recent foreign studies further strengthen this perspective. Saputra (2020), for instance, employed the surface strategy taxonomy to classify errors into omission, addition, misformation, and misordering—a framework that can be adapted to systematically analyze and categorize errors in Filipino composition writing. Similarly, Ahmed and Ali (2016) identified that high-frequency errors tend to cluster around specific linguistic domains such as cohesion, article usage, and word choice. They recommend that instructional interventions prioritize these areas to maximize learners' improvement.

c. Mechanical Errors

Table 2.3
Frequency and Percentage Distribution of Learners' Mechanical Errors

Types of Mechanical Errors	Frequency	Percentage
Misspelling	20	8.26
Missing	36	14.88
Punctuation	82	33.88
Capitalization	75	30.99
Improper Paragraphing	29	11.98

The frequency and percentage distribution of learners' mechanical errors are presented in Table 2.3.

The findings reveal that punctuation constitutes the most prevalent mechanical error, followed by capitalization, omission of essential elements, improper paragraphing, and misspelling. These results indicate that learners encounter considerable difficulty in adhering to the technical conventions of written Filipino.

To clearly show these word- related mistakes, below are examples of Mechanical errors taken directly from the respondents' composition.:

1. Misspelling
 - a. Error: *Ang global warming ay isang pagbabago ng ating **clima**.*
Correct: *Ang global warming ay isang pagbabago ng ating **klima**.*
 - b. Error: *Dahil sa inyo natutuhan kong maging matatag, matiyaga **manila** sa sarili kong kakayahan.*
Correct: *Dahil sa inyo natutuhan kong maging matatag, matiyaga **maniwala** sa sarili kong kakayahan.*
2. Missing
 - a. Error: *Para malutasan o maiwasan natin ang global warming **ay** huwag tayong mag tatapon ng mga basura kahit saan, dahil pag sa ilog tayo magtatapon o sa dagat, kanal, ay maapektuhan ang mga isda o ano pang mga isda sa dagat.*
Correct: *Para malutasan o maiwasan natin ang global warming, huwag tayong magtatapon ng mga basura kung saan- saan. Kapag tayo ay nagtatapon ng basura sa ilog, dagat, o kanal, maaapektuhan ang mga isda at iba pang yamang - dagat.*
 - b. Error: ***Inyong** walang hanggan na suporta, paggabay ay nagbigay sa akin ng lakas upang harapin ang mga hamon sa buhay.*
Correct: ***Ang** inyong walang hanggang suporta at paggabay ay nagbigay sa akin ng lakas upang harapin ang mga hamon sa buhay.*
3. Punctuation
 - a. Error: *Ang panahon ngayon ay pabagobago, minsan mainit, minsan naman tag-ulan. Pero... Ano ang epekto ng Global warming saating kalikasan?*
Correct: *Ang panahon ngayon ay pabago - bago; minsan mainit, minsan naman tag-ulan. Pero ano ang epekto ng global warming sa ating kalikasan?*

- b. Error: ***Ika, 5 Marso 2026***
Correct: ***Ika- 5 ng Marso, 2026***

4. Capitalization

- a. Error: ***ang*** *Global warming ay isang salita na nagsasabing Global o buong mundo o daigdig.*
Correct: ***Ang*** *Global warming ay isang salita na ngangahulugang buong mundo o daigdig.*
- b. Error: ***salamat*** *sa pag-aalaga sa akin, sa paglulustay ng aking mga pangarap at sa pagiging haligi ng ating tahanan.*
Correct: ***Salamat*** *sa pag-aalaga sa akin, sa pagtulong sa pagtupad ng aking mga pangarap, at sa pagiging haligi ng ating tahanan.*

5. Improper paragraphing

- a. Error: *Ang global warming ay isang matinding suliranin na hinaharap ng buong mundo. Ang Pagtaas ng temperatura ng mundo ay nagdudulot ng maliblib na epekto sa acting planeta, mula sa pag-init ng klima hanggang sa pagtaas ng lebel ng dagat. Ang mga pagbabago sa klima ay nagdudulot ng mga natural na kalamidad tulad ng mga bagyo, tagtuyot, at bah ana nag-aapekto sa mga komunidad at ekonomiya sa buong mundo.*
Correct: *Ang global warming ay isang malubhang suliranin na kinakaharap ng buong mundo. Ang pagtaas ng temperatura ng daigdig ay nagdudulot ng iba't ibang epekto sa kalikasan at sa pamumuhay ng tao. Dahil dito, maraming bansa ang naghahanap ng paraan upang mabawasan ang epekto nito.*
- b. Error: *Isinulat ko po itong liham na ito upang magpasalamat sa inyong pag-aaruga at walang tigil na magsakripisyo at walang tigil na pag-sasakripisyong ibinigay nyo saakin at sa ating pamilya. Simula pagkabata hanggang ngayon ay inaalagaan mo ako at ginagabayan sa mga desisyon na ginagawa ko. at sa mga pagsubok na kinakaharap ko sa pang-araw -araw na gawain at sa paglaan ng oras upang makasama, maturuan, at mapayuhan niyo kami.*
Correct: *Isinulat ko po itong liham na ito upang ipahayag ang taos- pusong pasasalamat sa inyong pag-aaruga at walang tigil na pagsasakripisyong ibinigay ninyo sa akin at sa ating pamilya. Simula pagkabata hanggang ngayon ay inaalagaan ninyo ako at ginagabayan sa mga desisyong ginagawa ko at sa mga pagsubok na kinakaharap ko sa pang- araw -araw na gawain at sa paaralan ng oras upang makasama, matutuhan, at mapayaman ang aking buhay.*

Mechanical errors significantly compromise the clarity, coherence, and professionalism of a composition. Thus, the findings underscore the necessity of providing explicit instruction in punctuation, capitalization, spelling, and paragraph organization. These conventions should not be regarded as peripheral concerns, as they directly affect the readability and scholarly acceptability of learners' written output.

Overall, the evidence suggests that learners experience the greatest challenges in the technical aspects of writing, particularly in the accurate use of punctuation and capitalization. This conclusion is strongly corroborated by the study of Mensah and Owusu (2019), who similarly observed that mechanical errors—especially those involving

punctuation and capitalization—remain the most persistent and widespread difficulties among young learners across diverse educational contexts.

Furthermore, consistent findings were also reported in a local study conducted by Arsate et al. (2017). Their error analysis of academic essay writing in Filipino among Senior High School students at the University of Mindanao revealed numerous substitution errors. Based on the evaluation of students' written outputs, the researchers identified recurring mistakes particularly at the lexical, morphological, and mechanical levels. In their examination of mechanical errors, punctuation mistakes emerged as the most frequent, a result that closely parallels the findings of the present study.

Table 2.4
Overall Distribution of Errors by Category

Category	Frequency	Percentage
Grammar	206	33.33
Mechanics	242	39.16
Lexicon	170	27.51
Total	618	100.00

The summary of errors committed by the students shown in Table 2.4 indicates that the learners committed a total of 618 errors in Filipino composition writing. Among the three major categories, mechanics registered the highest frequency, followed by grammar, while lexicon accounted for the lowest frequency. This distribution indicates that the learners' greatest difficulty lies in the technical and formal aspects of writing, particularly in the application of orthographic and structural conventions.

Nevertheless, the substantial presence of grammatical and lexical errors underscores that the learners also require support in both language form and language use. The recurring pattern of errors highlights the necessity for a focused and structured instructional intervention that systematically addresses mechanical accuracy, grammatical competence, and lexical precision. Such intervention would not only strengthen learners' technical writing skills but also enhance their overall communicative effectiveness in Filipino composition.

Mustadi and Amalia (2016) asserted that the systematic examination of errors in academic essays serves as a crucial pedagogical tool, enabling teachers to identify persistent deficiencies in students' language proficiency. Such analysis exposes comprehension gaps and underscores the intrinsic relationship between vocabulary knowledge, syntactic competence, and the overall quality of written expression.

In a related synthesis, Alaga-Acosta (2021) consolidated findings from multiple studies conducted in the Philippines and confirmed that grammatical and mechanical errors remain enduring challenges across diverse groups of Filipino learners. Her work reinforces the validity and reliability of error analysis as an essential methodological approach for identifying learning gaps and for guiding the development of responsive and contextually appropriate instructional strategies in Filipino language education.

Similarly, Gonzales (2018) observed that elementary learners encounter notable difficulties in punctuation, capitalization, and sentence construction. He emphasized that the systematic assessment of writing performance among learners at this developmental stage yields valuable data that can inform the design of instructional interventions tailored to their cognitive level, linguistic competence, and specific learning needs.

Meanwhile, Ali and Bhaskar (2010) identified the lack of consistent writing practice and insufficient mastery of grammatical rules as the primary causes of students' writing difficulties. Their study recommended the development of remedial programs specifically tailored to address recurring error types. In similar vein, Santos¹¹⁰, in his study entitled "Motivation in Filipino Writing of Students and Its Relationship to Academic Performance," emphasized that the type of motivation significantly influences the quality of students' written output. Intrinsically motivated learners tend to exhibit a deeper understanding and appreciation of writing, which translates into more coherent and accurate compositions. Conversely, reliance on extrinsic motivation often reflects gaps in engagement, thereby adversely affecting the quality and clarity of students' work.

3. Is there a significant relationship between the learners' errors in Filipino writing composition in terms of grammar, lexicon, and mechanics and their profile?

a. Relationship Between Grammatical Errors Versus Profiles

Table 3.1
Result of the Test of Significant Relationship Between Learners Grammatical Errors in Filipino Writing and their Versus Profiles

Profile Variables	Computed Chi-square	Degrees of Freedom (df)	Critical value (a=0.05)	p- value	Desicion	Interpretation
Age	3.421	2	5.991	0.181	Accept Ho	Not Significant
Sex	2.154	1	3.841	0.142	Accept Ho	Not Significant
Mother Tongue	12.789	4	9.488	0.012	Reject Ho	Significant
Availability of reading materials	4.213	2	5.991	0.122	Accept Ho	Not Significant
Combined Family monthly income	9.672	5	11.070	0.085	Accept Ho	Not Significant
Parents' educational attainment	10.345	4	9.488	0.035	Reject Ho	Significant

Table 3.1 indicates that variables such as age, sex, availability of reading materials, and family income do not show significant relationships with learners' grammar errors. In contrast, mother tongue and parental educational attainment demonstrate statistically significant associations with grammatical performance. This finding suggests that linguistic background and home literacy support exert a stronger influence on grammar acquisition than demographic characteristics. Learners who use a different mother tongue

at home may unconsciously transfer syntactic and morphological patterns from that language into Filipino composition. Similarly, children of parents with higher educational attainment are more likely to receive effective linguistic guidance, thereby reducing the incidence of grammatical errors.

These results are corroborated by related studies. For instance, IRJMS Research Group (2020), in its article “Parents as Learning Supporters,” emphasizes that educated parents possess knowledge of correct grammar and appropriate word usage, enabling them to provide corrective feedback on their children’s written work. Conversely, parents with limited educational attainment often lack the capacity to identify and rectify linguistic inaccuracies. This evidence directly explains why parental education is significantly associated with all three major categories of writing errors—grammar, lexicon, and mechanics.

Valuable insights are also contributed by unpublished research that reinforce the theoretical foundation of this study. AbiSamra (2003) established a framework illustrating how the structural features of a learner’s first language influence their performance in the target language. This concept is particularly relevant to the present research, as it elucidates how regional languages in the Philippines shape students’ written output in Filipino.

The findings of this study align precisely with AbiSamra’s framework: the mother tongue exerts a direct influence on the occurrence of various types of errors.

b. Relationship Between Lexical Errors Versus Profiles

Table 3.2
Chi- Square Test on the Relationship Between Lexicon Errors Versus Profiles

Profile Variables	Computed Chi-square	Degrees of Freedom (df)	Critical value (a=0.0)	p- value	Decision	Interpretation
Age	2.876	2	5.991	0.234	Accept Ho	Not Significant
Sex	1.982	1	3.841	0.159	Accept Ho	Not Significant
Mother Tongue	13.452	4	9.488	0.009	Reject Ho	Significant
Availability of reading materials	3.789	2	5.991	0.142	Accept Ho	Not Significant
Combined Family monthly income	8.945	5	11.070	0.111	Accept Ho	Not Significant
Parents’ educational attainment	11.238	4	9.488	0.024	Reject Ho	Significant

The results of the Chi-Square Test indicate that age, sex, availability of reading materials, and family income are not significantly associated with learners' lexicon errors. In contrast, mother tongue and parents' educational attainment exhibit significant relationships with such errors. This finding underscores that vocabulary-related difficulties are shaped more by the learners' linguistic environment and home support than by demographic variables such as age or sex. Learners with limited exposure to Filipino vocabulary in their home environment often struggle to select appropriate words or phrases in composition writing. Similarly, parental education contributes to vocabulary development by enabling parents to provide reading assistance and corrective feedback.

Among the variables examined, the native language spoken by students and the educational level of their parents emerge as the most influential factors. These variables explain why learners frequently confuse similar words, improperly separate words, or select inappropriate terms when writing in Filipino. This outcome validates Ellis's (2014) concept of lexical transfer, which posits that differences between the first language and the target language often result in errors in word choice and meaning. Furthermore, the significance of parents' educational attainment is supported by a p-value of 0.018, confirming its statistical relevance in shaping learners' lexical accuracy.

This implies that learners whose parents have higher educational attainment commit fewer vocabulary errors because they are exposed to more standard vocabulary use at home. In contrast, learners whose parents have lower educational attainment tend to have limited vocabulary range, leading to more errors in word selection. Based on researchers' findings: mother tongue directly affects all types of errors.

c. Relationship Between Mechanical Errors and Profile

Table 3.3
Result of the Chi- Square Test on the Relationship Between Mechanical Errors and Profile Profiles

Profile Variables	Computed X ² value	Degrees of Freedom (df)	Critical value (a=0.05)	p- value	Decision	Interpretation
Age	3.112	2	5.991	0.211	Accept Ho	Not Significant
Sex	1.987	1	3.841	0.159	Accept Ho	Not Significant
Mother Tongue	11.456	4	9.488	0.022	Reject Ho	Significant
Availability of reading materials	4.892	2	5.991	0.087	Accept Ho	Not Significant
Combined Family monthly income	8.223	5	11.070	0.144	Accept Ho	Not Significant
Parents' educational attainment	10.897	4	9.488	0.027	Reject Ho	Significant

Table 3.3 indicates that variables such as age, sex, availability of reading materials, and family income do not exhibit a significant relationship with mechanical errors. In contrast, mother tongue and parental educational attainment are significantly associated with mechanical accuracy. This finding underscores that learners' language background and the literacy support they receive within the home environment exert a considerable influence on their control of punctuation, capitalization, and spelling. Learners who are consistently exposed to correct written forms are more likely to internalize and apply conventional writing mechanics, thereby reducing error incidence.

The results further affirm that the home environment remains a critical determinant in writing development. Specifically, the language spoken at home directly shapes mechanical accuracy. Given that the majority of respondents use Ilokano as their mother tongue, they tend to transfer spelling patterns, punctuation rules, and word separation conventions from their native language into Filipino writing. This phenomenon aligns with the findings of Santos et al. (2018) in "Writing Competence in Multilingual Contexts," which observed that in regions where Ilokano predominates as the home language, Filipino functions as a second language. Consequently, learners often struggle with mechanics, particularly punctuation and capitalization—as well as grammar, due to limited familiarity with Filipino writing conventions.

4. How do the following factors affect the writing errors of the learners in Filipino writing composition:

a. Linguistic factors

Table 4.1
The Effect of Linguistic Factors on Students' Composition Writing

Indicators	Weighted Mean	Written Interpretation
I get confused between the correct use of ng and nang.	2.34	Not much
I find it difficult to follow and apply Filipino grammar rules correctly.	2.23	Not much
I have difficulty using the correct verb forms and tenses (aspekto ng pandiwa)	2.12	Not much
I struggle to arrange words properly to form clear and correct sentences.	2.34	Not much
I often merge or separate words incorrectly when writing.	2.17	Not much

Table 4.1 presents the effect of linguistic factors on students' composition writing.

The data reveal that all indicators obtained weighted means uniformly interpreted as "Not much." The highest weighted mean of 2.34 was recorded for two indicators: "I get confused between the correct use of ng and nang" and "I struggle to arrange words

properly to form clear and correct sentences.” This was followed by the indicator “I find it difficult to follow and apply Filipino grammar rules correctly” with a mean of 2.23, and “I often merge or separate words incorrectly when writing” with 2.17. The lowest mean of 2.12 was observed for the indicator “I have difficulty using the correct verb forms and tenses (aspekto ng pandiwa).”

The findings demonstrate that linguistic factors has a significant influence on learners’ writing performance. Specifically, their knowledge of Filipino grammar, syntax, and structural conventions is directly associated with the types of errors they commit in written tasks. Learners with limited mastery of language rules are more prone to inaccuracies in verb aspect, sentence construction, and lexical choice. These results affirm that linguistic competence constitutes a critical determinant of writing accuracy, underscoring the necessity of sustained and systematic instruction that strengthens learners’ understanding of Filipino language structures.

The interpretation of “Not much” may be regarded as implying that respondents do not perceive these issues as major impediments to their writing performance. Nevertheless, it is crucial to underscore that the consistent clustering of all factors within this range substantiates the presence of linguistic challenges. These challenges, while not deemed overwhelmingly prohibitive by the respondents, demonstrably contribute to the recurrent errors observed in their written compositions.

b. Cognitive factors

Table 4.2
The Effect of Cognitive Factors on Students’ Composition Writing

Indicators	Weighted Mean	Written Interpretation
I lack sufficient knowledge of Filipino writing rules.	2.17	Not much
I have difficulty organizing my ideas when writing in Filipino.	2.23	Not much
I am not familiar with different types of Filipino compositions. (eg. Sanaysay, salaysay)	2.34	Not much
I struggle to develop my ideas fully in Filipino.	2.12	Not much
I find it hard to translate my thoughts into Filipino sentences.	2.31	Not much

Table 4.2 present the effect of cognitive factors on students’ composition writing.

Cognitive factors significantly influence writing performance. The findings reveal that learners encounter challenges in organizing ideas, retrieving appropriate vocabulary, and articulating thoughts with clarity in Filipino. This underscores that writing is not merely a linguistic activity but also a complex mental process requiring systematic planning and organization. Accordingly, learners must be guided in generating ideas, sequencing them logically, and developing them into coherent compositions. Strengthening cognitive writing processes has the potential to minimize errors and enhance overall writing quality.

Moreover, the descriptive rating of “Not much” indicates that while respondents acknowledge experiencing cognitive difficulties, they do not perceive these as great

obstacles that completely hinder their ability to write. Rather, such challenges are viewed as manageable, suggesting that targeted instructional interventions could further support learners in overcoming these limitations.

c. Affectional factors

Table 4.3
The Effect of Affectional Factors on Students' Composition Writing

Indicators	Weighted Mean	Written Interpretation
I feel anxious when writing in Filipino.	1.93	Not much
I lack confidence in my Filipino writing skills.	2.38	Not much
I am not motivated to write compositions in Filipino.	2.13	Not much
I am afraid of making mistakes in Filipino writing.	2.35	Not much
I prefer writing in English rather than in Filipino.	2.47	Not much

The effect of affectional factors on students' composition writing is shown in Table 4.3

The results indicate that affective factors are not significantly associated with writing performance. While learners may occasionally experience nervousness or uncertainty when engaging in writing tasks, such emotions do not emerge as the primary source of their errors. This finding suggests that learners generally maintain a positive disposition toward Filipino writing, with their difficulties more plausibly attributed to limited linguistic mastery, insufficient practice, and environmental influences rather than emotional barriers. Consequently, affective support alone proves inadequate in enhancing writing performance without the reinforcement of direct and systematic instruction.

Furthermore, the descriptive rating of "Not much" signifies that respondents do not encounter extreme negative emotions or a lack of motivation in relation to Filipino writing. Nevertheless, the relatively higher ratings for indicators such as preference for English over Filipino, diminished confidence, and fear of committing mistakes reveal that affective elements remain present and exert a subtle influence on writing performance. These findings underscore the nuanced role of affective factors, which, although not dominant, still contribute to learners' writing challenges to a certain degree.

d. Instructional Factors

Table 4.4
The Effect of Instructional Factors in Students' Composition Writing

Indicators	Weighted Mean	Interpretation
Filipino grammar rules are explained clearly in class.	2.86	Much
I receive enough feedback on my Filipino writing.	2.58	Much
There is enough practice in Filipino writing.	2.34	Not Much
Teaching materials for Filipino writing are sufficient.	2.50	Much
Writing activities in Filipino are engaging.	2.52	Much

Table 4.4 reveals the extent to which instructional factors affect students' composition writing.

The findings reveal that instructional factors have a significant influence on learners' writing performance. Specifically, the way Filipino writing is taught, practiced, and corrected strongly shapes the quality of learner output. The results underscore the necessity of providing learners with guided practice, immediate feedback, and structured writing activities. Instruction must address not only the substantive content of writing but also its formal features, including grammar, mechanics, and vocabulary use. Effective pedagogical strategies are essential to minimize the recurrence of common errors and to foster greater accuracy in written communication.

Moreover, the data indicate that the instructional components employed in teaching Filipino are generally perceived as adequate and effective. Learners acknowledge that teachers deliver clear explanations, provide sufficient learning materials, offer appropriate feedback, and design engaging activities that facilitate learning. However, a notable gap emerges in the dimension of practice: respondents report insufficient opportunities to apply and master the concepts and skills presented in instruction. This imbalance suggests that while instructional delivery is strong in terms of clarity and resources, it requires reinforcement through expanded opportunities for practice and application.

These findings highlight the need to integrate more sustained and systematic practice sessions into Filipino language instruction. By coupling effective teaching strategies with ample opportunities for application, educators can bridge the gap between theoretical understanding and practical mastery, thereby enhancing learners' overall writing performance.

e. Environmental factors

Table 4.5
The Effect of Environmental Factors in Students' Composition Writing

Indicators	Weighted Mean	Written Interpretation
Filipino is rarely used at home.	2.46	Not much
I am more exposed to English than Filipino in daily communication.	2.49	Not much
My family supports my Filipino writing practice	2.47	Not much
I see correct Filipino on TV/social media/newspapers	2.51	Much
Have a quiet place at home for writing assignments	2.53	Much

Table 4.5 presents the effects of environmental factors on students' composition writing. The findings reveal that environmental influences significantly affect writing performance. The home and community environment, particularly the language used in daily interactions, plays a crucial role in shaping learners' writing abilities.

Learners who are less exposed to Filipino in everyday communication have fewer opportunities to internalize correct language forms. Conversely, a supportive home environment enriched with reading materials and consistent language encouragement fosters improved writing performance. Thus, environmental support remains an essential consideration in Filipino instruction. Table 4.5 reflects the effect of environmental factors on students' composition writing.

Environmental factors also significantly affect writing performance. The home and community environment, including the language used around the learners, plays a role in shaping their writing ability.

This means that learners who are less exposed to Filipino in daily communication may have fewer opportunities to internalize correct forms. A supportive home environment with reading materials and language encouragement can help improve their writing performance. Environmental support therefore remains an important consideration in Filipino instruction.

These findings show that while the social environment offers limited exposure to Filipino, learners still gain meaningful access to proper language forms through media. Additionally, the physical learning space at home is generally suitable for completing academic tasks.

5. Is there a significant relationship between the learners' common errors in Filipino writing composition and the factors affecting these writing errors?

a. Relationship Between Grammar Errors and Factors Affecting Writing Errors

Table 5.1
Result of the Test of Significant Relationship Between Grammar Errors and the Factors Affecting Students' Composition Writing

Factors	Computed r Value	Critical value ($\alpha=0.05$)	p-value	Decision	Interpretation
Grammar Errors and Linguistic Factors	0.421	0.165	<0.001	Reject H_0	Significant
Grammar Errors and Cognitive Factors	0.387	0.165	0.002	Reject H_0	Significant
Grammar Errors and Affectional Factors	0.215	0.165	0.011	Reject H_0	Significant
Grammar Errors and Instructional Factors	-0.352	0.165	0.003	Reject H_0	Significant

Grammar Errors and Environmental Factors	0.309	0.165	0.007	Reject H _o	Significant
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Table 5.1 presents the correlation analysis between grammar errors and the factors influencing learners' composition writing. The results reveal that grammatical inaccuracies are significantly associated with linguistic, cognitive, instructional, and environmental factors, whereas affective factors do not. This finding underscores that grammar performance is shaped by a multifaceted interplay of language knowledge, mental processing, pedagogical support, and home environment conditions. Learners with limited mastery of linguistic structures are more prone to errors in verb usage, sentence formation, and word choice, while inadequate instructional guidance and unfavorable home environments further exacerbate these difficulties.

Among the examined variables, linguistic factors registered the highest positive correlation, closely followed by cognitive factors. Instructional factors, however, demonstrated a negative correlation, indicating that enhanced teaching quality, sufficient learning materials, and ample practice opportunities contribute to a reduction in grammar errors. Environmental factors also showed a notable correlation coefficient, confirming that home conditions, such as the availability of study space, presence of distractions, and exposure to correct language use —substantially influence learners' ability to concentrate and apply grammar rules effectively. Unfavorable learning environments often lead to lapses in focus, thereby increasing the frequency of grammatical mistakes

The results highlight the necessity of systematic grammar instruction and sustained practice. Learners should be provided with structured activities that enable them to identify, apply, and self-correct grammatical forms within meaningful writing tasks. Improvement in grammatical competence requires consistent exposure, reinforcement, and opportunities for application in authentic contexts.

This findings is reinforced by the work of Lightbown and Spada (2013), who emphasized that writing performance emerges from the interaction of multiple dimensions, including linguistic ability, cognitive capacity, instructional quality, learner disposition, and environmental support. Their study affirms that accuracy in written outputs cannot be attributed to a single factor but rather to the dynamic integration of these interrelated domains

b. Relationship Between Lexicon Errors and Factors Affecting Writing

Table 5.2
Result of the test of Significant Correlation Between Lexicon Errors And the Factors Affecting Students' Composition Writing

Factors	Computed r Value	Critical value (α=0.05)	p-value	Decision	Interpretation
Lexicon Errors	0.452	0.165	<0.001	Reject H _o	Significant

and Linguistic Factors					
Lexicon Errors and Cognitive Factors	0.418	0.165	<0.001	Reject H _o	Significant
Lexicon Errors and Affectional Factors	0.247	0.165	0.004	Reject H _o	Significant
Lexicon Errors and Instructional Factors	-0.326	0.165	0.001	Reject H _o	Significant
Lexicon Errors and Environmental Factors	0.291	0.165	0.006	Reject H _o	Significant

Table 5.2 reveals that lexicon errors are significantly associated with linguistic, cognitive, instructional, and environmental factors, whereas affective factors show no significant relationship. This finding indicates that vocabulary-related errors primarily stem from limited exposure to the Filipino language, challenges in organizing ideas, and insufficient instructional guidance.

The results underscore the importance of integrating vocabulary development into Filipino writing instruction. Learners must be provided with opportunities to apply words in authentic contexts, compare semantically similar terms, and practice accurate word selection. Instructional strategies should further encourage the expansion of expressive vocabulary through sustained reading activities and guided composition tasks, thereby fostering greater precision and fluency in written expression.

c. Relationship Between Mechanical Errors and Factors Affecting Students' Composition Writing

Table 5.3
Result of the test of Correlation Between Mechanical Errors and the Factors Affecting Students' Composition Writing

Factors	Computed r Value	Critical value (α=0.05)	p-value	Decision	Interpretation
Mechanical Errors and Linguistic Factors	0.398	0.165	<0.001	Reject H _o	Significant
Mechanical Errors and Cognitive Factors	0.364	0.165	0.002	Reject H _o	Significant
Mechanical Errors and Affectional Factors	-0.228	0.165	0.008	Reject H _o	Significant

Mechanical Errors and Instructional Factors	-0.341	0.165	0.002	Reject H _o	Significant
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Table 5.3 presents the results of the correlation test between mechanical errors and the factors influencing students' composition writing. The data reveal that all examined factors show a significant relationship with mechanical errors, as indicated by p-values below the 0.05 threshold. Specifically, mechanical errors exhibit significant correlations with linguistic, cognitive, instructional, and environmental factors, whereas affective factors do not show a statistically significant relationship.

This finding suggests that errors in punctuation, capitalization, spelling, and paragraphing are largely shaped by limited mastery of conventions and insufficient practice in written Filipino. The results underscore the pedagogical importance of explicit instruction and continual correction of mechanical aspects of writing. Learners require structured opportunities to strengthen mechanical accuracy through targeted drills, guided composition tasks, and revision activities informed by corrective feedback. Moreover, consistent exposure to accurate models of written Filipino is essential in reducing the recurrence of mechanical errors and fostering greater proficiency in formal writing.

Conclusions

Based on the findings of the study, it can be concluded that the Grade 8 learners of Gamu Agri-Fishery School predominantly belong to a multilingual context, with Ilocano serving as the dominant mother tongue and limited home-based literacy support, conditions that contribute to their challenges in Filipino composition writing. The learners committed errors across grammar, lexicon, and mechanics, with mechanics and grammar emerging as the most frequent areas of difficulty. Furthermore, the mother tongue has a significant influence on the occurrence of writing errors, affirming that first-language interference remains a critical factor in Filipino composition writing. The study also reveals that linguistic, cognitive, instructional, and environmental factors collectively shaped learners' writing performance, underscoring that writing errors are the product of multiple interacting conditions rather than a single cause. In contrast, affective factors did not show a significant relationship with writing performance, suggesting that learners' attitudes and anxiety levels, while relevant to the learning process, were not primary contributors to their writing errors in this context.

Recommendations

Based on the findings of the study, the following recommendations are advanced to strengthen Filipino composition instruction and address learners' identified difficulties:

1. Conduct More Instructional Writing Activities. Teachers should implement regular, systematic, and targeted writing activities that directly address the most prevalent errors

observed in the study. Particular emphasis must be placed on grammar, lexicon, and mechanics, with focused practice on subject–verb agreement, verb tense consistency, punctuation, capitalization, spelling accuracy, and precise word choice. Such structured interventions will enhance learners' competence in Filipino composition writing and reduce recurring errors.

2. Enhance Administrative Support. School heads and instructional leaders should actively support the implementation of the proposed instructional intervention plan. This entails providing teachers with adequate instructional materials, sufficient time allocation, and close supervision for remediation activities. Furthermore, learner progress should be systematically monitored through periodic assessments and constructive feedback, ensuring that interventions are responsive and effective.

3. Curriculum Integration. Curriculum planners and subject coordinators are encouraged to integrate error-analysis–based activities into Filipino writing lessons. Instruction should be learner-centered and diagnostic, focusing on the specific linguistic and mechanical challenges encountered by students rather than relying solely on general writing exercises. This approach will ensure that teaching strategies are aligned with learners' actual needs and will foster measurable improvements in writing performance.

4. Parental involvement. Parents should be actively encouraged to strengthen home-based support for literacy development. Parents may provide reading materials, supervise writing tasks, and promote the use of Filipino in appropriate home and school-related activities. Such engagement reinforces learners' acquisition of correct language use and fosters the development of positive writing habits.

5. Writing Practice. Learners should be guided to engage in sustained practice in writing Filipino compositions. They must be encouraged to accept corrections constructively as integral to the learning process. Through consistent guided practice, learners can cultivate greater awareness of their recurrent errors and progressively work toward self-correction and mastery.

6. Further Studies. Future researchers are advised to replicate similar studies across diverse schools, grade levels, or contextual settings to validate and broaden the applicability of the present findings. Further inquiry may also consider additional variables influencing writing performance, including learner motivation, exposure to reading materials, and patterns of language use within the home environment.

Compliance with Ethical Standards

This study complied with established ethical standards for research involving human participants. Prior to data collection, formal approval was obtained from the School Principal of Gamu Agri-Fishery School and the Schools Division Superintendent. The learners and their parents or legal guardians were clearly informed about the study's purpose, procedures, potential benefits, voluntary nature, and confidentiality safeguards. Written informed consent from parents or guardians and assent from the participating learners were secured before administering the survey questionnaires and composition-

writing tasks. Participants were informed of their right to decline or withdraw from the study at any time without penalty. All collected information was treated with strict confidentiality, and identifying details were excluded from the analysis, presentation, and reporting of findings. The data were used exclusively for academic and research purposes and were securely managed to prevent unauthorized access. The researchers also ensured that participation posed no foreseeable harm to the learners and that the results were reported accurately, objectively, and without fabrication, falsification, or misrepresentation.

Acknowledgements

The researcher would like to express her sincere gratitude to all who contributed to the successful completion of this dissertation. First and foremost, heartfelt thanks are offered to Almighty God for His endless love, wisdom, strength, and guidance throughout this academic journey.

The researcher is deeply grateful to her dissertation adviser for the invaluable guidance, patience, and expertise shared throughout the conduct of this study. Sincere appreciation is also extended to the members of the dissertation panel for their constructive comments and meaningful suggestions that helped refine this research.

Special thanks are given to school officials, teachers, and all study participants for their cooperation, support, and willingness to share their time and experiences.

Finally, the researcher conveys her deepest gratitude to her family for their unconditional love, prayers, understanding, and unwavering support. Their encouragement has been a constant source of inspiration and strength.

To everyone who, in one way or another, became part of this journey, the researcher extends her heartfelt appreciation.

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APA Citation:

Bagalay, M. A. & Capuchino, D. M. (2026). ANALYZING LEARNERS' ERRORS IN FILIPINO COMPOSITION WRITING: BASIS FOR INSTRUCTIONAL INTERVENTION. *Ignatian International Journal for Multidisciplinary Research*, 4(8), 505–537. <https://doi.org/10.5281/zenodo.21850937>

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